

# INSPECTION REPORT

## HEATHERSIDE JUNIOR SCHOOL

Fleet

LEA area: Hampshire

Unique reference number: 116010

Headteacher: Mrs B Peterkin

Lead inspector: Mr M Milton

Dates of inspection: 17<sup>th</sup> – 19<sup>th</sup> January 2005

Inspection number: 266982

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11 years
Gender of pupils:	Mixed
Number on roll:	374
School address:	Reading Road South Fleet Hampshire
Postcode:	GU52 7TH
Telephone number:	01252 617928
Fax number:	01252 811061
Appropriate authority:	The governing body
Name of chair of governors:	Mrs J Clark
Date of previous inspection:	30 November 1998

## CHARACTERISTICS OF THE SCHOOL

Heatherside Junior School has 374 pupils in 12 classes and is bigger than most primary schools. Boys and girls are similar in number. Most pupils are from white British backgrounds, with a small number of pupils who come from minority ethnic groups. The proportion of pupils with English as an additional language is a little higher than in most schools but no pupils are at an early stage of learning English as an additional language. The proportion of pupils with special educational needs is below the national average, as is the proportion of pupils with statements of special need. These pupils have a variety of special educational needs, which include specific learning difficulties and emotional and behavioural difficulties. Few pupils join or leave the school other than at the start and end of the school year. The proportion of pupils known to be eligible for free school meals is well below the national average. The area from which the school draws its pupils is advantaged both socially and economically. In 2001, the school received a school Achievement Award from the Department for Education and Skills. Most of the school's intake of pupils is from the infants' school on the same site. Pupils' overall standards on entry are well above average in reading, writing and mathematics. A new headteacher was appointed in January 2004.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1723	M Milton	<i>Lead inspector</i>	Science; Design and Technology; Religious Education.
1403 2	M Saunders	<i>Lay inspector</i>	
3054 4	G Battarbee	<i>Team inspector</i>	English; Art; Music.
1450 9	P Mann	<i>Team inspector</i>	Mathematics; Information and Communication Technology; Citizenship.
2137 3	R Capel	<i>Team inspector</i>	Special Educational Needs; History; Geography; Physical Education.

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Heatherside Junior School provides a satisfactory standard of education.** The overall quality of teaching is satisfactory. Consequently, pupils' achievement is satisfactory. There is scope for the school to add more value to pupils' standards. However, under the very good leadership of the new headteacher and with the hard work of the staff, the education the school provides for its pupils is improving. Because of the headteacher's leadership, the school has a good capacity for improvement. The school effectively develops pupils' very good attitudes and behaviour. Expenditure per pupil is a little below average. The school provides satisfactory value for money.

#### The school's main strengths and weaknesses are:

- Standards in mathematics and science are well above national averages;
- The headteacher has a very clear vision for raising standards and improving the quality of education and, with the support of the staff, has started to make important improvements;
- Pupils behave very well and have positive attitudes to learning;
- The amount of good and very good teaching and learning is relatively low;
- The assessment of pupils' work is not used effectively enough to raise standards;
- Some staff with leadership and management responsibilities are not sufficiently effective in creating and driving forward school improvements;
- There is good enrichment of the curriculum through visits, visitors and the strong extra-curricular programme, particularly for sport and music;
- Parents are very supportive of the school and of the improvements the headteacher is making.

The school has made satisfactory improvement since the last inspection in 1998 because of the improvements the new headteacher has begun in the past year. Most of the key issues from the previous inspection have been addressed, except for extending the good assessment in English, mathematics and science to the other subjects. The school has maintained its well above average standards in mathematics, and although standards have fallen a little in English they have risen in science.

### 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	C	A	B
mathematics	A	A	A	B
science	A	A	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.*

When all subjects are taken into account, **pupils' achievement is satisfactory.** Achievement is satisfactory rather than good because teaching and the curriculum are satisfactory and assessment is not used well enough to help raise pupils' standards. Pupils' achievement in science is good, and it is satisfactory in English and mathematics. The

current Year 6 pupils are on track to reach, by next summer, standards that are well above national averages in mathematics and science, and above national averages in English. In information and communication technology (ICT) and religious education, pupils are on track to reach standards that match national expectations. Standards in physical education are below national expectations. Although the school's results are average or above average when compared with those of similar schools, the trend in its results since 2000 has been below the national trend of improvement and some lower- and average-attaining pupils have not done as well as similar pupils in other Hampshire schools. The achievement of most pupils with special educational needs (SEN) is now satisfactory, but the provision for their needs is improving. **Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good.** Pupils' behaviour and attitudes to work are also very good. Their attendance is good.

## **QUALITY OF EDUCATION**

**The school provides a satisfactory quality of education. The quality of teaching is satisfactory.** In the best lessons, relationships are warm and the teaching motivates the pupils to learn. The teaching ensures that there is a brisk pace of learning, and that there is a good level of challenge for pupils of all abilities. In those lessons where pupils could learn more, weaknesses include insufficient challenge, not matching work to pupils' differing learning needs, and a slow pace of learning. Although assessment is being improved for English, mathematics and science, its overall quality is unsatisfactory. The school provides a sound range of learning opportunities. The good enrichment of the curriculum includes an orchestra and sports clubs, and a girls' football team which reached the county finals. Current provision for pupils with SEN is unsatisfactory. However, improvements are being made steadily, and the headteacher has plans in place to raise standards in this area of the school's work. Pupils have very good and trusting relationships with staff. The required system of risk assessment is not in place and some staff have not been trained in child protection.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are satisfactory.** The headteacher has a very clear understanding of how well the school is performing and where the priorities for improvement lie. She has introduced a wide range of measures to re-energise the school, build on the very good attitudes and behaviour of the pupils, and improve pupils' achievement. The deputy headteacher is very supportive of the headteacher. Some staff with leadership and management responsibilities have not yet developed a clear, shared vision for the school, based on high expectations and school improvement. Governance is satisfactory. The relatively new governing body is active, committed to the school and intent on improving its own effectiveness. However, it does not meet all of the statutory requirements for health and safety and child protection.

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

Parents are very supportive of their children's education, and have a good level of satisfaction with the school. Pupils' satisfaction with the school is very good.

## **IMPROVEMENTS NEEDED**

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

- ensure that the quality of teaching is at least good in all lessons;
- implement the plans to raise the quality of provision for pupils with SEN;
- embed in the school's work the recent improvements that have been made to assessment;
- raise standards in physical education;
- develop the leadership and management skills of key staff so that they are all fully effective in improving pupils' achievement and the quality of education;

**and, to meet statutory requirements:**

- for risk assessments and child protection arrangements.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **STANDARDS ACHIEVED IN SUBJECTS AND COURSES**

Pupils' achievement is generally satisfactory, and their overall standards are above national expectations. Year 6 pupils are on track to reach, by the summer, standards that are well above national expectations in mathematics and science and above national expectations in English.

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

- Standards in mathematics and science are well above national averages.
- In physical education, standards are below national expectations.
- The trend of the school's results for the national tests is below the national trend of improvement.
- Some pupils of average and below average attainment do not make as much progress as similar pupils in other Hampshire schools.
- Pupils achieve well in about half of their lessons, but there are lessons when they could achieve more.

#### **Commentary**

1. Standards are the levels of knowledge, understanding and skills that pupils reach in comparison with pupils of the same age nationally. Achievement is an assessment of pupils' knowledge, understanding and skills in relation to their capability, and it is a judgement about whether pupils are doing as well as they should.

2. In 2004, the results of the national tests taken by Year 6 pupils were well above the national average for English, mathematics and science. In comparison with those in similar schools, pupils' results were above national averages for English and mathematics, and average for science. As the table below shows, between 2003 and 2004 the average result per pupil improved at a faster rate than was the case nationally in English and mathematics. However, the results for science declined. Between 2000 and 2004, the trend in the school's average result for English, mathematics and science was below the national trend of improvement. During this time, there is no consistent pattern to the results, with, for example, the results of different subjects rising and falling in the same year, as in 2004. Analysis of the national test results in 2004 shows that a small number of average and below average pupils did not achieve as well as similar pupils in other Hampshire schools. The results of boys and girls are similar in English and mathematics. The school's targets for 2005 include higher proportions of pupils to reach the higher Level 5 in English and mathematics.

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

<b>Standards in:</b>	<b>School results</b>	<b>National results</b>
English	28.8 (26.9)	26.9 (26.8)
mathematics	29.4 (28.7)	27.0 (26.8)
science	30.2 (30.6)	28.6 (28.6)

*There were 92 pupils in the year group. Figures in brackets are for the previous year.*

3. The standards achieved by current Year 6 pupils are above average in English and well above average in mathematics and science. In English, standards are well above average in speaking and listening, and above average in reading and writing. Pupils do not have enough opportunities to extend their research skills and develop their independent learning. Although the pupils understand the use of compound sentences and a wide range of punctuation, many do not yet use this knowledge in their written work without prompting. In mathematics, standards are well above average and pupils' achievement is satisfactory. Pupils' good literacy skills help them to develop effective strategies for problem solving. Standards in science are well above average, and pupils have completed much recorded work of good quality. Achievement is good, although stronger for the pupils' knowledge and understanding of science than for their skills of scientific enquiry. Occasionally, practical work is not used effectively enough to develop pupils' skills in investigative science, and this limits their achievement.

4. Overall, pupils' achievement is generally no better than satisfactory, because teaching is not as effective as it could be and assessment is not used consistently to ensure that work builds on and extends pupils' earlier learning. Recent improvements to assessment and target setting have been made, but it is too early for these to have had a significant impact on pupils' achievement.

5. Standards in ICT match national expectations. The unsatisfactory knowledge of a minority of teachers in the use of some software limits pupils' achievement. Standards in religious education match those expected by the local Agreed Syllabus. Pupils' achievement is satisfactory, but they do not make sufficient use of their literacy skills in their religious education work.

6. In physical education, pupils' standards are below national expectations in dance and gymnastics because of weaknesses in the subject knowledge of some teachers. Consequently, pupils do not have sufficient direct teaching and feedback during lessons to help them to improve their performances. Overall, pupils' achievement is unsatisfactory.

7. The achievement of pupils with SEN is satisfactory overall. These pupils are benefiting from the grouping of pupils by achievement in English and mathematics, and from the support they receive from teaching assistants and teachers and, where appropriate, from their work in small groups. The school has not yet identified those pupils who are gifted and talented.

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

Pupils' attitudes toward school are very good, as is their behaviour. Their personal development, including spiritual, moral, social and cultural development, is very good. Both attendance and punctuality are good.

### **Main strengths and weaknesses**

- Pupils throughout the school show very high levels of self-confidence and self-esteem.
- Pupils participate very enthusiastically in lessons and extra-curricular activities.
- The school is very successful in setting high standards for behaviour, with the result that behaviour is very good throughout the school.
- Relationships among pupils, and between pupils and adults, are very good.
- The school is very effective in providing for pupils' social and moral development.
- Procedures for marking pupils' attendance do not comply with the school's policy.

## Commentary

8. Pupils readily challenge assumptions and are not afraid to make mistakes. They are proud of their work and enjoy the opportunity of talking about it. Many pupils have a wide range of achievements outside school and these are shared and valued within the classroom. Year 6 pupils speak enthusiastically about their impending move to secondary education, confident that they will both enjoy and cope with the different environment. In some classes, circle time is used very effectively to promote pupils' self-esteem.

9. The school has a good number of extra-curricular activities in which many pupils take part. Pupils talk enthusiastically about school, and parents overwhelmingly say that their children like coming to school. In lessons, pupils listen attentively and are keen to do their best. They respond best when teachers are enthusiastic about the topic and when there is a good pace to the lesson. Pupils do not have enough opportunities to carry out personal research and to develop their independent learning skills. There are good opportunities for this in some lessons in art and design, and in design and technology, but not enough within mathematics, science and English.

10. Pupils behave very well in lessons and when moving around the school. They are very clear about what is acceptable behaviour and what is not. They play well together; boys and girls play football together at lunchtimes. Pupils are aware that bullying does occur but say that it is infrequent, and they are confident that there are members of staff to whom they can turn who will deal with it. The great majority of parents are satisfied with behaviour in the school. There have been no exclusions during the past year. Pupils with SEN try hard to concentrate and are generally well behaved. When the choice of the setting for small group work is inappropriate and is in conflict with the needs of the pupil, they tend to lose concentration.

11. Pupils are polite to adults and to one another. On numerous occasions, pupils were observed helping each other or undertaking small acts of kindness. Pupils respect one another's views and are able to praise each other's successes. For example, in a Year 5 circle time, pupils readily suggested the personal strengths of their classmates.

12. Pupils work very well together in groups, co-operating on tasks and developing their ability to work as members of a team. A good example was seen in a dance lesson, where pupils worked together in groups to demonstrate, through movement, a rocket going into space. The class councils and the school council provide very good opportunities for pupils to understand the democratic process and to consider the views of others in their deliberations. A discussion about restricting football at lunchtimes produced many mature and thoughtful contributions, which presented both sides of the argument. Pupils distinguish right from wrong and are developing clear moral codes for both their behaviour and their understanding of the world around them. They have a good level of respect for the values and beliefs of others. They learn of other religions and cultures mainly through religious education lessons. However, the school has not yet planned formally the contribution of different subjects to pupils' understanding of the cultural diversity of Britain.

13. The school has a recently agreed attendance policy, which has been drawn up jointly with the infant school. Current practice of marking the register and accounting for absences does not comply with the policy and does not meet statutory requirements. Pupils arriving late in the morning should be marked as absent if arriving after 9 30 a.m. When this change is made, it will have an impact on the school's attendance figures in the future. While the attendance rate is good, a significant number of pupils are absent from school for holidays during term time, despite discouragement by the school.

**Attendance in the latest complete reporting year (%)**

<b>Authorised absence</b>	
School data	3.6%
National data	5.1%

<b>Unauthorised absence</b>	
School data	0.0
National data	0.4

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

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The overall quality of education is satisfactory. There is good provision for science and unsatisfactory provision for physical education. The enrichment of the curriculum is good.

### **TEACHING AND LEARNING**

The quality of teaching and learning is satisfactory. The overall quality of assessment is unsatisfactory.

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

- Teaching and learning were good or better in just over half of all lessons.
- Teaching usually secures a good response from the pupils, who are keen to learn and to do well.
- Although teaching in just over one-third of lessons resulted in satisfactory achievement by pupils, there were aspects that could be improved to secure better achievement.
- The proportion of unsatisfactory lessons is too high.
- The quality of teaching in physical education is unsatisfactory.
- Recent improvements have been made to the assessment of English and mathematics.
- Assessment is unsatisfactory in several subjects.

### **COMMENTARY**

14. Although the overall quality of teaching and learning is satisfactory, the proportion of very good lessons is below the national average. Pupils' behaviour is very good and they have very positive attitudes to work; they are keen to do well even on those occasions when the teaching is not stimulating or challenging.

15. Common features of the good teaching include:

- \* Warm, encouraging relationships between adults and pupils. In a religious education lesson, for example, these helped create an atmosphere in which pupils were confident to express their personal views. In an art lesson, the teacher's very good interaction and relationship with pupils fostered their creativity. Occasionally, a lesson includes an inappropriate balance of positive and negative comments or an unnecessarily harsh comment.
- \* Work that is well matched to pupils' differing learning needs. This ensures that pupils of all abilities are challenged by the work and so make good progress. For example, in a mathematics lesson, learning was rapid as pupils applied themselves diligently to tasks which built on and extended previous learning. The teacher spurred the pupils on by high expectations of their attitudes and the outcomes of their work. In an English lesson, the pupils were very effectively taught learning skills to enable them to work with independence, and all pupils had to think hard and be creative.
- \* The lessons are planned to include activities and whole-class teaching that motivates and interests the pupils. For example, a well-planned music lesson included a variety of listening activities, clear explanation, composition, and performance. In a science lesson about day and night, the teaching activities included a story by a well-known children's author and a real-time satellite image shown on the interactive whiteboard.

- \* Questions are used well to make pupils think and to challenge pupils of different abilities. For example, during a mental starter session in a mathematics lesson, pertinent questions helped the pupils understand the processes needed to find answers. Questions were used effectively in a science lesson to help pupils draw conclusions and make generalisations, following a brief scientific enquiry.
- \* Learning support assistants are actively involved in helping targeted individuals or groups of pupils to learn throughout the lesson. Occasionally, learning support assistants lack the specialist subject knowledge or particular skills to be effective.
- \* Concluding sessions at the end of lessons are used well to assess pupils' learning. For example, in a geography lesson, pupils demonstrated the skills they had learnt by applying them to weather forecasts they presented to the class. In a mathematics lesson, as well as checking what the pupils had learnt, the teacher asked them to apply it to create mathematical problems expressed in words.

### **Summary of teaching observed during the inspection in 53 lessons**

<b>Excellent</b>	<b>Very good</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>Poor</b>	<b>Very poor</b>
-	2 (4 %)	26 (49%)	20 (38%)	5 (9%)	-	-

*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.*

16. As the table above shows, in more than one third of lessons the teaching and learning were satisfactory, and this usually resulted in pupils' satisfactory achievement. The weaknesses in these lessons that resulted in satisfactory rather than better achievement by pupils were:

- \* The learning objective was too general, with the result that pupils did not have a clear understanding of what they should learn; there was no clear assessment criterion to be used by the teacher and pupils at the end of the lesson to review the pupils' progress ;
- \* Insufficient matching of work to pupils' differing learning needs, including those pupils in the middle and lower sets for English and mathematics, with the result that pupils of different abilities are not sufficiently challenged or motivated by the tasks set;
- \* A slow pace to learning caused by whole-class teaching that was too long, or by a lack of precision in verbal instructions or questions;
- \* Marking that does not give pupils clear guidance about how to improve their work, or provide teachers with assessment information on which to base their subsequent lesson planning.

Lessons where there was not enough learning and which were unsatisfactory included the following features:

- \* There were low expectations of what the pupils should learn, because of weaknesses in the teachers' subject knowledge;
- \* Concluding sessions did not enable pupils to evaluate their own learning;
- \* The class was not organised so that all pupils could see or hear the teacher.

17. In one lesson, all pupils completed the same tasks, so that the less able struggled and the more able were not challenged. Also, the teaching did not provide opportunities for the pupils to think and be imaginative.

18. In some of the lessons in physical education, teachers lacked the subject knowledge and skills needed to raise pupils' standards of achievement, and did little direct teaching that focused on raising standards. In general, however, classes are well managed, tasks are clearly explained and the learning resources are well organised. In a physical education lesson where learning was good, instructions were clear and teaching was

enthusiastic and motivated the pupils well; good questioning helped the pupils to evaluate their own and others' performances. Throughout the lesson, the teacher gave pupils feedback to help them improve their skills and movements.

19. In the lessons observed, the support for pupils with SEN was generally satisfactory. However, a minority of teachers lack specialist knowledge in helping pupils with different needs. The arrangements for assessing and recording the progress and achievement of pupils with SEN in lessons and over time are unsatisfactory. Teachers' planning does not always take account of pupils with SEN. The systems for early diagnosis, target setting and review are not well established and effectively monitored. The school has yet to implement the National Primary Strategy programmes for helping lower-attaining pupils and pupils with SEN.

20. Improvements have been made recently to the assessment of pupils' standards and progress in English and mathematics. Assessment data to track pupils' progress is collected and analysed regularly. In mathematics, pupils are not sufficiently involved in the assessment of their own work. The subject leaders have produced systems for recording assessments of pupils' progress in religious education and science, but these are not yet used consistently across the school. For several other subjects, there are no whole-school assessment systems.

21. In each year group for English, mathematics and science, the school has recently introduced pupils' targets to help the pupils focus on their next steps in learning and to provide a measure of their progress. However, this system is not yet effective, as the pupils do not understand how it is used and the targets are not referred to during lessons or in the marking of pupils' work.

## **THE CURRICULUM**

The quality of the curriculum is satisfactory, and it enables all pupils to achieve satisfactorily.

### **Main strengths and weaknesses**

- Pupils of all abilities value the introduction of ability groupings for English and mathematics lessons.
- Good links are made between different subjects.
- Each class has two out-of-school visits per term to enrich the curriculum.
- The school's medium-term planning gives teachers limited guidance in planning their lessons.
- Extra-curricular activities are particularly strong for music and sports.
- Provision for pupils with SEN is unsatisfactory.
- The good quality of accommodation and learning resources meets the needs of the curriculum.

### **Commentary**

22. The broad and balanced curriculum is based on national guidance. Since last September, English and mathematics in each year are taught to pupils who are grouped by ability. This is helping to match the teaching and tasks more closely to pupils' differing learning needs. A new format for medium-term planning has recently been introduced, and it is intended that teachers base their lesson plans on this guidance. However, the school does not have an effective system for recording its best practice for teaching each subject in different year groups. Recently, the teachers in each year group have begun to plan the curriculum as a team. The planning for art and design, and for ICT, does not help to ensure that pupils' skills build on and develop what they have already learnt year by year. There was no leader for personal, social and health education (PSHE) until January 2004, and this is now satisfactorily planned and taught. Good use is made of members of the local community to help teach the subject, which includes relationships, sex education, and education about the misuse of drugs.

23. The time allocations for each subject are balanced, and this helps to ensure that there are satisfactory learning opportunities for each subject. Valid links are made between subjects, for example between design and technology and ICT, and between art and design and science. However, occasionally these links between subjects are contrived.

24. Pupils like the good range of visits and visitors. Visits by each class are connected to the topics they are studying. For example, in religious education, each year group visits a different place of worship, and the science curriculum includes a visit to a planetarium and a visit to the Science Museum.

25. The programme of extra-curricular activities includes many sporting and musical activities. For example, there is a large, popular school orchestra and parents run recorder clubs before school. Pupils have good opportunities to take part in lunchtime and after-school sports clubs which compete in inter-school competitions and leagues. Recently, the girls' football team reached the county finals, which were played at St Mary's Stadium. Large numbers of pupils take the optional instrumental music and French lessons, for which their parents pay. Residential visits have been available for many years for Year 5 to an outdoor pursuits centre and, until 2004, for Year 6 to France.

26. Provision for pupils with SEN is unsatisfactory. Planning by teachers to meet the needs of pupils with SEN is inconsistent and is unsatisfactory. Staff have had little training to support them in meeting the specific needs of pupils with SEN, although the school is beginning to train teaching assistants in identifying specific needs. The systems for early diagnosis, target setting and review are not well established or effectively monitored. The school has yet to implement the National Primary Strategy programmes for assisting lower-attaining pupils and pupils with SEN. There is little use of ICT to help these pupils learn. Parents and pupils are beginning to be involved at all stages, including the regular reviews of individual education plans (IEPs). There is good liaison with support services such as education psychology, and a good transfer of information between the junior and infant schools. Pupils with SEN have begun to benefit from the grouping of pupils by achievement in English and mathematics.

27. The school's grounds include a large playing field and a nature study area that is underused. The main building provides satisfactory accommodation and the pupils appreciate the recent improvements to the toilets. Improvements to the damaged floor surfaces are planned and are included in the budget. However, there is a shortage of spaces for small teaching groups; for example, instrumental groups are taught in the library and hall. Accommodation for classes includes a shabby hut. Each class has two lessons per week in the computer suite, although the computer to pupil ratio is below that recommended nationally. Half of the classrooms are equipped with data projectors and interactive whiteboards, and teachers' skills in using them are developing. The school has enough space to meet pupils' learning needs, despite the cramped conditions in the hall for a whole-school assembly; this is because pupils' very good personal development results in their being considerate and self-disciplined.

28. The induction of recently appointed teachers has been effective, and they are making a good contribution to the quality of education that the school provides. Learning support assistants are generally effective, although they have had few training opportunities in the past.

## **CARE, GUIDANCE AND SUPPORT**

Taken as a whole, arrangements to ensure pupils' care, welfare and safety are unsatisfactory. The provision of support, advice and guidance based on monitoring is satisfactory. There is good involvement of pupils through seeking and acting upon their views.

### **Main strengths and weaknesses**

- Pupils have very good and trusting relationships with staff, which are a feature of the caring ethos of the school.
- Health and safety procedures are inadequate.

- Not all staff know and understand the child protection procedures or have received training in child protection issues.
- There are good and improving induction arrangements for pupils joining the school.

## **Commentary**

29. The school is a friendly community, where staff know the pupils well and where pupils feel very confident that there are adults whom they can trust. When concerns do arise about individual pupils, these are managed well. Parents are confident that their children are well cared for. Appropriate arrangements are in place for dealing with minor first aid, but there is no bed available for a pupil who might need to lie down. Since the last report, there has been an improvement in the lunchtime supervision of pupils.

30. The school's health and safety policy needs to be reviewed. There is no regular system of risk assessments for the site or monitoring of risk assessments generally, although some risk assessments do take place. The hatted accommodation is inadequate and difficult to maintain. During the inspection, good attention to health and safety issues was observed in lessons, for example physical education and dance.

31. Not all staff in the school were clear that the headteacher is the designated member of staff for child protection and some staff have not received any training in child protection issues. There is no system for ensuring that temporary staff would be appropriately informed. The school is planning a training event to include all adults who work in the school.

32. There have been significant improvements to the arrangements for liaising with the main feeder school, and there is a number of further plans to improve the flow of information between the two schools. Currently, Year 2 pupils from the infants' school are invited to the junior school's Christmas concert, and pupils who are due to join the school in Year 3 are invited into school to familiarise themselves with the building and the staff.

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

The school's links with parents are good. Links with the community are good. Links with other schools and colleges are satisfactory.

### **Main strengths and weaknesses**

- The school is actively encouraging parents to become involved in the school.
- Parents are very supportive of their children's education.
- Links with the local community enhance the curriculum and contribute to pupils' personal development.

## **Commentary**

33. Parents are encouraged to help in the school, and feel that their contribution is valued. Parents run two recorder groups each week, and provide a rota of help that enables every child in the school to learn to cook each term. There is an annual open day, when parents are invited to see the school at work, and there are opportunities to come into school for events such as Harvest Festival and Christmas productions. There is a very active parent/teacher association. This operates jointly with the infants' school and raised over £18,000 last year. The headteacher aims to be available to see parents if necessary, and parents of pupils with SEN are now routinely invited to termly meetings to discuss their child's progress.

34. Parents receive an information pack every term, and this outlines what will be taught and the day-to-day organisation of classes. School reports are good and have improved

since the last inspection. They include National Curriculum Levels and specific targets for improvement in English, mathematics and science. Parents have welcomed these recent initiatives, which allow them to support their children's education at home. A significant minority of parents do not feel well informed about their children's progress, as they do not have a formal opportunity to discuss this

until the spring term. The school has listened to these views and is planning a pupils' progress consultation meeting for the autumn term. Parents also enable their children to take part in the good range of extra-curricular activities on offer, and in school visits. Parents and pupils are beginning to be involved at all stages, including the regular reviews of IEPs.

35. The school has many links with the local community, A good number of visitors come into school, to take assemblies or to contribute to PSHE lessons, for example the local police. The school participates in the local carnival and the choir performs for the elderly residents of Curtis Court. The school supports a wide range of charities, including Dr Barnados, Jeans for Genes, and the Wessex Children's Hospice, as well as reacting to particular national and international needs. Many pupils are involved in local community activities through sports clubs and bring their skills into school.

## **LEADERSHIP AND MANAGEMENT**

The overall quality of leadership and management is satisfactory. Leadership, management and governance are satisfactory.

### **Main strengths and weaknesses**

- The leadership provided by the new headteacher is very good. She has formulated a very clear vision for the future, based on raising standards and school improvement.
- Financial management is very good, and spending is planned to contribute towards raising standards and school improvement.
- Not all key staff discharge their responsibilities effectively in creating and driving forward school improvement initiatives.
- The committed governing body is working hard to improve its effectiveness.

### **Commentary**

36. Governance is satisfactory. Over the last year, there has been a significant number of changes in the composition of the governing body, leaving few experienced governors. However, the relatively new governing body is committed to the school, active, and intent on improving its effectiveness through training and working in close co-operation with the headteacher and senior management team. They have quickly gained a sound understanding of the school's strengths and weaknesses, updated their committee structures and functions, and reviewed almost all of the school's policies. Under the guidance of the headteacher, they have also ensured that performance management is in place. They have reviewed the statutory requirements but lack some understanding of their role in ensuring that these requirements are fully met. Through their commitment to training, the governors have gained a good understanding of the information the school receives about pupils' progress and standards. They understand how this information is used to set school priorities and have been involved in school improvement planning.

37. Financial management is very good. The governors understand the budget well, work closely with the very efficient school finance officer and monitor and evaluate their spending. They understand and apply the principles of best value and realise how this contributes to raising standards. For example, the larger than average financial surplus last year enabled the new headteacher to make significant improvements to the pupils' working environment and to purchase new resources. However, these improvements have not yet had time to make an impact on standards and so, in the light of the slightly below average level of spending, the school is judged to give satisfactory value for money.

38. Leadership is satisfactory overall. The new headteacher provides very good leadership for the school. From her early evaluation of the school, she formulated a very clear vision for the future, based on improving standards and achievement for all pupils, and has shared this with staff and governors. She has a very clear understanding of how well the school is performing and where the priorities for improvement lie. Consequently, her evaluation of the school's strengths and weaknesses is very accurate. This has led her to introduce a wide range of measures to re-energise the school, develop staff expertise, and improve achievement, while building on the very good attitudes and behaviour of the pupils.

39. As part of her improvement plan, the headteacher has reviewed and reorganised the work of the subject leaders and has created team leaders for each year group. Their commitment to, and concern for, individual pupils is good and they work hard to ensure that every pupil is included in all aspects of school life. However, much of their leadership work is new. Although these key members of staff have grasped their new roles, they have not yet developed a clear and shared vision for the future, based on high expectations and school improvement. Nor have they yet realised their responsibilities in creating and driving forward initiatives that will help all pupils to achieve their potential.

40. Overall, management is satisfactory. The headteacher has introduced very effective systems to ensure that the school monitors and evaluates its work regularly, and that it focuses on raising standards and on school improvement. She has reintroduced performance management and made clear links with the identified targets in the school improvement plan. She has also limited areas for staff development to the priorities in this plan. However, this narrow focus is too limited and does not provide a satisfactory range of development opportunities for staff.

41. The leadership and management of SEN are now satisfactory overall. The headteacher has taken over the leadership of this area of work and some aspects of its management. The headteacher recognises the shortcomings in this feature of the school's provision and has been proactive in arranging a review of SEN, using external expertise. The findings of this review are being acted upon; an action plan has been drawn up and external expertise is being brought in to train staff. However, the school's own procedures to monitor and evaluate the school's provision in SEN are in their infancy and have yet to be implemented or to have any real impact. The current disability action plan does not meet requirements. The headteacher has drafted another plan which is to go to governors this term.

## FINANCIAL INFORMATION

### *Financial information for the year April 2004 to March 2005*

<b>Income and expenditure (£)</b>	
Total income	930,657.00
Total expenditure	954,185.00
Expenditure per pupil	2,551.00

<b>Balances (£)</b>	
Balance from previous year	40,351.00
Balance carried forward to the next	16,822.00

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

### **SUBJECTS IN KEY STAGE 2**

#### **ENGLISH**

Provision in English is **satisfactory**.

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

- Standards in speaking and listening are well above national expectations, and standards in reading and writing are above national expectations.
- Achievement is limited because the pupils are insufficiently challenged and extended during lessons.
- The good assessment and monitoring systems recently introduced ensure that the needs of all pupils are assessed and provided for.

#### **Commentary**

42. When compared with those of all schools nationally, standards in the 2004 national tests at the end of Year 6 in English were well above average, and standards were above average when compared with those of similar schools. Pupils enter Year 3 with language skills well above the nationally expected level. However, standards in English have been inconsistent and have declined slightly over the last few years. The considerable dip in standards in 2003 has been analysed carefully by the school and measures have been put in place to ensure that such unexpected situations do not recur. At the time of the inspection, standards were above the national average and pupils' achievement was satisfactory.

43. Pupils achieve more highly in reading than in writing; there is no significant difference in the achievement of boys and girls. Pupils with SEN achieve satisfactorily. In addition, the analysis of assessment data suggests that the higher-attaining pupils achieve more highly than other ability groups. However, the inspection found that the recent changes made by the headteacher provide opportunities to enable all pupils to achieve satisfactorily, though these changes have not yet begun to raise standards to their previous very high levels. When account is taken of these recent changes, improvement since the last inspection is judged to be satisfactory.

44. In Year 6, the standards in speaking and listening are well above average and pupils achieve well. They are articulate and communicate very effectively with their friends and with adults. They use a wide range of vocabulary, are confident and often humorous, and many are able to gain and hold the attention of an audience.

45. The standard of reading is above average and pupils' achievement is satisfactory. The great majority of pupils enjoy reading and are able to discuss their favourite books. In Year 6, pupils read fluently and show a good understanding of different sorts of books. The higher attaining pupils show a real understanding of how to interest the listener with good intonation and expression. The pupils of average attainment use a wide range of skills to

ensure they understand difficult words and ideas in their reading, whereas the lower attaining pupils rely on their good phonic skills.

46. The great majority of pupils were able to use books effectively to find information. They show a good understanding of how to use reference books and are able to locate ideas and facts from different sources efficiently. However, the older pupils are given few library opportunities to extend their research skills and develop their independent learning.

47. In writing, the achievement of the pupils is satisfactory, and overall the standard of writing is above average. The older pupils understand and are able to write in a wide variety of styles, beautifully illustrated in a Year 5 display about their work on Macbeth. The pupils' use of grammar and spelling is usually accurate and many pupils show a flair in their ideas, choice of vocabulary and phrasing. The majority of pupils develop a legible and consistent style of joined handwriting and take pride in the presentation of their work. However, although the pupils understand the use of compound sentences and a wide range of punctuation, many do not yet use this knowledge in their written work without prompting. They also have a satisfactory range of opportunities to use their ICT skills. However, the potential of the relatively new interactive whiteboards is not yet being used fully by the teachers.

48. Teaching in English lessons is satisfactory. Lessons are clearly structured and well organised, and all the teachers have very high expectations of pupils' behaviour, ensuring that all the pupils concentrate very well and work diligently. However, because pupils were all given the same tasks in lessons, there were limited opportunities to challenge and extend individuals or groups of different abilities, and teachers' expectations were too low. Some pupils found the tasks too difficult and some found them too easy, thus limiting their potential achievement.

49. In lessons where pupils made significant progress, the teachers had very good relationships with the pupils, worked hard to motivate and interest them, and encouraged them to think for themselves. The pupils were very clear about what they were learning, and this enabled them to evaluate their own progress and determine what they would need to work on next. The teachers' questions were carefully selected for pupils of different abilities and provided good opportunities to find out how much the pupils had learnt. Where pupils did not make enough progress in lessons, they were not clear about what they were learning, were not stimulated, motivated or challenged, and were not encouraged to enjoy the learning. In these lessons, the teaching did not involve the pupils and no opportunities were taken to assess how much they had learnt.

50. The pupils' work is marked regularly. However, the quality of marking is inconsistent. The most helpful examples give pupils clear guidance on how they can improve their work as well as praise and comment on their effort. The school has recently introduced individual targets to help the pupils focus on their next steps in learning and to provide a measure of their progress. However, this system is not yet effective, as the pupils do not understand how it is used and the targets are not referred to during lessons or in the marking of pupils' work.

51. The leadership and management provided by the subject leader are satisfactory. Under the direction of the headteacher, the subject leader has worked hard in the last year to put into practice a range of changes. She has successfully encouraged colleagues to review their practice and introduce new systems that focus on raising standards, such as the introduction of setting and additional support strategies for specific groups of pupils. The school improvement plan now has a central focus on English, with clear targets for

improvement. Assessment data to track pupils' progress is now collected and analysed on a regular basis, monitoring systems are being introduced to ensure the subject is taught comprehensively and consistently, and resources have been reviewed and updated. Many of these new systems are not embedded within the practice of the school and are not fully developed; they therefore have not yet had an impact on standards and achievement.

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

52. Language and literacy are used well across almost all areas of the curriculum. Good opportunities are planned for pupils to use and practise their reading and writing skills. In Year 3, pupils wrote reports about what they had seen on their visit to Holt Environmental Centre, with delightful descriptions of watching squirrels in the woodland. Year 4 pupils wrote imaginative stories about space, linked to their science topic, and pupils in Year 6 are writing the detailed diaries of Victorian housemaids.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **MAIN STRENGTHS AND WEAKNESSES**

- Standards have remained high since the last inspection.
- Pupils' attitudes and general classroom routines are good and promote good learning.
- Teaching does not challenge middle and lower achievers sufficiently.
- The use of ICT, especially interactive white boards, is underdeveloped.
- Pupils are not involved enough in the assessment of their own work.

### **Commentary**

53. Pupils have maintained their very high standards in mathematics at the end of Year 6 since the previous inspection. These standards have remained well above the national average. The number of pupils achieving the higher Level 5 in the national tests in 2004 was well above the national average. However, assessment shows that the middle- and lower-achieving pupils could make better progress. The school has recognised this, and changes in how mathematics is managed are under development. Overall, pupils' achievement is satisfactory.

54. All pupils respond positively to the classroom routines that mathematics involves. Pupils' presentation of their work is of good quality, and throughout the school there is a standardised layout of working. Pupils are generally articulate, with good literacy skills, and by Year 6 these skills have enabled them to develop good strategies for problem solving. Pupils are able to calculate accurately using the four operations with large numbers and numbers to three decimal places. They can plot two-dimensional shapes with negative co-ordinates and carry out transformations on these. They calculate probabilities as fractions, and use proportion and ratios. Pupils in the top group produce work of very good quality, and progress is also evident through the amount of work they have covered.

55. This is the first year in which classes have been grouped by ability in each year group. Although this enables a closer match of work to ability, teachers do not provide a range of individual activities to match the varying abilities within the middle and lower groups. Teaching assistants are now providing support in the lower groups, and pupils with SEN make satisfactory progress.

56. The quality of teaching is generally satisfactory. In the better lessons, there was a fast and challenging mental starter and the pupils were grouped further into ability groups, thus receiving work matched to their abilities and enabling them to make good progress. Teachers are developing their skills in the use of interactive whiteboards to help their teaching. However, the use of ICT in the teaching and learning of mathematics requires further development. All pupils have mathematics targets glued into their exercise books. These help in highlighting direction for learning, but there is no negotiation with pupils as to how they have progressed. Marking throughout the school varies from supportive in some classes to sketchy and unhelpful in others. The school makes good use of a commercial mathematics scheme which underpins much of the pupils' class work. The quality of learning is good, and this is helped by pupils' very positive attitudes to mathematics. The majority of pupils apply themselves well to tasks and work diligently.

57. The management of mathematics is satisfactory. As outlined in the action plan, the school's systems for assessment and prediction of pupils' performance are being developed to include a more rigorous system of diagnosing individuals' strengths and weaknesses, enabling teachers to target the teaching more accurately to meet pupils' needs. More focused support is being made available for Year 3 and Year 6 pupils in order to raise standards further.

## Mathematics across the curriculum

Pupils are given good opportunities to use mathematics skills across the curriculum. For example, the use of graphs, databases and measurement in science and in design and technology provides such opportunities. Map reading with co-ordinates and time lines in history are further examples.

## SCIENCE

Provision in science is **good**.

### Main strengths and weaknesses

- Pupils have large amounts of recorded work.
- Pupils achieve well, particularly in their knowledge and understanding of science.
- Pupils complete plenty of practical work, although this is not always used effectively to develop their skills of scientific enquiry.
- Teaching and learning are good, and effective links are made with other subjects.
- There is no whole-school system of assessment that is used consistently in each class.

### Commentary

58. Pupils are on track to achieve standards that are well above national averages by the end of Year 6. They cover a good range of work in all areas of science, and pupils in Years 3 and 6 have a great deal of recorded work. Although all pupils carry out much practical work, this is not always used effectively to help pupils develop their understanding of fair testing and the measurement of results, together with the presentation of data in different graphical forms. In some classes, pupils' standards are relatively weak in drawing conclusions and using their knowledge and understanding of science to explain their findings. Although the school has identified pupils' scientific enquiry skills as a relative weakness, its actions to improve this aspect of pupils' work have not been effective enough. Overall, pupils achieve well in science because they cover a great deal of work at above-average standards. Pupils with SEN also achieve well on the whole, especially when tasks and resources are matched to their learning needs.

59. All the teaching places a good emphasis on the meaning and use of scientific vocabulary, and there are usually good opportunities for pupils to use it in speaking and listening activities, including talking to partners with a focus on discussing the answers to specific questions. In the lessons seen, work and resources were well matched to pupils' differing learning needs, although the scrutiny of pupils' recorded work shows that this is not done consistently enough. Teachers use questions well, both to check pupils' understanding and to extend their learning. For example, in one lesson pupils suggested hypotheses and the teacher asked pupils to justify them. Occasionally, the meaning of questions is unclear, or teachers use questions to try to get pupils to identify a particular word. A common strength of all the teaching is that links are made between science and pupils' everyday lives. Occasionally, work is too easy or pupils' errors are not corrected. In an experiment that involved the measurement of temperature changes, opportunities were missed to use data logging and to show the results in the form of a line graph.

60. Good use is made of visits and visitors to enhance pupils' learning in science, although the school's conservation area is underused. Pupils make good use of their ICT, mathematics and literacy skills in science and there are also worthwhile links with other subjects. Occasionally, the links with another subject are a little contrived. At the headteacher's instigation, science tests are to be introduced later in the school year; these will be taken by all pupils in each year group. At the start of this term, science targets for pupils were introduced in each year group, although it is too soon to evaluate their impact on pupils' progress. The science leader has introduced a system for recording pupils' progress in science but this is not yet used by all teachers. Leadership and management of science are unsatisfactory because there has been insufficient monitoring and evaluation of teaching, pupils' work and teachers' planning. The school has identified the weakness in pupils' skills of scientific enquiry, but improvements have not been successfully made across all year groups. Within a year group, there are no consistent approaches to teaching particular topics. There is a science action plan consisting of a list of tasks, but it does not have an explicit focus on raising standards and improving teaching. The school has sustained the pupils' standards and quality of provision reported at the last inspection, and so progress since then has been satisfactory.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in ICT is **satisfactory**.

### **Main strengths and weaknesses**

- Access to ICT has improved since the previous inspection.
- The ratio of computers to pupils is below that recommended.
- Information and communication technology (ICT) supports learning in other subjects well.
- There is no system of monitoring and assessment for ICT.
- Teachers' familiarity with some software is unsatisfactory.

### **Commentary**

61. The standards of Year 6 have been maintained since the previous inspection and are in line with national expectations. Pupils' achievement is satisfactory as they move through the school. For example, Year 6 pupils use a spreadsheet to model the cost of a party or to calculate the maximum area of a farmer's field with a fixed perimeter. They are confident in their use of computers and use several applications to produce a piece of work. In a literacy project, for example, the pupils produced a newspaper report on the death of the Lady of Shallot containing graphics they had drawn in one application and then inserted into their mock-up newspaper. They are confident in using the Internet to access images and information, for example finding out about aspects of Victorian life in Britain as part of their history studies.

62. Pupils' attitudes to ICT activities are very good, and boys and girls share the same enthusiasm. Pupils use ICT to share and present information from Year 3 onwards. Much of the presentational work is carried out using word processing software. The development of higher-order presentational skills is limited by the infrequent use of desktop publishing software. Pupils' skills in using ICT to find things out are satisfactorily developed throughout the school. Databases are used in science and design and technology; for example, in Year 3 pupils were collecting data in connection with patterns in bone growth. The resulting graphs were then displayed in a word processor to accompany their writing. The use of ICT to enable a more innovative approach to curriculum work is developing.

Pupils in Year 4 were being introduced to the features of a spreadsheet by drawing a robot's face, filling in the cells to make a face pattern, and Year 5 pupils were using draw tools to create comic-strip images with colourful visual impact.

63. The quality of teaching is just satisfactory. Teachers' confidence in the use of interactive whiteboards is developing. In the case of a minority of teachers, unsatisfactory knowledge in the use of some software also affects how pupils learn. There is no system of assessment for ICT. In general, teachers do not yet plan to provide activities to challenge individual pupils, and usually all pupils do the same activity in lessons, including those pupils with SEN. The school's planning provides learning outcomes from which teachers plan activities within other subjects, but these do not offer teachers a rigorous framework for the development of pupils' ICT skills as they move through the school.

64. Leadership and management are satisfactory. The school has worked hard at increasing its provision of hardware, although the computer to pupil ratio is below that recommended. Pupils receive at least an hour of ICT a week in the computer suite and this is often supplemented by additional time on a computer in the classroom. Classroom computers are used to provide practice and consolidation activities for individual pupils. Pupils do not have enough opportunities to work with a data logger and sensors.

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

65. The use of ICT to assist pupils' learning in other subjects is good, and it has become a tool that gives them good support. Pupils often use graphics software to illustrate aspects of literacy, science, history and design and technology to good effect. In a Year 4 design and technology project where pupils were designing stamps, their use of ICT also included a database illustrating which was the most popular design.

### **HUMANITIES**

66. In geography and history, there was insufficient evidence to allow overall judgements to be made about provision. One lesson was observed in history and two lessons in geography. The history work that pupils had completed during the autumn term was scrutinised. In addition, discussions were held with the leaders for the two subjects.

67. A good choice of interesting activities stimulates the pupils' interests in **history**. In a Year 5 lesson, pupils were enthused by working in pairs and making deductions about a range of statements on the Armada by different historians. By Year 6, pupils use a range of evidence to give their opinion and interpret evidence. For example, pupils studied portraits of Queen Victoria throughout her life and described various tools and clothes from Victorian family photographs. They produce time lines and are able to research and describe social changes across an historical period, such as the Victorians.

68. In **geography**, pupils were engaged in discussions which teachers initiated about natural disasters such as the tsunami. In Year 3, pupils co-operate well in pairs, using atlases to find out the type of weather in different parts of the world. Pupils read their weather forecast to the class, pointing correctly to various places, and use a range of geographical skills to do this.

69. Teachers are confident in teaching the subjects and they choose resources carefully to help improve pupils' understanding. They use discussion well to explore ideas and topics, and reinforce the relevant subject vocabulary. Leadership and management of these subjects are unsatisfactory. The subject leaders are committed and enthusiastic about developing the subjects, but they do not have a sufficient overview of the standards being achieved or the quality of teaching throughout the school.

### **Religious education**

Provision in religious education is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils make a good range of visits to support their work.
- The amount of recorded work is small in most year groups.

- There are some good resources.

## Commentary

70. Pupils are on track to reach standards that match the expectations of the local Agreed Syllabus by the end of Year 6. Pupils learn about religions and from religions. Year 6 pupils learn about Mohammed and consider his feelings and experiences. They compare two gospels for their accounts of the Christmas story. Year 5 pupils have a good level of knowledge and understanding about prayer in Islam, and are developing their understanding of the Lord's Prayer. Pupils' achievement is satisfactory, and they are often thoughtful and perceptive about their work, although more should be expected of them, especially in terms of applying their literacy skills.

71. The quality of teaching and learning is satisfactory. Strengths of the teaching include:
- \* Good relationships, so that pupils are confident to express their views;
  - \* Effective use of questions, for example to get pupils to amplify their answers or to check what pupils already know and understand, so that the lesson can build on this;
  - \* Relating the work to the pupils' own experiences, for example when they tackle work on prayer and on Mohammed;
  - \* Some good links with literacy, such as Year 3 pupils' writing in the role of shepherds visiting the stable in Bethlehem.

Weaknesses in teaching in particular lessons include a slow pace during some activities, the texts being difficult for lower-attaining pupils, and not enough guidance for pupils as they tackle a challenging written task.

72. Pupils are taken on visits as follows: Year 3 to Winchester Cathedral, Year 4 to a synagogue in Reading, Year 5 to Guildford Cathedral, and Year 6 to a mosque in Woking. Pupils record their work in their general workbooks, together with a range of work for other subjects, including drafts; they do not have exercise books solely for recording their religious education work. The subject leader has devised sheets on which to record pupils' assessments, but these are not used consistently by all teachers.

73. Leadership and management of the subject are unsatisfactory because there is insufficient monitoring and evaluation of pupils' standards and the quality of teaching, and no direct action to improve provision. The subject action plan is a list of tasks and is not structured to focus on improving standards and teaching. It is good that the subject leader has had discussions with a wide range of pupils to evaluate their learning, although no analysis of this evaluation was available at the time of the inspection. Good resource boxes have been compiled for each year group, and these include a wide range of religious artefacts.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

74. No lessons were seen in **design and technology**, so it was not possible to evaluate provision for the subject. The subject leader has held the post for less than one year. She has evaluated the curriculum and made improvements to what is taught, in order to raise standards and to ensure coverage of the key skills. These improvements have begun to raise standards. Year 4 pupils researched, designed, made and sold Christmas stamps to raise funds for a local hospice. In this project, they made good use of ICT and evaluated their work perceptively and in detail. Pupils work with the expected range of materials, including food, textiles and wood. In the past, pupils covered several projects each term but not at enough depth to achieve above average standards. The subject leader has started

to write guidance for teachers in each year group for each design and technology project. The subject leader's work focuses on raising standards and improving teaching.

75. In **music**, no overall judgement has been made about the quality of provision because only a small number of lessons could be observed. Several groups of pupils were seen working with visiting instrumental teachers, and the pupils were heard singing during a whole-school assembly. In this sample, the standards achieved by the pupils were above national expectations. They work hard in lessons, behave very well and enjoy the range of musical experiences that the school offers. They work well, both individually and in groups, and treat their musical instruments with care.

76. Weekly music lessons are planned carefully and organised well, to ensure that all pupils learn about playing instruments, composing short pieces and appreciating music of different types. The school offers a wide range of optional instrumental tuition, which includes brass, woodwind, keyboard and strings. The music co-ordinator brings these pupils together in the large, popular school orchestra, and parents support the pupils by running recorder clubs before school.

77. The leadership offered by the music co-ordinator is satisfactory. She is enthusiastic and knowledgeable and has produced an action plan for music to ensure that various tasks are carried out. She offers a good role model to her colleagues by her practical involvement in recorder groups, the school orchestra, and her links with the community through local music festivals and local schools. She also works hard to maintain links between all the visiting instrumental teachers. However, the link between her leadership role and responsibility to focus on standards and pupils' achievement is limited and is not explicit.

78. Although there is a good range of musical opportunities and standards during the inspection were observed to be above expectation, there are no school systems in place to assess the standards of the pupils' work or their progress. This is unsatisfactory.

## **Art and design**

Provision in art and design is **satisfactory**.

### **MAIN STRENGTHS AND WEAKNESSES**

- Overall, the quality of teaching in art is good and provides the pupils with well organised opportunities to learn new skills.
- Skills in art are practised and developed across a wide range of subjects.
- The curriculum planning lacks clear guidance on the development of skills, and pupils therefore do not build progressively on their previous learning.
- There are no systems in place to assess the standards and progress of the pupils.

## **Commentary**

79. Pupils, including those with SEN, achieve satisfactorily as they progress through the school, and the standards they reach are in line with those expected nationally at the end of Year 6.

80. The pupils have some good opportunities to develop a range of skills and they also study the work of other artists. Pupils in Year 6 made good progress in a figure drawing lesson in which they successfully learned how to give the impression of movement. They also used their observational skills well in a study of the work of William Morris. Using a wide range of media, including ICT, they created imaginative designs which showed good

use of colour and attention to detail. In Year 4 the pupils were proud of their carefully designed large-scale rockets hanging from the ceiling. Year 3 pupils were able to describe the work of Kandinsky, pointing out his use of shape and colour. Sketchbooks are used across the school as a means of trying out ideas, but they do not yet provide consistent records of the development of skills and progress.

81. The quality of teaching varies widely. In lessons where the pupils made very good progress, teaching was well organised. The pupils understood what they were learning and had knowledgeable support from the teacher. However, even in the best lessons there was insufficient

planning and challenge for the most able pupils, and this limits their learning and the development of their skills. In the lesson where pupils did not make satisfactory progress the tasks were too difficult for them; they were not taught the relevant skills and the teacher lacked confidence in her subject knowledge.

82. The planning ensures that the pupils have appropriate opportunities to cover a range of skills and knowledge. However, their progress is limited by the lack of clear progression in the development of skills, so they do not build on their previous learning. Skills in art are used well across other subjects, such as the carefully formed, painted and glazed clay leaves from science work in Year 3. In addition, a very good Year 5 lesson provided the pupils with a good opportunity to develop their awareness of other cultures through the study of Maori legends, traditions and symbols.

83. The newly appointed art co-ordinator has worked hard to evaluate the quality of the curriculum content, resources and planning for the subject. She has also formulated an action plan and has a clear vision of how she would like to raise standards and see the subject develop. At present, however, leadership and management of the subject are unsatisfactory. There are no systems in place to assess the standards of the pupils' work or the progress they make. In addition, the co-ordinator has insufficient time to monitor and evaluate the subject's strengths and weaknesses systematically, or to review and redesign the curriculum to ensure that the pupils' progress is logically planned. When account is taken of the recent appointment of the art co-ordinator, the improved use of sketchbooks, and the maintenance of standards in line with national expectations, improvement since the last inspection is satisfactory.

### **Physical education**

Provision in physical education is unsatisfactory.

### **Main strengths and weaknesses**

- Standards in gymnastics and dance are below those expected nationally;
- Teaching and learning are unsatisfactory overall;
- There are good opportunities for pupils to take part in lunchtime and after-school sports clubs, and in inter-school competitions and leagues;
- Resources are good and are used well.

### **Commentary**

84. Standards are below average and pupils' achievement is unsatisfactory. This is especially the case in gymnastics and dance. Pupils have the opportunity in Year 5 to go swimming, and the great majority learn to swim 25 metres.

85. The majority of lessons seen were unsatisfactory. Some teachers lack the subject knowledge and skills needed to raise pupils' standards. For example, in the gymnastics, dance and game lessons, teachers did little direct teaching to improve pupils' skills, concentrating instead on the management of behaviour, safety, and asking pupils what they thought about the performance of other pupils. In a dance lesson and in a gymnastics lesson, there was little discussion about the quality of movement expected, and little demonstration of it. This limited the quality of the performance of the pupils and gave them no clear criteria on which to base their evaluation of other pupils' work and their own.

86. There are occasions when teachers use inappropriate methods. For example, in a games lesson in the playground, the teacher attempted to speak to and teach the class while the pupils were spread out along the length of a netball court. This resulted in a significant minority of pupils not hearing what the teacher was saying. In another lesson in the playground during a cold day,

the teacher did not have strategies for keeping pupils warm and active while equipment was put out or repositioned. This led to pupils losing concentration. Teachers do ensure that resources are available; they manage the pupils' behaviour well and provide them with opportunities for demonstration and evaluation.

87. Despite weaknesses in teaching, the pupils generally show high levels of enthusiasm, motivation and enjoyment in their physical education lessons. Their behaviour is very good and they are very willing to learn and practise.

88. Leadership and management of the subject are unsatisfactory. Although the subject leader is committed and enthusiastic about developing the subject, there is not enough overview of the standards being achieved or the quality of teaching throughout the school. School teams have competed and done well in inter-school and area competitions, and there are good opportunities for pupils to take part in lunchtime and after-school clubs. Satisfactory improvement has not been maintained since the last inspection, and standards are now unsatisfactory.

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

89. **Personal, social and health education** (PHSE) was not a focus for the inspection, but information gathered from talking to pupils and to the co-ordinator, and the observation of a few lessons, indicates that provision is probably satisfactory. The school is developing a programme of study for PSHE, within which are opportunities for pupils to develop their knowledge and understanding of citizenship. Its planning ensures that the school teaches the necessary material. All pupils receive teaching about relationships and sex education, and education about the misuse of drugs. As well as the school council, the school makes use of a number of activities which help to promote an understanding of citizenship. These include regular visits to the school by the community police, collecting for charities, the delivery of harvest offerings, and singing carols at the local shopping centre.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
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
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	5
Support, advice and guidance for pupils	4
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	4
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	2
The leadership of other key staff	5
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).*