

INSPECTION REPORT

BROOKWOOD PRIMARY SCHOOL

Woking

LEA area: Surrey

Unique reference number: 124998

Headteacher: Mrs J Oakley

Lead inspector: Cherry Jackson

Dates of inspection: 3rd – 5th May 2005

Inspection number: 266513

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	150
School address:	Connaught Road Brookwood Woking Surrey
Postcode:	GU24 0HF

Telephone number:	01483 473315
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Fax number:	01483 598304
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Appropriate authority:	The governing body
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Name of chair of governors:	Mrs K Hayllar
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Date of previous inspection:	12/10/1998
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CHARACTERISTICS OF THE SCHOOL

Brookwood is a small school in the village of the same name, near Woking. There are currently 150 pupils. The roll has been falling since 2000. The pupils are predominantly of White British background with a few white pupils from other countries, a few Asians, a few Black pupils and a small number of Travellers. All are fluent English speakers although the school often has children who are learning English. The proportion of pupils with special educational needs (currently about a quarter) is above average. The number entitled to free meals is below average. The pupils' socio economic circumstances are varied and there are really two populations in the school. At least half of the children come from stable village backgrounds. A large group of pupils, currently over a third, are from service families. They may have had several changes of school before arriving at Brookwood. The discontinuity, and the stresses of their parents' lives, can impact on their achievement. Overall, the pupils' attainment on entry to the school is about average, lower than it was at the time of the last inspection.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
5358	Cherry Jackson	Lead inspector	Science, Art, Design and Technology, Citizenship.
9121	Heather Danpure	Lay inspector	
5848	Lesley Robins	Team inspector	Foundation Stage, English, Religious Education, History, Geography.
22178	Kate Robertson	Team inspector	Mathematics, Information and Communication Technology, Music, Physical Education, Special Educational Needs.

The inspection contractor was:

Penta International
Upperton House
Eastbourne
East Sussex
BN21 3YB

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Brookwood provides a **sound** education and has created a positive ethos for learning. All the pupils are highly valued, including some who do not stay there very long, and they all achieve satisfactorily. The consistently sound teaching and learning are supported by very good care for pupils and good relationships with their parents. The school is well led and the management is sound. The parents and children like their school. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Pupils with special educational needs and the reception pupils achieve well.
- The more able pupils could do better.
- Standards are high, and achievement, good, in physical education.
- Very good care, good relationships, and education for personal development support pupils' self respect and good behaviour and so help the pupils to achieve.
- The teachers' assistants support learning well.
- Lesson planning is not sharp enough for the full, wide, ability range.
- The school is self evaluative but has not found a way to use attainment data in evaluating its work and in its planning for development.
- Subject leaders do not have a clear oversight of standards in their subjects.

Improvement for the school since the last inspection in 1998 is satisfactory. Over recent years the test results for Year 2, where there is less pupil mobility, have improved well. Those for Year 6 have shown satisfactory improvement. Standards in physical education have risen well. Almost every issue raised by the last inspection has been satisfactorily dealt with. Pupils' spirituality is better developed and there are good schemes of work for subjects which had none. Religious education consistently follows the Surrey Agreed Syllabus. Standards in information and communication technology are satisfactory and improving due to the new suite and the regular teaching there. The school development plan still needs improvement.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	C	C	A	B
Mathematics	E	D	B	C
Science	E	D	A	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.

The pupils' achievement is sound, and good for the reception class. It is good throughout in personal and social development and citizenship, because of the emphasis the school places here. The pupils are also good at physical education where the school makes good provision. There are some long standing pupils and some who may have attended several other schools. Pupils' test results vary widely from year to year, when compared with the nation's, due to the different proportions of these two groups and their widely varying capabilities. In 2004 a high proportion of the test group had been at Brookwood over a long period and attained particularly good results, as the table shows. The pupils with special educational needs achieve well in all the classes due to good management and support but the more able pupils could achieve better if challenged more.

The pupils' personal qualities and their spiritual, moral, social and cultural development are good. Their attendance is above average and they are punctual. They behave well and are keen to learn.

QUALITY OF EDUCATION

The quality of education is sound.

The teaching and learning are sound. The teachers ensure that pupils behave well; the pupils work hard, even independently and in groups. The teachers' assistants and their teamwork with the teachers support learning effectively. Questions, objectives and tasks are not always accurately enough targeted for particular groups within the wide ability range. Very thorough, regular assessments of pupils' progress lead to helpful targets for groups of pupils to help them improve.

The curriculum is sound overall, with good provision for personal and social education, citizenship, physical education and speaking. There is not enough mathematics or information and communication technology taught in the other subjects and the school is working on that. Teaching groups are flexibly organised to meet needs. The good range of visits and clubs generates interest. The curriculum for the reception children is well adapted to their needs. All the pupils have good care, support and guidance. The school has good links with the parents and the community

LEADERSHIP AND MANAGEMENT

Leadership is good and management is sound. The governors and head have a clear vision and work purposefully. The head teacher leads well, with good support from the deputy head. They successfully promote a positive ethos with good teamwork. Whilst the school is self-evaluative, it does not use its plentiful attainment data enough to identify its strengths and weaknesses. Although data analysis is difficult because many pupils come and go, the lack of information means that development planning lacks a rigorous focus on standards. Similarly, subject leaders do not know enough about standards in their subjects.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents see the school as a "tight ship" and value its clear expectations and good relationships. A small minority are concerned about more able children. Most pupils like their teachers and their friends. Fewer, though still two thirds, find their lessons interesting and fun.

IMPROVEMENTS NEEDED

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

- ensure that lessons are planned so that pupils of different abilities, particularly the more able, are more precisely targeted with appropriate work and questions;
- analyse the attainment data more rigorously and use the findings to guide action to raise standards;
- ensure that the subject leaders take an oversight of standards in their subjects to guide their work on improvement.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, pupils' standards are average and achievement is **sound**.

Main strengths and weaknesses

- Achievement is sound and sometimes good, despite the high number of pupils who leave and join every year.
- The achievement of the pupils with special educational needs is good.
- The more able pupils could do better
- For the children in the reception year, achievement is good.
- For Years 1-6, achievement is good in personal, social and health education, and in citizenship.
- Achievement is good in physical education.

Commentary

Key Stage 1

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
Reading	17.4 (14.3)	15.8 (15.7)
Writing	17.3 (12.2)	14.6 (14.6)
Mathematics	18.1 (15.3)	16.2 (16.3)

There were 20 pupils in the year group. Figures in brackets are for the previous year

Key Stage 2

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

Standards in:	School results	National results
English	29.2 (27.4)	26.9 (26.8)
Mathematics	28.6 (26.0)	27.0 (26.8)
Science	30.1 (27.8)	28.6 (28.6)

There were 27 pupils in the year group. Figures in brackets are for the previous year

1. Brookwood's test results vary widely from year to year, just as they did at the last inspection. This is because of the different ranges of ability and the varying numbers of pupils leaving and joining the school within different year groups. The most recent scores, in 2004 and shown above, were very good compared with the national average. The eleven year olds in 2004 had better attainment on entry to the school than the other years and they had fewer changes of school. For the current Year 6 who will take their tests this term, their attainment on entry scores were below average and less than half will have started and finished at Brookwood. The school's predicted scores and the inspectors' judgements concur that results will not compare well with the national average this year. Data for 2004 suggests that the more stable year group in Year 6 made good progress over Years 3-6. During the inspection the pupils were achieving satisfactorily in their lessons despite the difficult circumstances of many of their lives.

2. The large proportion of pupils with special educational needs have the direct oversight of the head teacher and the careful attention of the teachers and their assistants in many of their lessons. They make good progress in lessons in relation to their individual education plans and the targets set for them. Their records show that they progress well through National Curriculum levels where they can.

3. The able pupils, however, could achieve more. They work diligently at the work they are given but lesson tasks do not always provide them with sufficient challenge. Some of the work they do is below their capacity.

4. The children in the small reception class start school with wide ranging social and emotional needs so that their teacher prioritises personal, social and emotional education. In this way she tackles behaviour and help socialisation, giving pupils, including those with special educational needs, a very secure start. The pupils pay attention, can concentrate for relatively long periods and are co-operative. This helps them to achieve well in their other areas of learning.

5. For Years 1-6, personal, social and health education and citizenship are planned and taught with unusual care. The school also supports individuals by valuing them. By Year 6 the pupils are achieving well, can work well individually and collaboratively show good understanding of the responsibilities and needs of a community. In their competent writing across other subjects, like history and geography, they are sensitive to others' situations. In religious education they are very understanding about people's customs and needs.

6. The school has developed its provision for physical education to the point of gaining the national Sports Activemark Gold award. Good teaching here ensures that pupils work hard and develop skills sequentially. Activities meet the wide range of developmental needs and extra-curricular clubs support pupils' interest. All this culminates in good achievement.

Pupils' attitudes, values and other personal qualities

The pupils' attitudes, behaviour, rate of attendance and punctuality are **good**. Their spiritual, moral, social and cultural development is also **good**.

Main strengths and weaknesses

- Parents and school both help the pupils to attend well and punctually.
- Interest in their work helps the pupils to behave well and show good attitudes to learning.
- Relationships throughout the school are strong.
- Pupils' personal development, including their spiritual, moral, social and cultural development, is successfully promoted.

Commentary

7. The pupils' attendance continues to be above the national average. Parents are particularly good at not taking their children on holiday in term time, unless it is essential, and at reporting absences. Pupils are punctual to school enabling lessons to start promptly. Good attendance is promoted well through rewards for best class and high individual attendance. Good attendance is making a positive contribution to pupils' progress.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	4.6	School data :	0.1
National data:	5.1	National data:	0.4

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

8. The pupils enjoy coming to school and show positive attitudes to their learning. They settle quickly to their work and are interested in what they are doing. Behaviour in lessons is good overall and very good when pupils are really enthusiastic and switched-on by their activities. They can be a little restless when their work is not matched well to individual needs, or when tasks are too long. Behaviour around the school is good with pupils keen and willing to take on positions of responsibility, such as acting as playground buddies to help everyone benefit from the attractive environment. Pupils enjoy the awards they receive for being courteous, helpful and for behaving well and are keen to help their Houses do well. Pupils are polite and courteous to visitors. Bullying and racial incidents are rare and dealt with effectively.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	143	1	0

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

9. Relationships throughout the school are strong. All staff provide very good role models for pupils and are consistent in the way they praise what is right and dismiss what is wrong. The parents see the mixed age grouped classes as a good support to relationships and responsibility. Pupils' social development is well-promoted through almost everything the school does. Good co-operation and collaboration between pupils is evident in lessons, in sports teams and events, such as buddy bonanza days. Positive relationships promote a strong sense of community and are particularly effective in helping new pupils settle into the school.

10. Pupils' spiritual development has improved since the last inspection and is now good. Religious education lessons in particular provide good opportunities for pupils to reflect on their lives and the lives and beliefs of others. Personal, social, health, citizenship education and humanities lessons also make a significant contribution, particularly in encouraging pupils to respect the views and feelings of others. The daily assemblies provide a good opportunity for pupils to meet together. The assemblies meet the requirements for a daily act of collective worship but the opportunities for reflection are too limited.

11. The pupils' cultural development is good as they have many opportunities to learn about other countries and cultures. Good displays around school help to remind pupils of today's multicultural world. The diversity within the school population is celebrated well when pupils are asked to share their different experiences with their peers. The school also makes good use of the rich cultural diversity of the local area through visits and inviting visitors into classes.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **sound**, with strengths in care for pupils and relationships with their parents.

Teaching and learning

The teaching and learning are **sound**, with no unsatisfactory teaching. This consistency is an improvement from the last inspection. There is some good teaching, particularly in the reception class and for Years 1, 2, 5 and 6.

Main strengths and weaknesses

- All the teachers insist successfully on good behaviour.
- The well-deployed teaching assistants contribute well to the children's achievement.
- Supported by their good personal, social and health education, the pupils can work well both independently and collaboratively.
- The very consistent, good, assessments support target setting well.
- In oral work, questions are not often enough targeted for pupils of different abilities.
- Lesson plans do not provide enough demanding work for the more able pupils.
- Parts of lessons often overrun.

Commentary

12. Consistency is one of the keynotes of Brookwood. There is a clear expectation for the pupils' behaviour. The senior management team, who watch a selection of lessons and support new teachers, ensure that every teacher has strategies for preparing the class to listen. The many positive re-enforcement strategies mean that pupils get more attention for being good than for misbehaving. The teachers do not have to waste time on behaviour management and pupils are swiftly attentive.

13. The team of teaching assistants is relatively large and their work is well organised. The same assistant gives good support, at different times, to individuals who have special educational needs and to their class as a whole. This continuity is particularly helpful for those with special needs. The assistants are well known to the parents for their teamwork with the teachers. In the classrooms, the assistants carry out a wide range of useful tasks which include record keeping, parent liaison and support for individual pupils and groups.

14. Even when they are working without the direct support of an adult, the pupils are good at getting on by themselves. That is because they know exactly what is expected of them and they have good standards of personal and social development. For example, Year 2 worked individually, or in pairs, during their daily quiet reading period while their teacher heard others read. Brookwood pupils also work well in collaborative groups as Years 5 and 6 did, when discussing how to achieve something for the community, in their citizenship lesson. They made a list of things to do, divided it up among them and chose one person to report back to the class in due course, without adult support in most cases.

15. The school has a well developed policy for assessing pupils' attainment which tells the teachers exactly which assessments to make at each stage of the year and where to record their findings. The teachers implement this very consistently thanks to the careful management of the deputy head teacher. The very thorough set of assessments for each pupil are well augmented by the individual teacher's thoughtful, written evaluations of their lessons and by their careful marking, which often directs the pupils towards improvement. Well expressed group targets are set for the pupils, based on the assessments. The teachers do not always remember to remind the pupils of their targets at relevant points during the lessons and pupils are not always familiar with them. It could be helpful if the senior managers monitored this.

16. The time-honoured strategy of asking pupils to put their hands up to answer questions is not useful for Brookwood because the ability range in each class is so wide. If a teacher offers a question to the class as a whole it usually follows that the more able pupils put their hands up and answer correctly, masking the fact that other pupils do not offer. The senior management team has been making progress with the teachers to ensure that oral questions are targeted for named individuals, although the practice is not yet fully established.

17. The teachers work hard to produce lesson plans for every lesson. The plans helpfully show what each stage of the lesson should achieve. They include the deployment of the teachers' assistants and useful additional provision like the key vocabulary to be introduced. The plans are based on very good national schemes of work supplemented by other useful commercially produced

material. However, the support material does not always provide different objectives or tasks for pupils of different abilities, so that Brookwood lessons are not always well enough matched for the wide ability range of the classes. The less able have adult support but the more able, though they work hard and learn, are not always challenged enough.

18. The lessons usually follow the nationally advocated pattern of three parts, with an introduction, tasks in the middle and a final plenary to establish what has been learned. Section 4 of this report, below, discusses the length of the lessons overall. Within the lessons, however, time does drift so that the introductions can be too long, with pupils waiting too long to be able to be active, or the task time running over and preventing a thoughtful plenary. Whilst the pupils continue to behave well, their concentration does diminish. Sessions are not crisp enough.

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	2 (6%)	15(43%)	18(51%)	0	0	0

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

The curriculum

The curriculum the school provides is **satisfactory**. The opportunities provided to extend learning outside the school day are **good**. The school's accommodation is **very good**. Resources available to teachers to support their lessons are **good**.

Main strengths and weaknesses

- The curriculum is broad, with strengths in physical education and personal, social and health education; but the balance of subjects is less successful.
- The school does not do enough across the whole curriculum to develop pupils' skills in information and communication technology and numeracy.
- Within the constraints of its small size, the school organises teaching groups sensibly to meet the need of pupils in the different subjects.
- The provision for pupils with special educational needs is good.
- The curriculum is enhanced by a good programme of visits, visitors and extra-curricular activities.
- The expertise of the teaching team, good resources and very good accommodation support the curriculum well.

Commentary

19. The curriculum has improved since the last inspection as the teachers are now using good national schemes of work for the subjects which were lacking last time. Physical education and personal, social and health education are particularly well provided for, with well planned lessons derived from their thorough schemes of work. Success here has a positive impact on the pupils' attitudes in other subjects. The pupils have the additional benefit of French lessons to broaden their interests. The English curriculum caters well for the specific needs of the pupils in speaking. However, within mathematics pupils do not spend enough time on investigative and problem solving activities and this has an impact on standards achieved. Balanced use of time is something the school has been working on. Helpfully, the reception and Year 1-2 classes work slightly over the nationally recommended time to give time for valuing individuals. However, literacy and numeracy lessons are longer than they need to be, particularly in the afternoons. This reduces timetable flexibility and makes the day unwieldy for the Year 1 and 2 who may have a heavy diet of three academic subjects following each other in a morning. The curriculum for the reception year is well planned to meet their specific needs.

20. Provision for information and communication technology has improved since the last inspection, but some opportunities to reinforce learning through the use of computers are missed. The computer suite is a very good resource and interactive whiteboards are being well used in some lessons. However, the teachers are not planning for the regular and consistent use of information and communication technology and mathematics across the curriculum. Senior managers have already identified this need.

21. Pupil groupings are organised with helpful flexibility. The pupils work in their mixed age grouped classes for personal education and creative subjects where they can benefit from hearing a wide range of ideas from peers. They learn English, mathematics and science in single year groups where national schemes of work can be taught more effectively.

22. The provision for pupils with special educational needs is good, reflecting the hard work of the co-ordinator, the awareness of the teachers of the needs of these pupils and the good work of the teaching assistants. These pupils' individual education plans have clear targets that are well monitored. They are taught with their peers and enjoy the full curriculum, which results in their good achievement.

23. Another strength of the curriculum is the extensive variety of popular extra activities that enrich the pupils' experience in art and design, music, drama, gardening and computer studies. Opportunities to extend learning are very good in physical education where a wide range of sporting activities are provided, for instance, hockey, tennis, football and dance. These are attended by a large number of pupils and some clubs have waiting lists. It is indicative of the good spirit of teamwork within school that these activities are led and managed by teachers and support staff. The school buzzes with various clubs and activities at playtimes, lunchtimes and after school. For instance, a large group of pupils took part enthusiastically in the gardening club, taking advantage of the sunshine after school.

24. Effective use is made of community members and outside agencies to bring the curriculum to life, including the school nurse, to support the teaching of sex education and dangers of substance misuse.

25. The teachers' and assistants' expertise and the well provided resources support the curriculum well. The accommodation is very helpful. Classrooms are spacious, allowing comfortable practical work, and augmented by a computer suite, an environmental classroom, a large library, a separate dining room. Outdoor games are particularly well provided for, with a playground, field, trim trail. The garden enriches the science curriculum well.

Care guidance and support

Arrangements for the care and welfare of pupils are **very good**. Pupils receive **good** support, guidance and advice and the school is **good** at seeking pupils' views.

Main strengths and weaknesses

- The school provides a very safe, caring and healthy environment for all pupils.
- Induction arrangements for new pupils are very good.
- The school is planning suitable further developments for its already consistently implemented target setting system.
- The school values the views of its pupils.

Commentary

26. The school provides a very good, simulating, safe and healthy environment for pupils to work and play. The staff know all pupils well, keep good records and take very good care of them. They are very sensitive to their needs and have very good strategies to help them with making friends and with anger management. The buildings and grounds are clean and well-maintained. Security is

good. A healthy life-style is strongly promoted: the children have drinking water in class, access to free fruit at breaks and are taught the benefits of exercise. The school has good systems to deal with sick and injured pupils and with any child protection issues.

27. The school responds very well to the high mobility of the pupils from the local army base by providing very good induction arrangements for all new pupils. These are very much appreciated by parents. New pupils settle in quickly, with minimal disruption to their education. Parents whose children transfer from other places particularly like their home school liaison books which provide a quick and simple way of passing messages between home and school. New children particularly like the playground buddies scheme.

28. Useful targets are displayed in classrooms to help groups of pupils know what they should be striving to achieve in English and mathematics are helping them to improve the standard of their work. The language of the targets is consistently child-friendly. The head teacher helpfully plans to develop pupils' self evaluation and individual pupil targets so that pupils become very familiar with them.

29. The school council is effective in presenting the views of pupils. Pupil members show maturity and carefully consider issues placed before them. The school has responded well to suggestions they have made.

Partnership with parents, other schools and the community

The school has **good** links with parents, the community and other schools.

Main strengths and weaknesses

- Information provided for parents is good.
- The parents are supportive of the school and all its aims.
- The school uses community support well.
- Good links with other schools provide continuity for pupils.

Commentary

30. The school provides a good range of information for parents with a very helpful website, newsletters and booklets about how to help children with reading and mathematics. Pupils' home school liaison books are very helpful. There are also good opportunities for parents to learn how to support their children by attending parenting courses and information meetings, such as the one on Jolly Phonics, which they appreciated. The school provides satisfactory pupil reports although last year the one for Year 1 did not quite show every thing it should. In addition, all reports will benefit from advice on what pupils need to do to improve further in each subject and to include some targets. Plans are in hand to implement these changes this summer.

31. Parents provide good support for the school. They ensure their children attend school regularly, help them learn at home as well as helping in classes, on visits and on Grounds Days. The school continues to benefit from the considerable help given by the Friends of Brookwood School, who provide social events and raise money to provide extra equipment for the school, such as the playground shelter and an interactive whiteboard.

32. The school has maintained its good community links, with members of various community groups, with interests like drama and art, coming into school to speak to pupils and help with extra-curricular activities. Visits within the community, such as to the local church, cemetery and supermarket, and participation in events, such as the Woking Schools' Music Festival, all enrich the curriculum. Local businesses offer beneficial sponsorship.

33. Brookwood has good links with the army nursery and with other pre-school groups that pupils attend before coming to school. Links are also developing with the new on-site pre-school

group. Arrangements are good for the pupils to transfer to a variety of secondary schools. Brookwood's good standards in sport are supported by an effective partnership with the local secondary school, which is a specialist sports school.

LEADERSHIP AND MANAGEMENT

The leadership of the school is **good** and management, **sound**. The governors fulfil their role well. The head teacher's good, committed leadership promotes caring concern for the pupils. She is well supported by the deputy head. The work of other key staff is **sound**, and very supportive.

Main strengths and weaknesses

- The work of the governors is purposeful.
- The head teacher successfully promotes the positive ethos and consistently clear expectations of the school, as well as good teamwork among the staff.
- The school is evaluative, but strategic planning lacks a rigorous focus on standards
- Subject leaders provide valuable advice and guidance to their colleagues, but do not have a sufficiently clear overview of standards.

Commentary

34. The governors have well structured systems to support their work. Minutes of their meetings show thoughtful discussion. They take a keen interest in the life of the school and know its strengths and weaknesses. Their well organised monitoring visits to school give them a good understanding of issues. These visits are most helpful when they focus on progress with the school development plan.

35. The Brookwood pupils have many, differing needs, which change from year to year. A significant number of them join and leave the school during the year. These factors pose a very challenging task for the leadership of the school. The head teacher successfully meets this challenge by ensuring that there is active care for individuals. The secure and positive environment she has established helps pupils make sound and sometimes good progress during their time at the school. She maintains good links with the many outside agencies involved in supporting some vulnerable children. In her role as special educational needs co-ordinator, the head has secured good provision for a quarter of the pupil roll; this enables these pupils, who need extra support, to make good progress. High pupil mobility and small year groups mean that results in national tests vary greatly. However, the head teacher's leadership has ensured that standards are broadly maintained and that there is an underlying trend of gradual improvement in standards.

36. The head teacher and the senior managers engender a good sense of teamwork. The school holds an award as an Investor in People. The head is effectively supported in her work by the deputy head teacher, who is well organised and has a clear view of the school's strengths and weaknesses. The senior management team cover a lot of work in their meetings, dealing with organisational and some strategic issues. For example, they are wisely looking to find better ways of measuring the progress of pupils through the school. This is important as, given that many pupils come and go during the year, nationally provided data is not always useful to the school. The senior managers have previously led the school to gain a basic Skills Quality Mark 2. They have made sensible use of their participation in the Primary Leadership Programme to reflect on their role and improve the rigour of their expectation for the teaching. The staff as a whole is mutually supportive. The head teacher makes effective use of links with Swansea University to recruit staff. Induction for staff new to the school or new to teaching is good. New teachers feel well supported by both their mentors and their other colleagues. The school is well advanced in meeting coming national requirements for teachers to have some non contact time.

37. The school development plan has a clear structure set against the school's aims and values. Priorities are helpfully set under four key areas of curriculum and pupil welfare, premises, marketing and personnel. However, the plan is not clear about how pupils' attainment will improve. Whilst

there is a useful review of last year's plan, this has no clear evaluations of the impact of the improvement work on pupils' achievements, or any links to value for money issues. The latter aspect is an area identified in the last inspection, and so has not yet been fully addressed. Illness in the senior management team has hampered progress. All the subject leaders write action plans for their areas, supporting the main plan. This makes for a great deal of unprioritised action which it is hard for the school to fulfil in one year.

38. The school has a well established monitoring programme, involving co-ordinators and the head teacher. The senior managers observe lessons. Some of their evaluations are useful and rigorous. From some of her monitoring in previous years, the head teacher has communicated clear findings to the staff, such as weaknesses in spelling or presentation. Last year, the class teachers evaluated well the achievements of their pupils, each trying different ways of presenting their findings. This was useful work.

39. The subject leaders' good support to their colleagues includes advice on planning and resourcing. They sensibly undertake checks of the work in pupils' books and on display although they do not visit lessons. They make insufficient use of test data or National Curriculum levels to have a secure grasp of where the pupils' achievements need to improve. Such analysis would tell them what specific areas to focus on in their action plans.

Financial information

Financial information for the year 2004/2005

Income and expenditure (£)		Balances (£)	
Total income	608,540	Balance from previous year	36,165
Total expenditure	570,129	Balance carried forward to 2005/6	38,411
Expenditure per pupil	3,690		

40. The school budget is carefully managed and accounted for. Some projects have been paid for by the local education authority, leading to unexpected reserves. Also, the governors have been fortunate in contributions from parents and the community towards suitable improvements. They are mindful of the need to spend their money wisely for the benefit of the pupils and intend reducing their surplus.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good**

Main strengths and weaknesses

- The children's achievement is good.
- The curriculum is well planned, with sensitivity to the children's needs, and a range of practical and motivating activities.
- Very good assessment and communication with parents clearly contribute to the children's achievements.
- Teaching and learning are good.

Commentary

41. At the time of the inspection, there were 16 children in the reception class. They all are admitted in September, at the start of the year of their fifth birthday. When this group of children joined the class, many had underdeveloped social, and limited language, skills. Due to the good provision in the class, the children are achieving well, generally.

42. The children benefit from thoughtful provision for their needs. The classroom, indoors and out, offers good opportunities for exploration and structured play. These are appropriately balanced by adult directed tasks. The children enjoy lively activities such as imaginative play in the 'Under the Ocean' area, using the 'Garden Centre' outside and playing throwing games when they tally their scores. There is a good range of table top activities. The book corner is inviting and attractive.

43. The adults make systematic and detailed notes on the children's' achievements. These very effectively build up the Foundation Stage Profile for each child by the end of the year. Meticulous comments on attempts at writing by individual children note where a child has made some progress. There is very regular exchange of information between parents and staff in the home school books, which is most useful to both.

44. Teaching and learning are good in: personal, social and emotional development; communication, language and literacy; mathematical development and in knowledge and understanding of the world. There is insufficient evidence to make a secure judgement about teaching and learning in creative and physical development.

45. Activities are well planned and paced. There is a good balance between sessions when children have to sit still on the carpet and time for practical activities. Resources such as the interactive whiteboard, real coins and objects to handle are well used to promote successful learning. The teacher and her assistant work effectively together supporting different groups of children in short focused teaching sessions, so that the children achieve at least satisfactorily, and sometimes well.

46. These strengths have been maintained since the school's last inspection in 1998.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Despite their earlier difficulties, most children are likely to achieve the early learning goals.
- Support for some children who still display emotional and behavioural difficulties is sensitive and calm.

Commentary

47. The reception staff team have prioritised support for the children's personal development, because this is their greatest need. The adults have focused on aspects such as promoting the children's confidence and self esteem and playing co-operatively. This successful work means that most of the children are likely to meet the goals expected of them by the end of the reception year. This represents good achievement. The children are attentive when they have to sit still and listen to their teacher. They concentrate on activities. For example, in one session, four boys stayed at a table cutting and sticking pictures and labels for a long time, without adult intervention. They had friendly discussion with each other. The children are keen and interested. They can play co-operatively. When, just occasionally, a child is less co-operative, the adults find sensible ways of managing behaviour without upset to the other children. Relationships between adults and children are very good.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Few children are likely to meet all the goals for this area of learning, but their achievement is good.

Commentary

48. Given that a number of children had limited language skills when they joined the class, their achievement is good. Their communication skills are much improved. They have made steady progress in learning letters and sounds and the more able children are beginning to use these to read simple words. The children show a keen interest in books. A small group of them talked excitedly about pictures of underwater creatures in the non-fiction books they were looking at. Few can yet write their names accurately. However, the children are benefiting from regular handwriting practice, learning how to join their letters. The most able children are beginning to use recognisable letters when they try to write independently. Children of average ability produce strings of letters, some of them recognisable. The least able are still at the stage of early mark making, although they do know that writing carries meaning for others to read.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- The children learn well through practical activities, and good focused teaching.

Commentary

49. The children are likely to reach the goals here and their achievement is good. Their good learning is promoted through experiences that are relevant to their lives, such as shopping, and through well organised, focused activities. Most can recognise numerals to 9 and can say those numbers in order. When working together the whole class can count forwards and backwards to 20. They can also 'jump' forwards and backwards in steps of 2. The able children can work out

calculations, such as '10 and 2 more' in their heads and explain how they did it, and this reflects good achievement for them. The less able children can manage simple calculations such as 5 and 1.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The children's computer skills are good.
- They are developing good scientific skills.
- Activities are imaginative and practical.

Commentary

50. The children are likely to meet the goals for this area and to exceed some of them, so their achievement is good. They know, and with some help can tap in, their passwords and usernames for accessing their computers, and they can log off. They know about tools in a paint program such as 'spray', 'draw' and 'infill', using them confidently to make their pictures. The children have learned about the life cycle of the frog. They successfully explore the properties of materials when testing if they float and sink. A few children are beginning to draw conclusions from their observations, noting heaviness, or objects with holes in them, as factors. Imaginative provision includes ice cubes in a tray for children to add toy animals that live in cold climates. The children's observation and language skills were successfully extended when they made jelly with the assistant, using words such as 'soggy' and 'soft' and observing that the jelly will melt in hot water. In another well planned activity, some children worked with their teacher to solve how to get water from one tray to another, joining pipes together.

PHYSICAL AND CREATIVE DEVELOPMENT

51. It was not possible to visit enough of the lessons to make secure judgements about provision in these two areas of learning. Work on display shows that the children have successfully explored a range of paint techniques, including marbling, printing and string patterns. The children competently handle tools such as scissors, and can cope with snorkels and large flippers in their imaginative play. Ready access to the outdoor area gives them regular opportunity for more robust physical activity.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- The teachers' positive encouragement and good behaviour management engage the pupils and support their independent learning.
- The most able pupils do not always achieve as well as they might, and there are some missed opportunities to extend the learning of pupils of different ability.
- Very good, constructive marking and assessment of the pupils' work helps their sound progress.
- The teaching assistants make a clear contribution to the pupils' achievements.
- The subject leader is very supportive to her colleagues, but does not have a sufficiently rigorous overview of standards

Commentary

52. The pupils' results in the national tests vary greatly from year to year, because the needs and abilities in each year group are very different. Currently, standards are average and the pupils' achievements, satisfactory, as was the case in the last inspection.

53. A significant number of pupils have rather weak speaking skills, although they do listen well. Recognising this, the teachers provide sound opportunities for pupils to practise speaking and increase their vocabulary. The drama sessions are particularly helpful. Thus, pupils make steady progress, reaching expected standards by the age of 11, and this reflects good achievement for many. They make secure progress in reading so that by the ages of 7 and 11, most reach the level expected for their age. For the pupils in the current Year 6, who have a weaker ability profile than many, this represents good achievement. Key factors here are regular reading sessions, with a range of appropriate activities, good record keeping, (an improvement from the last inspection), and support from parents. Standards in writing are not as strong as they are in reading. About two thirds of pupils achieve the nationally expected levels. Their handwriting is often good, because it is consistently taught through the school. The able pupils can produce some lively and interesting writing, with accurate punctuation, spelling and grammar. The pupils of average and below ability have difficulty with spelling and punctuation although they try hard. The pupils are benefiting from more opportunities for extended writing and this is better than was found in the 1998 inspection.

54. Teaching and learning are sound, as was found at the last inspection, but with no unsatisfactory teaching, so this is a better picture. Teaching then for the infants was stronger than for the juniors, and this remains the case.

55. The teachers have a challenging task in meeting the wide range of ability in their classes. However, they sometimes miss opportunities to move learning on. In whole class teaching sessions for example, a lack of targeted questioning means that some pupils do not contribute and a few pupils dominate the discussion. At other times, 'closed' questions do not demand enough of the pupils' thinking. Work for the most able pupils is sometimes not hard enough for them. Occasional slow pace leaves little time for the end of lesson review, when pupils, particularly the most able, could be asked to explain or evaluate their learning in more depth.

56. The teachers use interactive whiteboards to introduce their lessons or to look at texts with their classes. This effectively engages the pupils' attention. In one good lesson, the use of the internet, a tape recorder and video camera for listening and for recording the pupils' simple play performances was very motivating. Computers, however, were not used enough in the lessons seen. All of the teachers manage the pupils' behaviour consistently and effectively. Their calm but firm approach ensures that behaviour in lessons is invariably good and pupils work diligently. The teachers mark work conscientiously, making clear to the pupils where their writing is good and how it needs to improve. Monthly assessments of pupils' unaided writing help them know how their pupils are progressing. This reflects improvement in assessment from the last inspection.

57. Teaching assistants nearly always helpfully sit close to the pupils in whole class sessions, modelling expected behaviour or prompting less confident pupils. They often work with pupils who have special needs or are of low ability. This well focused support enables these pupils to make good progress in lessons. In Years 1 and 5, they work successfully with targeted groups of pupils using materials from the National Literacy Strategy that help the pupils to catch up to where they should be.

58. The subject leader gives sound leadership. She has provided useful guidance to her colleagues on planning and the teaching of letters and sounds. Her work on the handwriting policy has successfully led to a consistent, effective approach. She has checked the work in pupils' books and has looked at some lessons. From her checking she knows which aspects need to improve, grammar and spelling for example. The subject leader does not yet make sufficient use of data to know well enough the strengths and weaknesses in the pupils' achievements through the school.

59. Improvement since the last inspection is sound, but there remains work to do to improve the school library and its use.

Language and literacy across the curriculum

60. The pupil's sound skills enable them to read and write competently in other subjects. Their write interesting letters and accounts in geography, history and religious education.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Pupils with special needs achieve well although there is sometimes a lack of challenge for the more capable pupils.
- Strengths of the teaching are the teamwork of teaching assistants and teachers and the management of pupils' behaviour.
- Throughout the school there is insufficient focus on developing pupils' problem solving skills
- Information and communication technology is underused in lessons.
- The subject leader has done a good job in her analysis of pupil performance data.

Commentary

61. Standards for Year 2 and Year 6 are average and achievement is sound. In 2004, national test results for Year 6 pupils showed a sharp rise with a greater number of pupils reaching above average standards. The main reason for the difference between the two sets of results is the different composition of the two year groups.

62. The pupils with special educational needs in all the year groups are well supported and achieve well in mathematics. However, lesson planning does not always challenge more able pupils. The tasks that are set for them are not quite well enough matched. So it was that in one group of four, one boy who could do all the calculations asked, at first sight, did so, and the others wrote down the answers. The work was a little too easy for him.

63. Teaching and learning are satisfactory. The management of pupils' behaviour is very successful. The teachers are skilled at getting the pupils to work at their mathematics without fuss so that pupils concentrate on their tasks. The partnership between teachers and assistants means that the assistants always know who they are to work with and what they are to ask of them. Assistants give very valuable help, even in whole class sessions, for example, by quietly helping children to hold up the right number of fingers and count them accurately. During group tasks the assistants work authoritatively, asking questions, giving explanations and encouraging pupils with a

clear understanding of where the session is going. The good practices of careful assessment of pupils' progress leading to learning targets displayed around the classroom is helpful for everyone.

64. As the mathematics co-ordinator knows, problem solving skills are not as well developed as mathematical knowledge and understanding. The pupils' work is well organised overall, and learning is well sequenced. A good feature of a lesson for Year 2 pupils was the way in which the teacher built step by step on previous knowledge to help pupils to rehearse and reinforce their understanding of doubling numbers. In a lesson for Year 5 the concept of rotation was introduced clearly, appropriately extending the pupils' understanding of shape. Practical resources, such as 'Geoboards', supported tasks well. Pupils enjoy such structured tasks but opportunities for problem solving in real life situations are missed.

65. Information and communication technology is not fully exploited in mathematics, as the co-ordinator has already identified. Although interactive whiteboards are beginning to be used well within some lessons, the full range of equipment now in the school is not consistently or fully used. For example, older pupils could be using the spreadsheet function in the computers.

66. The co-ordinator provides good leadership. She has laid good foundations for more improvement. She has good subject knowledge. She helpfully carries out detailed analysis of test results and shares the findings with staff. This information is then helpfully used to further guide priorities for development and for setting numeracy targets each year. Improvement since the last inspection is sound.

Mathematics across the curriculum

67. The provision for developing pupils' numeracy skills across the curriculum is satisfactory. Pupils use their mathematics, especially calculation and measurement, in science and design technology although there are too few opportunities for pupils to solve mathematical problems within other curriculum areas to develop their problem solving skills.

SCIENCE

During the three days of the inspection there were no science lessons for Year 3-6 pupils. This report is based on a study of test and assessment results for Year 2 and Year 6, the work of pupils in all year groups and two lessons taught for Year 1 and Year 2.

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards are average, achievement is satisfactory and sometimes better, but able pupils could sometimes achieve more.
- The school's scheme of work is a good one but is not always used carefully enough.
- The teachers in Years 1 and 2 use the classroom whiteboards very helpfully and could make more of the other good resources the school has.
- All the teachers make competent, regular assessments of the pupils' standards.
- Leadership of science is supportive for the teachers but lacks a clear focus on standards.

Commentary

68. Variations in the composition of each year group cause test results to vary a great deal from year to year. The 2004 teachers' assessment results for Year 2 and the test results for Year 6 were very good compared with the national average. During the inspection the work in lessons and in the pupils' books was of an average standard, as it was at the last inspection. The pupils are gaining science knowledge and also developing their ability to work scientifically by observing, measuring, experimenting and recording results in prose and tables. The pupils with special needs are supported to achieve well but the more able ones could do more at times. For example, the older,

more able pupils would be capable of more evaluation and pattern seeking, independent selection of their own apparatus and of more advanced ways of showing their results.

69. In response to an issue at the last inspection the school makes better use of schemes of work to ensure that science is interesting and varied. Work suggests that the teaching is satisfactory. However, not all the material the teachers use is well adapted for the widely varying needs of the pupils. The range of previous attainment in any class at the school makes it challenging for the teachers to match tasks to individual pupils' needs. They do not always get it right so that less able pupils may sometimes start to lay out a written task they cannot complete or more able may do a long page of recording about something too easy.

70. The teachers in Years 1 and 2 are not always teaching all the detail of the objectives in the scheme of work. In the two lessons the pupils learned well that fruits contain seeds but were less secure that the fruits came from flowering plants.

71. The teachers in Years 1 and 2 use their interactive whiteboards sensibly, as they did in the lessons on seeds to bring pictures of a range of fruit into the classrooms. They helpfully made sure at the same time that they had plenty of real fruit and some vegetables for the children to feel, look at and taste. Teachers and teachers' assistants were quick to help the pupils to these valuable experiences. However, the school also has a good range of magnifiers and microscopes which were not used to enhance the learning by allowing the pupils to look closely at the seeds and fruit.

72. The school's assessment arrangements are comprehensive for science, involving regular testing and sampling. The teachers for all the year groups carry out the policy competently and regularly so that they have a good record of how everyone is doing. The subject co-ordinator has a good resource here for improvement planning.

73. Improvement since the last inspection is satisfactory. The science co-ordinator gives sound leadership and is supportive to colleagues. She has some good ideas for developing science provision. Current work is to organising science week, where the timetable will be suspended and everyone will have the helpful chance of more sustained and in-depth science. Work samples from all the classes for science have been examined and some useful ideas for improvement have been formulated. However, these have not been turned these into clear objectives for future action. Although the co-ordinator's picture of standards is improving there is not yet a clear enough picture of the standards in the school to provide a basis for raising achievement.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are average and achievement is satisfactory overall but the more able are not challenged enough.
- Good use is made of the new information and communication suite, although classroom computers are less well used.
- Assessment information is not used well enough to help plan for the range of pupils' needs.
- Subject leadership is effective.
- Although its use as a tool for learning in other subjects is improving, information and communication technology is not used sufficiently across the curriculum.

Commentary

74. Standards by Years 2 and 6 are broadly in line with national expectation and achievement is satisfactory. However, few pupils attain higher standards as limited opportunities are given for them to work on tasks that develop their independence. As a result, the more able are insufficiently challenged in some lessons.

75. There has been good improvement in provision for the subject since the last inspection when it was a key issue. The computer suite has improved the range and quality of the pupils' learning opportunities. In the lessons in the suite the good equipment is effectively used. All pupils have a lesson in the suite each week with a very well qualified teaching assistant who has technical expertise. This is enabling the pupils to develop their skills in a systematic way. These lessons are beginning to impact on standards. As there are enough computers for each pupil, those with special educational needs learn to work independently and achieve similar standards as the rest of the class.

76. However, computers are currently used inconsistently in classrooms. There is some suitable use as when Year 1 made good progress in their understanding that icons are used in computer programs to provide information and instructions. The interactive white board was used imaginatively and follow up tasks reinforced learning well. There are other occasions where computer skills could be taught and are not. For instance, not enough use is made of Internet research in history and geography.

77. Teaching and learning are satisfactory. Lesson planning follows national guidelines and helps ensure that all aspects of the subject are covered, although the use of computer control has rightly been identified as needing development. Tasks in lessons are appropriate for skills' development but planning for different levels of ability is limited. Assessments are not used systematically enough in planning lessons to ensure swift progress for pupils as they move through the school.

78. The new subject co-ordinator has made a good, swift, start and is leading the subject effectively. Over a relatively short period of time she has introduced a good scheme of work, assessment systems, and has identified the improvements needed to raise standards. She has monitored the pupils' work and the teachers' planning. Through the co-ordinator, the school is aware of the standards pupils are reaching. The co-ordinator is supportive for the staff and has ensured appropriate training for them. The monitoring and evaluation of teaching and learning are at an early stage.

Information and communication technology across the curriculum

79. Helpful use of information and communication technology supports learning in other subjects but it is not enough. Most information and communication technology lessons use content from other subjects, such as in Year 1 where pupils have used word banks to make sentences. Pupils make sound use of the Internet in some subjects. However, opportunities were missed to use computers more fully in the mathematics lessons seen. Although plans are being made to identify opportunities to include information and communication technology, this is not consistently embedded in lessons given each day.

HUMANITIES

80. It was not possible to visit enough lessons to form overall judgements about provision in **geography** and **history**. Work seen in the pupils' books indicates that standards are average and their achievement satisfactory, as was the case in the last inspection. Both subjects are now supported by appropriate schemes of work, and this was one area to be tackled from the last inspection.

81. In **geography**, pupils in Years 1 and 2 know about some of the features of nearby localities and have a developing awareness of localities beyond their own. They show sound mapping skills,

for their age, in their village plans. These mapping skills are extended in Years 3 to 6, when pupils start to use land symbols, can locate countries on a world map, and make good maps of an imaginary village. These older pupils are increasingly aware of differences in the features of localities and an appreciation of different life styles. Their understanding of environmental issues is supported through useful activities such as the work on traffic calming measures in Year 6.

82. In **history**, pupils in Years 1 and 2 know about some of the differences between past and present and about some major events, such as the Fire of London. Pupils in Years 3 to 6 have a sound knowledge of different eras including the Egyptians, Tudors and Victorians. There is, though, insufficient focus on history issues such as how the past can be represented and interpreted. Years 3 and 4 have done some good work on what they have learned from looking at artefacts.

83. In both subjects, there is some lively learning. For example, the pupils wrote letters applying for jobs as housemaids in a Victorian household. Personal accounts and diaries from the perspective of people of the time give the pupils good insight into different lifestyles. Sometimes, however, the pupils are given worksheets of limited value, some of which are too hard for the less confident readers, and do not extend the learning of more able pupils. At other times the pupils have just copied out text. These approaches limit learning. However, the teachers regularly mark their pupils work, giving positive and constructive comments and this is a strength.

RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The pupils' respect for other faiths is being developed very well.
- Sometimes opportunities are lost to develop the pupils' understanding.
- The subject leader has given very effective support to her colleagues but does not have a secure overview of standards.

Commentary

84. Standards are in line with those set out in the Locally Agreed Syllabus and the pupils' achievement is satisfactory. This is broadly the same as was found in the last inspection.

85. No lessons could be seen In Years 1 and 2. However, the work in their books shows that these pupils have learned about special people, books and places. They have made well observed drawings of a mosque and a prayer mat. The able pupils have tackled some difficult work thinking about the messages underpinning stories told by Jesus. Pupils in Years 3 to 6 have successfully learned about religious practices in Christianity, Islam, and Judaism.

86. Teaching and learning in lessons for the Year 3-6 pupils are sound. Their writing, from the perspective of different people or creatures, such as that of a disciple at the Last Supper, or the donkey in the Christmas story, shows their satisfactory knowledge. This approach to writing in religious education is successful and imaginative. In lessons on Islam and Judaism, the teachers most effectively encourage respect in their pupils, in showing due deference to the Qu'ran for example. The pupils show a keen interest in learning about other faiths. Sometimes, the teachers' questions do not sufficiently capitalise on this interest. There are occasional missed opportunities to develop the pupils' understanding of why religious practices are the way they are. The older pupils showed sound understanding of the concept of personal responsibility linked to their work on Jewish rites of passage. However, some lack of in-depth discussion in groups meant that the pupils' understanding was not developed as much as it could have been. This work though did give the pupils good opportunity to reflect on their own experiences and this is an improvement since the last inspection,

87. Subject leadership is sound. Visits to different places of worship successfully support the learning. The co-ordinator has most helpfully supported her colleagues to implement the revised locally agreed syllabus. She usefully looks at samples of the pupils' books at least once a year, and then shares her evaluations of what she has seen with the staff. The subject leader looks at plans retrospectively after the lessons have been taught and this is less helpful than checking them beforehand. Her focus so far has been, very appropriately, on providing resources and advice on the revised syllabus. She has yet to gain a more rigorous overview of strengths and weaknesses in standards, by looking at lessons, for example. Improvement since the last inspection is satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

It was not possible to see any lessons in art, design and technology or music so that complete judgements on provision cannot be made. The evaluations here are based on the work on display and in the pupils' books and the teachers' lesson planning.

88. In **art and design**, standards are above average and achievement is good for Years 1 and 2. In Years 3-6, standards are average and achievement is satisfactory. Year 2 do individual, meaningful work in a range of media which are appropriate and well used. Years 3-6, as at the last inspection, do not use their sketchbooks very frequently for art. They can draw expressively but do not do it often and tend to show outline rather than texture or form. As at the last inspection, the tradition of appreciating the work of other artists is strong throughout. An added strength now is the use of computer programmes for art for Years 1 and 2. Another is the use of a good scheme of work to plan lessons. Helpfully, the teachers take the trouble to mark the art work with careful comments for older pupils.

89. In **design and technology** the school has made some good improvements since the last inspection. The scheme of work is a good one now and the standards of work seen were those expected for the pupils' ages. Years 1 and 2 can use appropriate tools and techniques to finish artefacts. Years 3-6 have better designing skills than were seen at the last inspection, and can clearly explain and implement a design. They can evaluate as well, but not in such detail. Their teachers mark their work with praise and helpful advice.

Music

90. No lessons were seen in **music**. However management, and lesson planning, documents along with discussions with staff and pupils, show that the pupils cover the full range of musical activities. The current specialist coordinator is retiring soon and has established a manageable system for staff who are non-specialist. The recent introduction of a commercial scheme of work is supportive for the staff. Keyboards and a variety of software are available for classroom use and a good range of instruments support teaching. Provision for extra-curricular music across the school is good. The pupils benefit from music clubs run at lunchtimes, such as those for recorders and the choir. They also profit from opportunities to take part in local music festivals, whole school singing and musical assemblies to which parents are invited.

Physical Education

Provision in physical education is **good**.

Main strengths and weaknesses

- Standards are above average and achievement is good.
- Work is well planned to ensure good coverage of all aspects of the subject.
- There is a good range of out of school clubs.
- Teaching is good
- Leadership and management are good

Commentary

91. At the time of the last inspection standards in physical education were judged to be average. Provision has improved well. The pupils' work and their achievement are good. Pupils in Year 2 confidently compose a series of linked movements in dance. They are aware of space and use high and low movements creatively. Year 6 showed good ball skills and were aware of their responsibilities as a team when they practiced catching and bowling.

92. The school offers a good range of activities through the curriculum and through extracurricular activities. A very good range of after school and lunchtime clubs includes hockey, dance, football and cricket. Consequently, pupils are enthusiastic.

93. Teaching in physical education is good and ensures that during their lessons the pupils do not simply practice but positively improve their performance and their understanding of the conventions of team games. The lessons are well planned and managed, with due attention paid to health and safety. Pupils are made aware of the need to warm up and prepare properly for the main activity. In lessons on dance, gymnastics and games and the quality of work was consistently good. In the Year 2 lesson, there was clear progress as pupils explored a range of movements imaginatively to music. In a Years 6 games session where pupils were working on their bowling and catching skills, all pupils were fully committed and clearly enjoying the work.

94. The leadership and management of the subject are good. The school, as holder of a 'Sports Activemark Gold' award, places importance on the provision of physical education and the adherence to a healthy regime. The co-ordinator ensures that the teachers use the good scheme of work very well, resulting in good quality teaching and learning. All staff provide good role models, always prepared to demonstrate new ideas. Despite the somewhat small, but well used, hall, accommodation for physical education is good. The grounds are extensive and support the curriculum very well.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- The pupils achieve well because of good teaching.
- Work is carefully planned to ensure that pupils explore a wide range of topics and issues.
- Interesting displays and other material in the classrooms enrich learning.

Commentary

95. Three lessons, one School Council Meeting and examination of the pupils' written work show that the subject is well developed and that pupils achieve well. Year 2 have a good understanding of the care people can offer each other and of the need sometimes for emergency action to support that. Year 6 are good at group work and collaboration and have a growing understanding that points of view vary, individual needs differ and one is not the same, in need or in power, as a group.

96. The pupils' written work is simple, often done on printed worksheets, so that the individual contribution is limited. The work does not clearly show the pupils' good achievement in understanding and responsibility but the oral discussion in lessons does. There they ask thoughtful questions and move themselves forward in their thinking.

97. Good teaching is based on interesting discussions with pupils' views heard and acted on. The teachers are aware of all the members of the class and seek contributions from quieter members, so that the pupils learn to value themselves and each other. They are helpfully taught how to praise each other and are glad to do it. Good opportunities to reflect help the pupils feel that they are in a community and can play a valuable part there. For example, Years 5 and 6 threaded a

“necklace of trust” from beads during their lesson, which helped them to feel something which is hard to express - that they could genuinely support each other.

98. The subject is led and managed well. Work is well planned to ensure that it relates to the National Curriculum and visitors are invited into school to enhance the pupils’ understanding of how society works. The teachers plan the sections of their lessons carefully and make very useful links with other subjects; for example, the work in Years 3 and 4 about India links helpfully, though respect for persons, to personal, social and health education.

99. In all the classrooms the teachers have displayed plentiful material of various kinds which supports the subject and values the contribution of individual pupils. There are awards boards for courtesy and behaviour, individual aspirations displayed as flowers in a garden, well expressed and displayed academic targets, house points, and table points, among others. All these systems have a broader application but do serve to remind everyone about the diversity of the school population, its capacity for success and its composition of valued individuals.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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