

ERRATUM SLIP

OFSTED INSPECTION REPORT

Collis Primary School

URN: 102903

Inspection no. 266652

Dates: 11-13 October 2004

(1) Please replace the heading of Key Stage 1 table on page 9 by:

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

(2) Please replace School results for mathematics in Key Stage 1 table on page 9

by:

18.2 (17.9)

INSPECTION REPORT

COLLIS PRIMARY SCHOOL

Teddington

Richmond upon Thames

Unique reference number: 102903

Headteacher: Mr D J Butterfield

Lead inspector: Mrs Janet Watts

Dates of inspection: 11–13 October 2004

Inspection number: 266652

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:	3–11
Gender of pupils:	Mixed
Number on roll:	492
School address:	Fairfax Road Teddington Middlesex
Postcode:	TW11 9BS
Telephone number:	020 8977 1458
Fax number:	020 8977 6991
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Elizabeth Heaton
Date of previous inspection:	June 1999

CHARACTERISTICS OF THE SCHOOL

Collis Primary school is a larger than average sized primary school, situated in a residential area of Teddington. There are 492 boys and girls on roll, aged from 4 to 11. There is a purpose-built nursery, with 25 places available each morning and 25 each afternoon. Children are admitted to the Reception classes twice per year. The school is popular and oversubscribed, and nearly all of the children who attend the school live locally. Attainment on entry to school is wide but generally above average. The proportion of pupils for whom their first language is believed not to be English is above average, but none is at an early stage of learning to speak English. The percentage of pupils eligible for free school meals and those with identified special educational needs is below average, though the number with a statement of special educational need (six pupils) is above average. Pupil mobility is low. The school has Investors in People status, the Gold Activemark for sports and several School Achievement awards.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1945	Janet Watts	Lead inspector	History Geography Physical education
9779	Suzanne Smith	Lay inspector	
32327	Susan Alton	Team inspector	English Music
23031	Ian Knight	Team inspector	Mathematics Information and communication technology Design and technology
10270	Sandra Teacher	Team Inspector	Science Religious education Special educational needs
24027	Bharathi Kutty	Team Inspector	Foundation Stage English as an additional language Art and design Personal, social, health and citizenship education

The inspection contractor was:

Open Book Inspections

6 East Point
High Street
Seal
Sevenoaks
Kent
TN15 0EG

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very successful, highly effective school with many excellent features. It is highly respected by the parents and the community. The school's **overall effectiveness is very good** and the school gives very good value for money. The headteacher provides excellent personal leadership, extremely well supported by key staff, so inspiring a strongly committed and exceptionally supportive team. Pupils have very positive attitudes towards school and their behaviour is excellent. This, coupled with so much very good teaching, results in pupils making consistently good progress through the school. They achieve very well.

The school's main strengths are:

- Pupils attain well above average standards in English, mathematics and science.
- The school values each pupil equally; this truly is an inclusive school. All staff know the pupils extremely well as individuals.
- The pupils' social and moral development are excellent.
- The planned programme for personal, social, health and citizenship education (PSHCE) gives very good support to pupils' personal development right through the school.
- The school's excellent ethos which promotes achievement, high quality learning and pupils' who are confident and show high self-esteem;
- The range of extra-curricular activities is superb.

The school has no major weaknesses; refinements, rather than improvements, are all that are required for the continuing success of the school.

Very good progress has been made since the previous inspection in June 1999. Monitoring of standards and teaching, especially in the core subjects of English, mathematics and science is now really rigorous. Provision in the Foundation Stage, whilst not a key issue for action, has improved and is now judged to be very good. Pupils now attain the expected standards in information and communication technology (ICT), with plans in hand for further improvements because not all subjects make enough use of ICT to support pupils' learning. Additional provision has been made to support pupils' preparation for life in a multi-cultural, multi-ethnic society though the school acknowledges that provision could be improved even further.

STANDARDS ACHIEVED

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

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

In both Key Stage 1 and Key Stage 2, pupils' achievement in English, mathematics and science is very good. In mathematics, the Year 6 pupils A* results place them in the top five per cent nationally. Standards of reading are particularly good and pupils read with great confidence. Standards in physical education are good and above those expected for 7 and 11 year olds. Eleven year olds attain standards in history above those expected. Standards in religious education are in

line with those expected nationally. In the Foundation Stage, pupils' standards of work are level with, and often above, the nationally defined expectations for their age group. Art, geography, design and technology, and music are taught regularly, but were not a focus for the inspection. Lessons in these subjects were sampled and no weaknesses emerged. The school's high expectations of all pupils mean that they achieve very well, including those pupils with special educational needs, those for whom English is not their mother tongue and those pupils identified as gifted and talented. Pupils' personal qualities are very highly developed. They are responsible, independent and very mature. Attendance is very good. **Pupils' social and moral development is excellent and their spiritual and cultural development is good.**

QUALITY OF EDUCATION

The quality of education provided by the school is very good. Teaching across the school is very good overall. In the lessons observed, six out of ten lessons were judged to be very good. Tremendous support is given to pupils by their teachers, and also by the conscientious and committed teaching assistants. Teaching support staff are managed in a highly effective and excellent way, and their efforts have a direct impact on pupils' good progress. The very good curriculum is broad, balanced and relevant to pupils' needs. Provision to enrich the learning of those pupils identified as gifted and talented is especially good. However, there is scope for the religious education curriculum to teach pupils more about world religions. Integration and inclusion are excellent, ensuring that all pupils make very good progress. Pupils are given many opportunities to develop mature attitudes and independence. Their sense of self-esteem is very highly developed, so supporting their personal development as well as their academic performance.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance are very good overall. Thanks to the strong and excellent personal leadership of the headteacher, extremely ably supported by staff and governors, the school's sense of direction, vision and values are promoted in all aspects of school life. The excellent ethos focuses on creating an environment in which pupils learn very effectively and with a curriculum planned carefully so that all pupils can succeed. Governors are highly supportive, know the school extremely well and hold it to account. High priority is given to in-service training for both teaching and support staff, to very good effect.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents hold the school and its achievements in high esteem. Pupils have a great deal of respect for all staff and are very proud of their school. Some parents expressed concern about admission arrangements to the Reception classes. This was discussed fully with the school and governors will review arrangements again very shortly.

IMPROVEMENTS NEEDED

Refinements are all that are required for the continuing success of the school. The school recognises it would be helpful to:

- Improve further the quality of provision, teaching and standards in ICT.
- Create further opportunities for pupils' multi-cultural awareness to be enhanced.
- Provide a religious education curriculum which promotes pupils' greater understanding of world religions.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement overall is very good. From an above average starting point, pupils in the Foundation Stage reach or often exceed the levels defined nationally for their age group. These youngsters are currently achieving very well. Pupils achieve very well in Years 1 to 2 and in Years 3 to 6. Standards in English, mathematics and science at the end of Year 2 and Year 6 are well above average. In Year 6, at the end of Key Stage 2, standards in English mathematics and science are well above average. Standards in information and communication technology (ICT) are in line with expectations for pupils aged 7 and 11. Standards in physical education are above those expected nationally for pupils aged 7 and 11. In history, 11-year-old pupils reach higher standards than those normally expected. Standards in religious education are in line with the expectations of the agreed syllabus for both 7 and 11 year olds.

Main strengths and weaknesses

- Standards are well above average in English, mathematics and science right across the school.
- Pupils achieve very well and often make very good progress.
- Boys and girls achieve equally well.
- Based on prior attainment, pupils with special educational needs are in many cases reaching national expectations and achieve as well as their peers.

Commentary

1. Pupils generally attain above, or well above average results in the national tests for reading, writing and mathematics at the end of Year 2. In 2004, just over a third of pupils attained the higher Level 3 in reading and mathematics. Similar very good results were attained by Year 6 pupils in 2004. All pupils gained Level 4 in English and science, with thirty eight per cent attaining the higher Level 5 in English, and sixty five per cent attaining the higher Level 5 in science. In mathematics, ninety five per cent attained Level 4 and fifty per cent attained Level 5, which is well above the national average. This places the school in the top five per cent of schools nationally, when compared with similar schools. Trends in all core subjects over time are above the national trend. High standards have been maintained or improved even further since the last inspection in 1999. These consistently good results are a credit to the school and reflect the very good quality of teaching.
2. Over time and currently, boys and girls achieve similarly. There are no noticeable differences in their performance.
3. The pupils in the nursery and reception classes make very good progress as they are so well taught. Assuming that the quality of provision remains the same, most are on track to meet or even exceed the expected standards for their age group by the time they reach Year 1.
4. Pupils are able to use their literacy and numeracy skills very competently across the curriculum. They are increasingly confident to use their ICT skills, especially when given the opportunity to do so and when they have been well taught to use these skills. Overall, their competence with ICT is satisfactory.
5. In science, the planned programme ensures that pupils develop their scientific skills of experimenting and investigating to a very high level. Standards in religious education are in line with those expected for pupils aged 7 and 11.

6. Pupils with special educational needs and those identified as gifted and talented are extremely well supported and provided for; they achieve very well indeed. Pupils with special educational needs are in many cases reaching national expectations, especially in literacy. This represents very good progress indeed. Pupils for whom English is not their mother tongue, or are from ethnic minorities, equally make very good progress.
7. Art, design technology, geography and music are all taught regularly but during the short period of the inspection it was not possible to make firm judgements about standards. These lessons were sampled and no weaknesses were apparent.

Key Stage 1

Standards in national tests at the end of Year 2 – average point scores in [year]

Standards in:	School results	National results
reading	17.8 (17.3)	15.8 (15.7)
writing	16.4 (16.0)	14.6 (14.6)
mathematics	14.6 (14.6)	16.2 (16.3)

There were 76 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 (29.0)	26.9 (26.8)
mathematics	29.6 (30.2)	27.0 (26.8)
science	30.9 (30.6)	28.6 (28.6)

There were 59 pupils in the year group. Figures in brackets are for the previous year

Pupils' attitudes, values and other personal qualities

Levels of attendance are very good and pupils arrive very punctually. Very positive attitudes to school and excellent behaviour support learning very well. Pupils' personal development, including spiritual, moral, social and cultural elements, is very good overall.

Main strengths and weaknesses

- High levels of mutual respect and exemplary behaviour support a positive learning environment.
- Successful promotion of self-esteem leads to the development of confident learners.
- Arrangements for the social and moral development of pupils are strengths.

Commentary

8. The very large majority of pupils have very good attendance and this has a positive impact on how well they learn. They are rarely late, ensuring a prompt start to the day with few interruptions. Reasons for absence are usually sound. The school has effective procedures to promote good attendance, provide an accurate record of those present and identify individuals where attendance is an issue. This ensures best use is made of the time available from the education welfare service.
9. Pupils thoroughly enjoy coming to school. They are keen to learn and co-operate fully with their teachers. There are high levels of motivation. Pupils respond promptly to instructions and

remain focused on work set until it is complete. They are often absorbed in learning activities and do not want to stop at the end of the lesson. They usually do the very best they are able and show high levels of interest in, and responsibility for, their own learning. The great value placed on their work raises their self-esteem and results in growing confidence. Pupils participate with pleasure in the wide range of activities provided outside of lessons. Members of staff lead by example and their very high expectations lead to behaviour that is usually exemplary. High levels of respect for, and value of, others and their views and opinions are apparent throughout the school. During break times pupils play and socialise very happily. Older pupils show care and responsibility towards those younger than themselves and this contributes well to the school as a harmonious learning community. Pupils with special educational needs show very good attitudes to their work. During the period of the inspection, the inspection team could find no evidence of bullying. The school's very good PSHCE curriculum helps pupils to explore such issues thoughtfully. The promotion of harmonious race relations is also a positive feature. Even those pupils who have behavioural difficulties, settle quickly and pay attention. These pupils take great pride in their work and presentation is good.

10. The personal development of pupils has improved since the time of the last inspection. Moral and social development is excellent. Pupils are involved in agreeing class rules and have clear ownership of these. Their understanding of right and wrong develops progressively as they move through the school. It is enhanced through consideration of environmental, social and community issues that is planned for very well during personal, health and social education lessons and assemblies. Opportunities provided for pupils to support those younger than themselves and to agree issues brought to the school council result in them becoming thoughtful and responsible members of the community with high levels of self-esteem. They bring strong moral principles and respect for others to the way they deal with every day issues. Cultural and spiritual development are good. In one superb infant birthday assembly, to which parents of all pupils are invited, the pupils sang beautifully and almost all of the Year 2 pupils played the recorder. It was a very special time for all those who were there, especially the parents. There is a growing awareness of major world faiths and other cultures through RE lessons and awareness raising activities. For example, visiting places of worship, studying music, food and artefacts from other countries and the celebration of major faith festivals. The school recognises that there is scope to strengthen pupils' knowledge and understanding of the diversity in British society even more. Understanding of English culture and traditions is strongly promoted and pupils have very good opportunities to visit museums, galleries and the theatre. There is growing spiritual awareness and when given opportunities for reflection these are taken seriously.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.3
National data	5.1

Unauthorised absence	
School data	0.1
National data	0.4

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

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
320	0	0
13	0	0

Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	5	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British – Indian	2	0	0
Asian or Asian British –Bangladeshi	1	0	0
Asian or Asian British – any other Asian background	1	0	0
Chinese	1	0	0
Any other ethnic group	5	0	0
No ethnic group recorded	18	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good. This high quality is consistent across the Foundation Stage, the infants and the juniors. The excellent ethos, which focuses on high expectations of the pupils and that they will always do their best, is extremely successful and a particular strength of the school is the quality and consistency of teachers' high expectations. Consequently, pupils' behaviour is excellent, they have very positive attitudes towards school and they work very hard. The ethos of very positive encouragement, together with a rich and wide range of activities in lessons, gives pupils the confidence to try very hard, and improve their knowledge and skills. As a result, they achieve very well. The teaching of literacy, numeracy and science is frequently very good.

Teaching and learning

The quality of teaching observed during the inspection was very good overall, with teaching being judged as very good in about six out of ten lessons. Interviews and discussions with pupils, together with the quality of the work in pupils' books, indicate clearly that the quality of teaching is consistently of a similar quality.

Main strengths and weaknesses

- Teachers' lesson planning is of a high quality; most teachers organise and manage pupils exceptionally well.
- Teachers and support staff have consistently high expectations of good behaviour and pupils respond to this very well.
- The teaching support staff are managed in a highly effective and excellent way and this has a tremendous impact on pupils' progress and achievement.
- Equality of opportunity is promoted in an excellent manner. The school's inclusive philosophy and practice are excellent.
- The teaching of literacy, numeracy and science is nearly always very good.
- Reading skills are especially well taught, leading to very high standards indeed.
- Most teachers are developing the correct level of skills to teach ICT, though the school acknowledges that staff expertise in ICT does vary quite widely.

Commentary

Summary of teaching observed during the inspection in 51 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	27 (53%)	19 (37%)	4 (8%)	1 (2%)	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.

11. The high proportion of very good teaching is distributed across all age groups and subjects. The quality of teaching has improved since the previous inspection, so maintaining and even improving high standards. Teaching overall in the Foundation Stage is now very good, also an improvement since the previous inspection. The assessment of pupils' work is very good overall, with some exceptionally good use of marking in English, mathematics and science. Very good teaching was observed in English, mathematics, science, history, in personal, social, health and citizenship education (PSHCE), and information and communication technology (ICT).
12. Across the school, teachers mainly have a very good subject knowledge and expertise. The exception to this is in ICT, where teachers' confidence and subject knowledge is more variable, though it is at least satisfactory.
13. The needs of pupils with identified special educational needs and those with statements are very well met. The excellent support staff, who are managed very well, make a tremendous contribution to the standards these pupils achieve, through their dedication and commitment to the individuals and groups with whom they work. Many of the teaching assistants have very highly developed skills and use these well to support groups and individuals. Teaching assistants who support pupils with special educational needs provide focused and targeted support. Teaching assistants were often observed giving pupils the opportunity to extend their thinking. Individual education plans targets are well used in individual and small group activities, but are rather less evident in whole class teaching. The pupils who attend the specific sessions targeted at those pupils identified as gifted and talented, are also extremely well catered for and really challenged to think and use their accumulated skills. The teaching of these pupils is often very good. Pupils for whom English is not their mother tongue also achieve very well, in line with their peers.
14. The teaching of reading begins in the Foundation Stage and continues through Years 1 and 2. Pupils are taught from a very young age to enjoy and appreciate books and literature. The school's strong and very successful emphasis on reading continues into the juniors, where some pupils reach a very high standard indeed.
15. The setting arrangements for mathematics, in which pupils in the juniors are grouped by ability, means that pupils are helped to achieve very well, whatever their ability. The setting arrangements are flexible, and reviewed termly. This means that after discussion, pupils may move into a different set, if it is felt they would gain even greater benefit and the level of challenge would be even more closely matched to their needs.
16. Provision for homework is good and makes a significant contribution to the standards achieved. The work pupils are asked to do at home supports and extends their learning in lessons.

Assessment

The collection and use of assessment data is very good, especially in English, mathematics and science.

Main strengths and weaknesses

- The systems used to collect and analyse assessment data are very good.
- Assessment data is very well used to plan for the next stages of teaching and learning.
- In depth analyses of an extensive range of assessments is used to set targets for classes, groups and individuals and is used highly effectively to track pupils' progress.
- The pupils are closely involved in self-assessment.
- Assessment in religious education lacks rigour.

Commentary

17. The quality of assessment is very good, especially in English, mathematics and science. Teachers' marking is often very rigorous in these subjects. Pupils are told precisely what they must do to improve their work, and this is then checked and followed through by the class teacher. There is much good practice in place to enable pupils to carry out self-assessments, and to indicate how well they understand what they are learning and whether they have progressed. This, together with the teacher's own evaluations, mean that the next stages of teaching and learning can be planned effectively.
18. The deputy headteacher has responsibility for co-ordinating all the assessment procedures and available data to be used across the school. The high quality of her work has had a tremendous impact on maintaining and raising standards even further. She works very hard with individual teachers, and departmental co-ordinators, to ensure that assessment data is used to plan the best possible curriculum for pupils. Challenging but achievable targets are set. This contributes greatly to the ethos of high expectations and achievement. Parents are sometimes involved, as well as teachers and pupils. For example, in the very well thought through set of criteria, when pupils are considered for the special groups for gifted and talented pupils, the individual pupil, the parents and the teacher are all involved in the decision making process.
19. In religious education, there are few procedures for assessment and this requires review.

The curriculum

The curriculum is very good. It enables boys and girls of all abilities to achieve very well. Accommodation is good and well used. Resources, especially the quality and use of human resources, are very good.

Main strengths and weaknesses

- The curriculum makes highly effective provision for literacy, numeracy and science.
- Provision for pupils with special educational needs and for the gifted and talented is very good.
- All pupils have full access to the curriculum and there is excellent integration and inclusion for all.
- The range of extra-curricular activities is excellent.
- Staff are very well deployed to help all abilities and ages to achieve equally well.
- The curriculum is very well planned to meet the needs of all pupils and is enriched through links with the local community and parents.

Commentary

20. The curriculum is broad, appropriately balanced and very relevant. It meets the requirements of the National Curriculum and for religious education. There has been very good improvement since the last inspection. Provision in the core subjects of English, mathematics and science is consistently very good. Pupils' attainment in Years 2 and 6 is consistently very high in these subjects. The school is not complacent and is beginning to consider opportunities for learning across curriculum areas in order to raise standards still further. This includes ICT, history and science. Teachers are using their knowledge of learning styles and thinking skills very effectively to engage pupils and further support learning.
21. Teachers plan very carefully and deliver the curriculum to provide for each level of ability. This allows each pupil to progress at the appropriate speed. The school has placed high priority on literacy, numeracy and science, with very good results.
22. The school has effective methods for identifying pupils who have special educational needs or who are gifted and talented. It has a very clear understanding of their differing learning needs

and plans the curriculum accordingly. As a result, all pupils, including those with special educational needs, are able to make very good progress. Provision for those pupils identified as gifted and talented includes a very popular lunchtime club targeted at more able pupils, but other interested pupils are included. The 'Lunch and Learn' club invites a different speaker from the co-ordinator's register of staff, parent, governor and members of the community. The sessions are short and very focused and pupils are very enthusiastic and motivated as a result of the input. During the inspection, a poet visited this club. Following her input on 'Understanding Imagery', one Year 6 pupil wrote in a five minute task: 'Amber, ruby, daffodil, all mixed together, flickering in the dark. Beautiful, but dangerous. Immaculate – not to be touched. Only to be dimmed when water comes dancing from the sky' to describe fire.

23. The school uses the local community and its links with parents very effectively to enrich pupils' learning experiences. Pupils go on visits to support their learning in a range of subjects. Visitors to school, such as musicians, artists and poets provide stimulation for learning. Outside school time, there is a very good range of clubs which are valued highly by the pupils. These include French, choir, recorders, football, netball, rugby, tennis. Additionally, pupils take part in school productions and special assemblies which develop their social skills as well as extending their learning experiences.
24. The accommodation is very well used and provides a lively and efficient place in which to learn. Due to the popularity of the school, some classes are now in temporary buildings, awaiting the start of a new building programme. These temporary classrooms provide useful accommodation, although they are some way away from the main building. Good use is made of the field during playtime and physical education lessons. Pupils have access to the school's own swimming pool during the summer months. Pupils have grown their own pumpkins in the garden for the harvest festival. Displays are attractive and stimulate learning. They give clear messages to encourage pupils to think, as well as celebrating the pupils' achievements. Staff are very well qualified, well deployed and of sufficient number to meet the requirements of the curriculum. Resources for learning are of good quality, sufficient in range and very accessible.

Care, guidance and support

Procedures to ensure the care, welfare, health and safety of pupils are good. Support, advice and guidance based on monitoring achievements and personal development is very good. There are very good arrangements to involve pupils in the schools' work and developments.

Main strengths and weaknesses

- Excellent relationships and mutual respect ensure pupils are confident to share concerns.
- Very good guidance during personal and social education lead to a pleasing growth in maturity.
- Individually planned challenge and very good guidance in lessons supports learning well.
- Pupils are confident their views will be sought and valued.

Commentary

25. Members of staff know individual pupils very well indeed. The excellent relationships that are evident throughout ensure pupils are confident of having someone with whom to share concerns. There are suitable procedures for promoting the care and protection of pupils and teachers are aware of their responsibilities. Security issues are kept under review and given suitable priority; this has resulted in recent improvements to procedures. Pupils are very well supervised at all times. There are very good arrangements to deal with first aid emergencies. The school ensures staff are aware of individual pupils with medical problems. Premises are inspected conscientiously each year and hazards identified are suitably prioritised for action. This procedure has not yet been formalised through an assessment of risk. There are routines for the assessment of risks attached to all trips and visits out of school so that necessary

precautions can be taken. There are suitable arrangements in place to maintain the safety of equipment and appliances used in the school.

26. The school works in the best interest of pupils with special educational needs, to safeguard their welfare and promote their development. The very good relationships established with outside agencies ensures a 'joined up' approach to pupils' welfare. All staff take careful consideration of individual needs and pupils' cultural backgrounds.
27. Pupils receive a well-planned introduction to the school that helps them to settle well. Assessment of progress is thorough and results in teachers having a comprehensive understanding of how well individuals are doing and what they need to do to improve. This is used very well to provide work of the right level of difficulty for individual pupils. Pupils are very well informed about their learning, progress and targets for development. Marking is usually thorough and effectively helps pupils know what they must do to improve. Homework is generally planned well to extend classroom learning. Guidance in lessons is very effective in supporting pupils through difficulties they experience with their work. The response of pupils to the very effective opportunities provided for their personal development is monitored by their teachers and used well to provide further guidance and support where needed. Arrangements for the transition of pupils to the juniors after Year 2 and subsequently to secondary school after Year 6 is planned well to minimise disruption to learning and maintain high levels of self confidence.
28. Pupils are confident that their views and opinions matter. They are all able to express these very effectively through the school council and know that what they say will be given suitable consideration. Minutes are published for all to see and decisions taken reported in assemblies. Council members are confident of being given time in assemblies when there is a need to address all pupils, for example about fund raising for charity. The school uses an exit survey to find out how well the needs of pupils leaving at the end of Year 6 have been met. It also uses questionnaires as and when the need arises, for example there has been a recent survey about drugs.

Partnership with parents, other schools and the community

The school has established a very positive relationship with parents. Links with other schools and the community are very good.

Main strengths and weaknesses

- Parental interest, involvement and support have a very positive impact on learning.
- Progress reports state clearly what can be done but not all are sufficiently evaluative.
- Resources within the local community are used very well to support the work of the school.
- Very good links with other schools have a positive impact on both pupils and teachers.

Commentary

29. There is a very effective working partnership between the school and parents. Parents have high levels of confidence in what the school provides and achieves. Many are regularly present to provide support in classrooms and for trips and visits out of school. The parent and teacher association is very active and the funds it raises are used very well to support learning. The school takes pride in ensuring information provided meets the needs of its parents and is of good quality. Parents value the two-way communication with teachers either through reading diaries for younger children or by letter enclosed in homework diaries. Although trouble is taken to provide a great deal of information in annual reports about progress these are not always sufficiently evaluative. This confirms the views of some parents. Parents take very high levels of interest in their children's learning. Most take full advantage of very good opportunities to consult with teachers about progress and targets. This, and regularly set good quality

homework, encourages parents to be involved in their children's learning at home. The school uses both questionnaires and forums to consult with parents over a wide range of issues, for example the school extension.

30. There are very good links with those parents of pupils with identified special educational needs. Parents contribute to attend annual reviews. Parents are offered support and guidance on working with their child at home. There are close links with school in the secondary sector to ensure a smooth transition for the special educational needs pupils.
31. The school has established very positive links with the local community that greatly enhance the provision it makes for learning. A well-researched skills bank enables it to draw on support and advice when needed. Community partners regularly visit the school to support a range of activities, for example a local Member of Parliament answered questions from Year 6 pupils, other community support has been available to promote safety and learning about the second world war amongst others. Local business welcome visits and these greatly enrich classroom learning. The school makes full and productive use of resources available within the community such as the theatre, museums, places of worship and more. There is good use of the school's facilities for community activities.
32. Very good liaison arrangements ensure children entering the Reception Year from nursery placements elsewhere get off to a good start. The school works very well with its secondary partners to ensure the smooth transition of pupils from Year 6 to the next stage of their education. Pupils have very good opportunities to become familiar with their new school before they start and a full range of both academic and pastoral information ensures staff are able to help them to settle well with minimum disruptions to learning. Pupils in Year 9 meet Year 6 pupils before transfer and provide individual support for them during their early days in Year 7. The school works very well in partnership with other schools and a local college to maximise staff development opportunities.

LEADERSHIP AND MANAGEMENT

Overall, leadership, management and governance are very good. The headteacher gives excellent personal leadership, extremely ably supported by key staff. The headteacher provides clear and strong direction for the work of the school, and the school's aims, vision and values are explicit in all of its work. The senior management of the school inspires a highly conscientious and exceptionally supportive team who make a tremendous contribution to the work of the school, ensuring that pupils receive a very good education and achieve very well. Very good systems are in place to ensure the smooth running of the school. Subject leadership, especially in the core subjects of English, mathematics and science, is very good.

Main strengths and weaknesses

- The excellent, strong personal leadership of the headteacher.
- The highly effective and excellent sense of teamwork.
- The school's excellent ethos, which focuses very strongly on creating an environment in which pupils learn effectively, achieve their full potential, and grow into mature and responsible young people.
- The school gives very good value for money.

Commentary

33. The headteacher leads the school superbly with the complete confidence of governors and staff. All staff, whether teaching, support, administrative or involved in site management, give their unstinting support to the school. The school's excellent ethos has been created in which all staff and pupils are valued for their contribution. This is truly an inclusive school.

34. The deputy headteacher, the co-ordinator of the Foundation Stage, and the infant and junior departmental co-ordinators, play a key and highly effective role in the successful management of the school. All have very highly developed communication and consultation skills, essential to the smooth running of such a large primary school. Subject leadership in the core subjects of English, mathematics and science is very good. These subject leaders regularly review, monitor and evaluate rigorously standards and provision in their respective subjects. In other subjects, the subject leaders are keenly aware that there is the capacity for even further improvements in ICT and religious education, for example.
35. Management is very good overall. Very good, yet unobtrusive, systems are in place to ensure the smooth running of the school. Agreed policies are implemented consistently and this is a tremendous strength of the school. Induction procedures for new staff are well thought through and the school has a cohesive and comprehensive performance management policy. Administrative staff are highly efficient and conscientious, exceptionally courteous and helpful. The school has excellent links with the local colleges and the school provides training for prospective primary teachers through its participation in School Centred Initial Teacher Training (SCITT).
36. The school has sufficient well-qualified teachers to match the demands of the National Curriculum. The number of support staff is fairly high, but many are well qualified and overall they make a hugely significant contribution to the pupils' progress and their very good achievements.
37. There are very good procedures for monitoring and assessing the work of the school. Pupils' work is scrutinised regularly and teaching is observed by subject leaders or senior members of staff. Written feedback is given. The deputy headteacher, as assessment co-ordinator, analyses in great depth a wide range of data, including standardised tests, teachers' assessments and national tests. This process is extremely rigorous. Consequently, challenging but achievable targets can be set for individuals and groups of pupils and pupils' progress can be tracked in great detail as a result.
38. A priority identified by the school is to appoint a Special Educational Needs co-ordinator (SENCO); the deputy is currently acting as SENCO. There are very high quality relationships between staff and pupils with special needs. Teaching assistants work very closely with teachers to plan suitable support. The organisation of the paperwork related to the Code of Practice needs to be more systematically managed. Short step targets could usefully be built into the individual education plans. Individual education plans are reviewed each term.
39. Governance is very good. Governors are highly supportive, and have a very good understanding of the work of the school. Governors hold the school to account and are closely involved in strategic and financial planning, having a very good strategic overview of the school. All statutory requirements are met.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	1,363,183
Total expenditure	1,300,250
Expenditure per pupil	2,857

Balances (£)	
Balance from previous year	34,110
Balance carried forward to the next	97,043

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Overall provision in the Foundation Stage is **very good** and offers children a very good start to their education. This is an improvement from last inspection where it was reported to be good.

The school offers 25 full time equivalent nursery places. Children in the reception are taught in three classes. Reception children attend part-time during the autumn term. Children enter nursery with a wide range of skills and experiences, but overall standards on entry are slightly above those expected nationally especially in their literacy and numeracy skills. The very good teaching enables all children to enjoy learning and achieve well. Early indications are that the majority of children are set to achieve standards that are above the expectations of the Early learning goals in almost all areas with a significant number achieving well above this by the time they start Year1. The very good teamwork and relationships provide children with a secure, positive and stimulating learning environment and they are happy to come to school. The support staff and the nursery nurse make a significant contribution to children's learning and achievement. Observations and assessment information are used well to plan for individual needs. The induction arrangements are very good and effective links are established between parents and the school. Good links are established between the school and other settings to share good practice. This could be further extended to other agencies and services to share expertise and resources. Although the outdoor area is used well to develop children's skills and interests, continuous access to outdoor play equipments such as the climbing frames and wheeled toys would further enhance this provision for reception children. The school has identified this as a priority for improvement. The co-ordinator provides very good leadership and management supported by the two nursery co-ordinators and the rest of the staff.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The consistently high expectations of all staff and the level and care and support they provide.
- The very good opportunities for children to explore and discover for themselves.

Commentary

40. The staff places very high priority to this area and children's personal, social and emotional development are woven into all areas of learning. Children in the nursery are confident to try new things. The well organised learning environment helps children to choose what they want to do and they concentrate well even when not directly supervised by adults. Staff in the nursery takes particular care to ensure that all children are purposefully engaged in play. This is an improvement since the last inspection. This is further extended in the reception classes where children are able to follow their interests and concentrate on focused group and whole class activities for longer periods. Children in both nursery and reception classes show very good relationships and co-operation because the adults provide excellent role models of team work and set high expectations of behaviour. Some of the more able children show very sophisticated social skills. For example, in one of the role play sessions observed the girl who was playing the part of the customer in the café' made some very good compliments about the flower arrangement on the table. Puppets are used well during 'circle times' to encourage children to discuss specific issues such as friendship as well as to talk about their own feelings and those of others. Through looking after 'Little Zeb', 'Hoot the owl' and 'Freddie the fox' children are gaining a good understanding of how to care for other people. Teaching is very

good, children achieve well and the majority of children are set to attain standards that are above the expected level by the time they leave reception.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teachers and support staff take every opportunity to develop children's language skills.
- Teaching is very good and children achieve very well.

Commentary

41. Many children enter nursery with well developed speaking skills but their listening skills are less well developed. Staff in both nursery and reception classes take every opportunity to extend these skills further whether it is taking turns to talk about the fruits they share during snack times in the nursery or talking about what they found during their nature trail in the reception class. In all these instances staff take particular care in reinforcing the need to listen. Puppets and story-tellers are used well to develop children's enjoyment and confidence to taking part in discussions. Children who are learning English as an additional language are equally confident in taking part. Teachers in the nursery and reception classes are good at developing children's thinking skills through their skilful questioning. The role play areas and interactive displays in both nursery and reception classes are used well to develop children's speaking and listening skills. Children enjoy books and they respond very well when books are read to them. In the nursery children take great pleasure in listening to the recorded stories and are developing early reading skills. Children in the reception classes enjoy looking at books. The higher attaining children can identify familiar words as they share books with adults. Children in the reception classes are beginning to sort objects according to their initial sounds. Role play areas and writing corners are used well to develop children's reading and writing skills. They are beginning to use letters and some known words as they write for different purposes. As a result of much very good teaching, the early indications are that most children are set to attain standards that are above those expected of them by the time they leave reception with a significant number achieving well above this.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Well thought out practical activities makes learning fun and children achieve very well.
- Staff take particular care in developing the mathematical vocabulary.

Commentary

42. Staff plan a range of practical activities to promote children's mathematical understanding. Children in the nursery join in with number rhymes and songs confidently. Games and puzzles are used well to extend children's understanding of numbers. The older and higher attaining children in the nursery can recognise numbers up to 5. The older children helped the younger and less able children to count the spots on the dice as they played the number game. In one of the sessions observed in the nursery the nursery nurse used the snack time well to encourage children to talk about how many different types of fruits they have on the plate and to recognise the number 3. There were occasions in the nursery where appropriate adult support could have extended children's learning further as they played with construction toys and sand, although the planning does show that in some sessions they do benefit from further adult

support. Children in the reception classes are trying to work out different ways of making 6 through interesting activities such as making the ladybird models. Children could work out how many more play dough eggs they need to make 6. Records of children's work show that they have a very good understanding of 2D shapes. Teachers in the reception classes take every opportunity to reinforce children's mathematical vocabulary and skills. For example, finding out whether the leaf one of the children brought from home is longer than the others on display, or talking about whether they went 'under' or 'over' the apparatus in the PE lesson. Computer programmes are used well in both nursery and reception classes to reinforce and extend children's mathematical skills. The teaching overall is very good and the majority of children are set to achieve beyond the early learning goals by the time they leave reception with a significant number attaining above this.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children have a very good understanding of the world around them.
- Visits and visitors are used well to enhance learning in this area.

Commentary

43. Children achieve very well in this aspect of learning and the majority are set to attain beyond the early learning goals by the time they leave reception classes. They are given a wide range of opportunities to explore the environment around the school, to observe objects closely and experiment with different materials. Children in the nursery are keen to talk about the woodland animals on display. They know that foxes come out at night and how owls build their nests. Children in reception class were enthusiastic to look at the snails under the microscope. They said that snails leave a slimy trail and they eat leaves. Opportunities such as these capture children's interests and enthusiasm and they want to know more. Children in reception classes could identify specific features they have observed on their nature trail. They could record this through their map drawing. Children in nursery can use the construction toys to make models. They can use a range of materials and simple tools confidently to make models. Children in reception classes are beginning to choose the appropriate materials and tools to build their designs. In both nursery and reception classes they are confident to use the computer programmes to play games. Their work shows that reception children are confident to use the computer to draw pictures. They are gaining a sound understanding of the cultures and beliefs of others through celebration of festivals and through visitors. Teaching is very good throughout the Foundation Stage.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Teachers make the best use of the resources to develop and extend children's physical skills.
- Lack of easy access to outdoor equipment such as climbing frames and wheeled toys for reception children limits the opportunities they have to consolidate and extend their skills.

Commentary

44. Children enter nursery with physical skills broadly in line with those expected nationally. They enjoy the various learning activities both indoor and outdoor. They use the climbing frame with growing confidence. They have a good sense of space and safety as they use the wheeled

toys outside. Children show good control of the toys as they stop and change to follow the traffic signals. These skills are further extended in the reception classes through carefully planned activities both indoors and outside. Children have access to the school swimming pool during the summer months. The regular physical education sessions in the hall help children to extend the skills they have learned in the nursery, but lack of continuous access to large equipment has a negative impact on the progress. In one such lesson observed children showed appropriate level of control and co-ordination as they tried to use different parts of the body. These sessions are used well to reinforce the knowledge and skills they have learned in other areas. They show increasing control of small tools when making models and drawing pictures. The teaching is good, children achieve well and are set to attain the early learning goals by the time they leave reception.

CREATIVE DEVELOPMENT

Provision in creative development is **very good**.

Main strengths and weaknesses

- The wide range of activities which children could access both independently and with staff direction.

Commentary

45. Teaching in this area is very good. Children achieve very well and are set to attain standards that are above the expected level in most aspects by the time they leave reception. Children in the nursery have continuous access to this provision and staff encourage children to try the different activities set for them. In one of the sessions observed children had fun mixing colours with their hands and noticing how the colours change. In reception children are given the opportunity to choose the appropriate colours and materials as they try to make a class picture of their 'nature trail'. In both nursery and reception classes staff use their questioning strategies effectively to extend children's knowledge and skills. In both nursery and reception classes the role play area is used well to extend children's imagination. Children in the nursery enjoy experimenting with the different musical instruments in the music corner. Although no direct teaching of music was seen in the reception, children sing confidently in the assemblies.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Pupils achieve very well in reading, writing and speaking and listening.
- Standards in Year 2 and Year 6 are well above average.
- The overall quality of teaching and learning is very good.
- Marking is very good: it lets pupils know what they need to do to improve.
- Pupils enjoy their lessons.

Commentary

46. Pupils reach standards in reading that are well above average, as they were at the time of the last inspection. This results from the school's emphasis on reading and the support pupils receive at home. Pupils enjoy reading and understand clearly what they have read. Results in National Curriculum tests in 2004 were well above average. All pupils achieved the expected

levels for their age in Year 2 and Year 6. A high number of pupils gained level 3 in Year 2 and level 5 in Year 6. This represents very good achievement by pupils. Those pupils for whom English is not their mother tongue, and those from ethnic minorities, also achieve very well.

47. Speaking and listening skills are very good and well above the national average. Pupils make very good use of opportunities to discuss and share ideas. They listen well to each other's views and participate well in class discussions. Teachers use questioning skilfully to ensure all pupils have opportunities to express their views.
48. Pupils achieve well in response to consistently good and very good teaching. Work is carefully matched to the different learning needs and ages in the class. Teachers identify precise learning objectives for different groups of pupils, very effectively. They group pupils well according to their prior attainment. Very good use of learning support assistants ensures that pupils work at a level that is suited to their learning needs. This ensures that time is used well, pupils know what is expected of them and thus, they make systematic progress. Pupils with special educational needs are supported very well. In a very good lesson in Year 4, the lesson moved with very swift pace. The teacher's delivery was very stimulating and innovative. He used drama, imagery, question and answer, discussion and ICT to engage pupils very effectively. When choosing adjectives and verbs, pupils quickly understood his challenge to use 'premier league' and not 'third division' language. As a result of this very good teaching, all pupils made very good progress in the lesson.
49. Standards in writing are very good and well above average levels have been maintained since the last inspection. A significant number of pupils reach level 3 in Year 2 and level 5 in Year 6. The school is very effective in teaching the basic skills of writing. By the end of Year 2 all pupils are able to organise their ideas in logical sequences of writing demarcated by capital letters and full stops. Higher attaining pupils in Year 2 are beginning to produce longer pieces of writing with a range of interesting vocabulary. By Year 6, pupils are able to use more complex grammar and make very effective use of imagery. Work is neatly presented. Pupils are taught a joined script. Most pupils are able to use this consistently and without effort by the end of Year 2, which is well above national expectations. The school is considering ways to improve standards in writing still further through more frequent opportunities for extended writing and planning for the development of literacy skills in other curriculum areas.
50. Teachers are committed to raising standards. Their very good marking communicates to pupils exactly what they need to do to improve their work and pupils respond very well to this. In some classes, pupils are encouraged to self assess their progress during the lesson. This gives the teacher immediate information for planning and targeting of support for individuals and of more challenging tasks for others. Reading is especially well taught, leading to very high standards indeed. Pupils all have specific individual targets for literacy, which they refer to during lessons. This also assists individual improvement.
51. Assessment in English is very good. Pupils' progress is tracked over time. This is by means of formal and informal testing; marking and by pupils' own evaluation of their learning. This information is used very effectively for planning and grouping of individuals and for targeted intervention programmes, including the more able. This ensures that tasks are matched closely to the differing learning needs in each class. The success of intervention programmes is carefully evaluated to ensure they are effective. As a result of one intervention programme, all pupils who received support in Year 6 this year, achieved Level 4 in the National tests.
52. The leadership and management of the subject is very good. The new co-ordinator has worked closely with her predecessor, building on her very good work. The new co-ordinator is very knowledgeable and enthusiastic. In a short time, she has devised a new action plan, which focuses on raising standards still higher, through a more focused use of ICT in literacy lessons and by greater emphasis on teaching English through other subject areas. This marks an improvement since the previous inspection. The school has a very good range of resources, including two libraries, both of which provide a very stimulating, well organised environment.

The full time librarian teaches library skills and pupils use these very effectively to locate books in the library. The atmosphere is calm and welcoming with gentle music in the background. The librarian organises a 'drop in' library club at lunchtime which is very popular with all pupils.

Language and literacy across the curriculum

53. Language and literacy is very effectively promoted in some history lessons and in science. In history pupils have opportunities to research information and write factual and imaginative accounts. In science, pupils record their findings from investigations and learn the specialist vocabulary of the subject. However, in some subject areas, for example, religious education, opportunities are sometimes missed to recount stories and write from direct experience. All classrooms contain a wealth of teacher-generated materials or posters that inform pupils and support learning. Good use is made of display to celebrate written work.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Pupils achieve very well in mathematics, especially the highest attaining pupils.
- Teaching is very good in mathematics.
- The co-ordinator is providing good leadership for the subject.
- ICT is not always used to best effect in lessons.

Commentary

54. The school has maintained high standards in National Curriculum tests over a period of time, with a generally rising trend since 2000. Pupils are still achieving very well and standards remain well above average. In 2004, ninety five per cent of pupils in Year 6 made at least the expected progress over their time in the juniors, whilst half exceeded that and gained the higher Level 5. Pupils with special educational needs, those for whom English is not their mother tongue, and those from other ethnic minorities also achieve very well. Based on the schools' own data, many pupils in Year 6 have already attained the level expected for the end of the year, and their work indicates teachers have rigorous expectations of what they can still learn. These high standards are also evident in the work produced so far this academic year throughout the school. Even the weakest pupils in Year 2 are already working securely within the expected Level 2, with the more capable working with more challenging numbers and concepts in, for example, adding, subtracting and their understanding of time. Pupils in Year 6 are similarly making good progress and achieving very well. The books of higher attaining pupils show that they have been tackling some very advanced ideas, for example, the order of arithmetical operations and the implications that has for the use of brackets when using a calculator, or the diagonal properties of a variety of four sided shapes.
55. This level of achievement comes about through very good teaching. Planning is rigorous to ensure that all pupils are challenged appropriately, with the school's system of forming classes based on prior attainment in the juniors assisting teachers in this regard. Pupils are keen contributors to lessons, and their enthusiasm means that teachers do not have to work hard to maintain order and lessons can proceed at a brisk pace. This greatly assists pupils' learning in lessons and contributes strongly to their achievement over time. Teachers also take care to promote pupils' literacy skills: in a lesson for pupils in Year 1 about lengths, the teacher regularly reinforced the vocabulary of long, short, longer, longest; in a lesson for pupils in Year 4 about the properties of triangles, the teacher used group work and discussion in pairs well to reinforce pupils' speaking and listening skills. A general strength of teaching is the use of questioning, when questions are carefully matched to the needs of individuals. However, although teachers make some use of programs written specifically to support the scheme of

work, opportunities are sometimes missed to reinforce work using ICT. This happened in a very good lesson for pupils in Year 5, when opportunities to further support pupils with special educational needs using ICT were missed because the class computer was not switched on during the lesson. Nevertheless, in this lesson, pupils with special educational needs were supported very well through the use of skilled special needs assistants so that they were fully included in the lesson.

56. The co-ordinator has been in post for two years and has a clear view of the future developmental needs of the subject. She holds plenty of data about the school's performance, although she has not been able, as yet, to visit lessons and check on the delivery of the curriculum because mathematics was not a focus last year. This is planned to take place in the coming year.

Mathematics across the curriculum

57. Teachers make most effective use of pupils' well developed mathematical skills to support learning in other subjects. This was evident in science and geography, for example, in which graphs were used effectively to illustrate ideas and extend understanding. Many displays of pupils' work show that they have used their mathematical skills to good effect.

SCIENCE

The provision for science is **very good**.

Main strengths and weaknesses

- The subject leader is knowledgeable and effective.
- By the end of Year 6 standards are well above average.
- Pupils have very good attitudes to their work.
- The quality of teaching is very good.
- A good emphasis is placed on investigative work.
- There are insufficient opportunities to use ICT.

Commentary

58. Current standards are well above average in Years 2 and 6. Standards in national tests at the end of Year 6 were well above average in 2004. Over recent years standards have continued to improve and pupils are achieving very well across all year groups. Pupils with special educational needs, those for whom English is not their mother tongue, and those from ethnic minorities also achieve very well. This is a result of much practice and good knowledge of content, with good opportunities for scientific enquiry through allowing pupils to design their own experiments. Pupils are particularly skilled at planning and carrying out investigations. Improvement since the previous inspection is very good, as the school has raised standards and improved the quality of teaching and learning even further.
59. Teaching and learning are very good. Very good teaching reflects secure subject knowledge which encourages pupils to use the correct scientific language. Pupils respond very well and are interested in their activities. Pupils work together effectively, producing interesting work and discussing their findings in a sensible way. They have very positive attitudes towards science and thoroughly enjoy the subject. Teachers assess what the pupils know well. The identification of extension work for the higher attaining pupils in lesson plans is clear and this enables pupils to make very good progress. Marking of pupils' work is helpful in telling them what they need to do in order to improve. Pupils are involved in evaluating their work so that they know what they have to learn next and how to improve their work. ICT is insufficiently used to support learning in science, and this is an area that the school is developing. Pupils with special educational needs are very well supported in class and make very good progress.

60. The co-ordinator, in her role as an Advanced Skills Teacher, manages the subject very well. The curriculum is enriched by events such as 'science week', the use of the school grounds, residential trips and links with local secondary schools.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards have improved since the last inspection, and are now in line with expectations and achievement is good.
- Teaching is satisfactory overall, but not all staff are confident users of technology.
- The use of ICT to support learning in other subjects is inconsistent between classes.
- The newly appointed co-ordinator has a clear view of the subject and its future needs.

Commentary

61. Standards in Year 6 are in line with expectations, following a period when standards were below expectations. It was not possible to see a class in Year 2 to ascertain their standards, but the skills of pupils in Year 3 are in line with expectations at this early stage in the year, and work on display confirms a view that standards throughout the school are as expected. Pupils in Years 1 and 2 are becoming confident users of the keyboard and mouse and are able to word process sentences, using capital letters and changing fonts and sizes. Older pupils have identified adverbs in text and illustrated them by importing prepared graphics into a document. Pupils in Year 4 have also carried out 'virtual experiments' in science. Year 6 pupils have extended their understanding to the use of simple spreadsheets and the production of presentations on, for example, the life and work of Dr Barnardo, researched using the Internet. At the time of the last inspection, standards and teaching were unsatisfactory in ICT. These judgements represent good improvement since then and pupils now achieve well, when their progress and the levels of challenge evident in lessons and planning are all considered.
62. Teaching is mainly satisfactory, with some good and very good teaching observed. The school has a large specialist room for the teaching of the specific skills of ICT. Teachers make good use of the projector to show pupils enlarged images during demonstrations, but the screen is not always easy to see because it is too glossy and reflections obscure parts of it. In a lesson for pupils in Year 5 in which they designed and improved a layout in the hall for a Christmas Fayre, pupils were totally engrossed in the activity. They made substantial progress because the lesson was well planned and the teacher split the lesson into small chunks to reinforce specific skills of drawing and editing shapes, or inserting text. Rigorous expectations of the work rate of pupils ensured all had completed significant amounts of work, demonstrating exemplary attitudes and behaviour. However, not all teachers are confident users of ICT, and this caused another lesson to have slow pace as pupils tried to design a poster. As a result pupils became restless and not enough learning took place in this lesson.
63. The co-ordinator has only recently taken up this role. Her file is well organised with a clear action plan to improve standards and provision still further. She has a clear understanding of both the current position of the subject and how it needs to move on further. She is very aware of the varying levels of staff confidence, and has led staff meetings in which the needs of individuals have been closely targeted at their own levels. This has been beneficial in terms of teaching quality.

Information and communication technology across the curriculum

64. Each classroom has at least one computer to support and enhance learning in all subjects. Additionally, the computer suite is used regularly by all classes for the teaching of specific skills. The use made of these resources varies, and opportunities to use the computer are sometimes missed. The school is working to improve matters, and has purchased some software to link closely with individual subjects' schemes of work, for example, in mathematics and science. However, the use of more generic software is not as widespread. Nevertheless, in a very good English lesson for pupils in Year 1, ICT was used very effectively to support pupils as they wrote rhymes in an English lesson.

HUMANITIES

Geography and history

65. Geography is taught regularly, but during the short period of the inspection it was not possible to make firm judgements about standards and provision and no lessons were available to be seen.

History

66. Provision for history is **good** for Years 3 to 6. It was not possible to make a judgement on provision for Years 1 and 2.

Main strengths and weaknesses

- There is a strong emphasis on pupils' acquisition of skills as well as factual knowledge.
- Pupils enjoy history.
- Older pupils often use their writing skills well to enhance their historical understanding.

Commentary

67. Standards in history attained by 11 year olds are above those normally expected. Pupils achieve well. This is similar to the previous inspection. Pupils in Years 3 to 6 are gaining a good understanding of chronology and can readily compare and contrast similarities and differences, when considering the changes that have happened over time. They can link cause and effect, for example the Year 6 pupils who were able to analyse which children's toys were available in Victorian times as well as now, and which were not. They were able to offer cogent and sensible reasons for their choice, using good historical vocabulary. Many pupils are able to use secondary sources confidently, including books in the library, to undertake historical research.
68. Whether it be learning about the exploits of the Vikings, the way in which the ancient Egyptians prepared the dead for the afterlife through the use of mummification, studying the Tudor kings and the Tudor way of life, or considering life in Victorian times, pupils are fascinated by and enthusiastic about their enjoyment of the subject.
69. As only two lessons were observed, it is not possible to make an overall judgement about the quality of teaching. Two Year 6 lessons observed were judged to be very good, especially enhanced with the use of a well chosen CD-ROM which included illustrative video clips of a child's life in Victorian times. The teachers had good subject expertise and enthused pupils about the subject. These two lessons were taught at a good pace and often characterised by very good questioning, the teacher challenging the pupils to offer historical explanations. Tasks were well matched to the needs of individuals and groups, showing that the teacher had assessed carefully the pupils' levels of skills and understanding. The high levels of enjoyment and enthusiasm excites willing and active pupil participation. In the classroom, this pays dividends in pupils' excellent behaviour and high levels of concentration.

70. Writing and research are well used by both Year 5 and 6 pupils. Year 5 pupils used inventories confidently when studying and analysing life in Tudor times, helping them to develop good skills of deduction and inference. Year 6 pupils wrote with considerable sensitivity and empathy when considering the life of poor Victorian children and the kind of working conditions they had to experience.
71. Visits and visitors enrich the history curriculum, for example the Year 6 residential visit to the Isle of Wight includes a visit to Osborne House, which was one of Queen Victoria's residences.
72. The subject is well co-ordinated and history makes a really positive contribution to pupils' social, moral and cultural development.

Religious education

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- The standards reached by pupils are not as high as in other core subjects.
- There are good opportunities for pupils to reflect and express their views.
- Teachers at times lack subject knowledge and expertise.
- There is limited use of display and links with other faith communities.
- There are no formal assessment systems.

Commentary

73. Standards attained are in line with those of the agreed syllabus. Teachers put a lot of effort and thought into the weekly lessons. Children enjoy grappling with ideas and building their own beliefs. A good range of topics covers the major religions and the way that religion brings meaning and purpose to human lives, often helped by teachers using the pupils as 'The Experts.' All children make satisfactory and steady progress, and most reach standards that are expected by the locally agreed syllabus by the end of Years 2 and 6. Achievement is satisfactory but could be better if assessment systems were in place to help teachers and pupils know how to improve their work. Scrutiny of pupils' work showed an over – emphasis on the use of work sheets, and similar work being covered by different year groups. This is because teachers' lack of expertise misses the religious significance of activities or because the tasks do not stretch the pupils, especially the more able. Resources are not always fully used. Improvement since the last inspection is satisfactory, and efforts have been made to visit places of worship, and invite visitors from faith communities. This could now be extended further.
74. Leadership is satisfactory. The subject co-ordinator is enthusiastic but has no time to monitor the teaching and learning. She realises that there is more to do. Her strength is in her determination to succeed and her sense of direction. Reflective assemblies benefit religious education, encouraging quiet thought about serious matters. Ways of further promoting both spiritual and cultural development would benefit from being structured around the festivals of world religions, allowing pupils to celebrate rather than just learn about these special events. The subject leader plans to extend the links with local faith communities and this is necessary.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Design and technology and music are taught regularly, but during the short period of the inspection it was not possible to make firm judgements about standards.

Art and design

75. One lesson in art and design was observed therefore it is not possible to make an overall judgement about the quality of provision or standards in this subject.
76. The art work displayed around the school and discussion with pupils indicate that pupils are given opportunities to learn about a wide range of techniques and media. Pupils are enthusiastic to talk about what they have learned. Year 2 pupils explained how they made models of the Teddington cheese factory using clay. Their pencil sketches show that they pay great attention to detail, for example when looking at the patterns on the building. Year 2 pupils can recall accurately the work of the famous artists they have studied. Year 6 pupils can talk about the specific features of their work, like their work in the manner and style of the artist Picasso. There is very little evidence of the use of sketch books. In the lesson observed, in Year 6, the teacher used a step-by-step approach effectively to develop pupils' skills, enabling them to create a 'movement' effect by overlapping and ordering shapes. 'Collis portraits display book' shows good progression in pupils' drawing and painting skills from reception to Year 6. Visits, visitors and curriculum weeks which focus on art and design are used well to make learning both enjoyable and fun.

Music

77. No music lessons were observed during the inspection and therefore no judgements can be made on standards of teaching.
78. From observations of assemblies, a harvest performance, observation of displays and talking to pupils, it is clear that pupils enjoy music. They have opportunities to perform in class, assemblies and special events. The curriculum is enhanced through visitors and performers. Pupils learn a range of tuned and untuned instruments and all pupils in Year 2 are taught the recorder. They play in tune and rhythmically, reading simple musical notation correctly. Pupils have opportunities to learn a range of tuned instruments individually, including the piano. Some classes have listening areas with focus composers for the week and pupils and there is a music focus display in the hall which is altered weekly according to the particular musical focus of assembly.
79. The co-ordinator is very knowledgeable and enthusiastic. She leads singing assembly with confidence and enthusiasm. Her emphasis, during these assemblies, on well practised breathing and changes in dynamics results in very good singing. The school has a very good range of resources to support the teaching of music including CDs, instruments, tape recorders and this is an improvement from the time of the last inspection.

Physical education

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

Main strengths and weaknesses

- Pupils of 7 and 11 attain standards in gymnastics and games' skills which are better than those normally expected of these age groups.
- The quality of teaching is good and often very good and there is a good level of subject expertise.
- Pupils participate very well and obviously enjoy their lessons, working with great concentration.
- The wide range of sporting extra-curricular activities provided has a most positive impact on pupils' achievements and the good standards they achieve.

Commentary

80. Pupils across the school reach higher standards in physical education than would normally be expected from pupils at this ages 7 and 11. They participate, in both class lessons and extra-curricular sport, with great enthusiasm but with sustained concentration. High standards have

been maintained since the previous inspection, with pupils achieving well and sometimes very well.

81. In games and gymnastics lessons, pupils are well co-ordinated and agile. Even the youngest pupils use space very sensibly and are very self-aware. The pupils work well individually, in groups and in teams. Pupils have a keen knowledge of the 'rules of the game', and are well able to contribute to the success of a team. This contributes also to their understanding of what constitutes sportsman-like attitudes.
82. Many older pupils are developing the ability to evaluate and refine their performance, so improving their level of individual skills. Pupils take very great care of resources and equipment.
83. In the great majority of lessons, teachers manage the pupils very well, and they have high expectations of pupils' behaviour and hard work. Pupils respond accordingly, and their behaviour in lessons is usually very good and sometimes excellent. Good use is made of gymnastics resources and equipment and the extensive playing fields. All pupils have access to the school's own swimming pool during the summer months.
84. The subject is well led and managed. The school has received the Gold Activemark award for its provision of high quality sporting activities and physical education.

PERSONAL, SOCIAL AND HEALTH EDUCATION

Personal, social and health and citizenship education (PSHCE)

The provision for personal, social and health education and citizenship is **very good**.

Main strengths and weaknesses

- The personal, social and health education permeates much of the curriculum and the general life of the school.
- The PSHCE curriculum gives very good support to the pupils' personal development.
- A wide range of strategies are used to raise pupils' understanding of their responsibilities and rights as citizens.
- The leadership and management are good.

Commentary

85. The development of pupils' personal social and health education play an important part in the school curriculum and in the general ethos of the school. All staff show a keen commitment in implementing the programme and as a result relationships are very good and pupils are keen to take responsibilities for their own learning.
86. Through well planned strategies such as 'lunch and learn' pupils are developing a growing understanding of jobs that other people do and the skills they may need to develop in the future. Discussion with older pupils indicates that these sessions create enjoyment in learning the skills and in developing their specific interests. The well planned 'circle times' enable pupils to share their feelings and care for the feelings of others. In one very good session observed, the reception children took part in a very active discussion on the qualities of a good friend and what they could do if they fall out with their friends. The school provides very good opportunities to develop pupils' understanding of their rights and responsibilities as citizens of this school and the wider community. There is an elected school council which constitute members from each junior class and pupils from both Key stages know how it works and what they need to do to put across their views. Strategies such as the 'friendship stop' in Key stage 1, the 'listening chair' in Key stage 2 and the 'buddy system' are used well to further enhance this provision.

The 'citizenship award certificate' celebrates their achievements and raises their self-esteem. The school provides good opportunities to learn about health and safety through special events such as 'walk to school on Wednesday' and through specific PSHCE lessons as well as through subjects such as science, design and technology and physical education. All teachers had training on drug awareness. Pupils are offered opportunities to learn about relationships and how to respect differences. In one of the very good lessons observed in Year 6, the teacher used her questioning strategies and resources very effectively enabling pupils to understand the meaning of 'stereotype' and how this can cloud their judgement about others who are not known to them.

87. The co-ordinator is very enthusiastic about the subject and she is clear about what works well and what needs to improve. She provides a good educational direction to the staff and pupils.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	1
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	1
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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