

INSPECTION REPORT

NAPHILL & WALTERS ASH SCHOOL

High Wycombe, Buckinghamshire

LEA area: Buckinghamshire

Unique reference number: 110393

Headteacher: Tim McLoughlin

Lead inspector: Susan Walker

Dates of inspection: 6th to 8th December 2004

Inspection number: 267370

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 4-11
Gender of pupils: Mixed
Number on roll: 386

School address: Kilnwood
Walters Ash
High Wycombe
Buckinghamshire
Postcode: HP14 4UL

Telephone number: 01494 562813
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Appropriate authority: Governing body
Name of chair of governors: Robert Foggo

Date of previous inspection: 23rd November 1998

CHARACTERISTICS OF THE SCHOOL

Naphill and Walters Ash School is situated in the village of Walters Ash in pleasant semi-rural surroundings. Socio-economic circumstances are better than average. The school is much bigger than other primary schools, with 386 pupils on roll who are taught in 15 classes. Numbers are fairly static. The school has a large annual turnover of pupils - 32 per cent in the last academic year - because the parents of two thirds of the children are based either with the Royal Air Force or with NATO. A growing number of pupils travel to the school from outside the area. There are more girls than boys overall in the school. Pupils enter the reception class in the year that they turn five and attend full time in the term that they are five. There are two part-time classes at present. Attainment on entry is above average, but many of these pupils do not remain in the school. The majority of pupils are of white British origin and there are very small numbers from other ethnic groups. All pupils speak English. There are 23 pupils on the register of special educational needs, with one pupil having a Statement of Special Educational Need. This is well below the national average. Parents from military families are not eligible for free school meals, which makes the usual comparisons with similar schools meaningless. The school was awarded the 'Activemark' Gold in 2002, 'Investors in People' in 2003 and the 'Artsmark' Silver in 2004. It provides out-of-school care. The community uses the school facilities for information and communication technology and for a holiday club.

The present headteacher took up his post at the beginning of September 2004 and the school is waiting for a new deputy headteacher to start at the school at the beginning of 2005.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21678	Sue Walker	Lead inspector	The Foundation Stage History
9652	Colin Herbert	Lay inspector	
20326	Peter Clark	Team inspector	Science Design and technology Special educational needs
4099	Rodney Braithwaite	Team inspector	English Geography Physical education
31801	Yvonne Bacchetta	Team inspector	Mathematics Art and design Religious education
32799	Alistair Bruce	Team inspector	Information and communication technology Music Personal, social and health education and citizenship

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	9
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	12
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	19
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	34

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school. Good leadership by the new headteacher has ensured good teaching that promotes good learning in English, mathematics and science. Value for money is good.

The school's main strengths and weaknesses are:

- Standards in reading and speaking and listening are well above average.
- The school works hard to overcome the frequent movement of pupils in and out of the school and there are very good arrangements to settle in children who are new to the school.
- There is very good provision for pupils' moral and social development, which has led to very good attitudes and behaviour.
- Co-ordinators do not monitor sufficiently the quality of teaching and learning.
- The structure of the school day, where some lessons are too long, does not give enough time to every subject.
- Information from the school's procedures for tracking pupils' progress is not easily available to all staff.
- Extra-curricular activities are a strength.
- Pupils' attendance is very good.

The school has made satisfactory improvement since the last inspection. It has dealt well with the areas it was required to develop - raising standards and improving progress in information and communication technology (ICT), improving provision for pupils' spiritual development and the curriculum and assessment for children in the Foundation Stage. There is still work to be done in monitoring standards effectively in all subjects.

STANDARDS ACHIEVED

Overall, achievement is **good**.

Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	A	A	B	B
mathematics	A	A	B	A
science	A	A	B	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 the 2004 national tests for pupils in Year 6, standards were above average in English, mathematics and science. About three quarters of the pupils had transferred into the school after Year 1 and there were higher numbers of pupils who were identified with special educational needs and pupils who did not speak English as their first language. Results in previous years were well above average. The progress from Year 2 results to Year 6 results

only cover the progress made by 69 per cent of pupils because of pupils' movement in and out of the school. In the 2004 national tests for pupils in Year 2, standards were well above average in reading, writing and mathematics. Teachers assessed science as being above average.

Inspection findings show that standards are above average and achievement remains good in English, mathematics, science, ICT and physical education at the end of both Year 2 and Year 6. These subjects have been school priorities and resources and monitoring have usually focused on these. The high mobility of pupils is a barrier to raising achievement, as is the fact that pupils who have changed schools may have missed key skills and learning. As a result, even though the above average attainment at the end of the reception year is not sustained, in religious education, art and design, music, geography and history achievement is judged to be satisfactory. Pupils with special educational needs make good progress because adults cater well for their needs.

Pupils' personal development is very good. The provision for pupils' spiritual, moral, social and cultural development is **very good** overall, with very good moral and social development and good spiritual and cultural development. Pupils behave very well and have very good attitudes towards their learning. Attendance is very good and punctuality is good.

QUALITY OF EDUCATION

The quality of education is **good**. Teaching and learning are **good**, overall in Years 1-6 and are satisfactory in the reception classes. The strength of teaching is in English, mathematics, science, ICT and physical education. Assessment is satisfactory. The new headteacher has made good recent improvement in providing teachers with the necessary information about pupils' standards in English and mathematics. The school knows that it must further improve the tracking of pupils' progress. The curriculum is satisfactory. There are weaknesses in the structure of the school day and strengths in extra-curricular activities. Care and health and safety procedures are very good, as is the school's partnership with parents. The links with the community and other schools and colleges and provision for taking pupils' views into account are good. Support and guidance are satisfactory.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory**. The leadership of the recently appointed headteacher is good and he has quickly identified new areas for development, such as lesson planning and assessment. The school has appointed a new deputy headteacher and is awaiting her arrival to strengthen the team of teachers who manage the school. The role of the co-ordinator has improved since the last inspection, and where subject leaders have time and their subject is a major priority, the management is often good. However, overall, the leaders have too little time to monitor teaching and learning across the curriculum and the headteacher recognises this as an area for further improvement. Governance is satisfactory. The governing body is well led and has a number of strengths. Governors are highly supportive of staff and pupils but have been reticent about challenging managers or identifying areas for improvement. They have been too cautious about how they have spent the budget to improve current pupils' learning. Governors meet all statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Links with parents are very good. Most have very positive views of what the school does. Pupils enjoy coming to school and feel safe and secure there.

IMPROVEMENTS NEEDED

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

- continue to develop the role of the co-ordinators in monitoring teaching and learning;
- reconsider the structure of the school day so that standards are improved in the humanities, especially geography, and creative subjects;
- ensure that the new systems for assessment, including the monitoring of progress of pupils new to the school, are put in place as soon as possible.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is **good**, overall. Standards are above average in English, mathematics, science, ICT and physical education.

Main strengths and weaknesses

- Standards in reading and speaking and listening are very good.
- All pupils achieve well in English, mathematics, science, ICT and physical education, despite the high levels of pupil mobility.
- The pupils do not have sufficient opportunities to write in subjects other than English.
- The structure of the school's day affects standards and achievement in the creative and humanities subjects.¹

Commentary

1. The annual movement of pupils in and out of the school plays a big part in school life. As over 60 per cent of pupils come from military families, about a third of pupils change over each academic year, with some pupils returning to the school over time. However, this movement is greater in some classes than others. In the current Year 6, 40 per cent of pupils have joined the school since Year 1 and a substantial number have been to several primary schools.
2. In the core subjects such as English, mathematics and science and those which have been a school priority, such as information and communication technology (ICT), pupils achieve well. Barriers to good achievement overall are the high mobility of pupils and the fact that pupils who have changed schools may have missed key skills and have gaps in their learning. As a result, even though the above average attainment is not sustained, in most creative and humanities subjects achievement is judged to be satisfactory. The school is improving its tracking system to identify and plug the gaps in learning.
3. Inspection findings show that standards are above the national average in English because of the amount of time allocated to this subject, but pupils do not have sufficient opportunity to write at length in other subjects as a result of the overuse of worksheets. Standards are above the national average in mathematics (because pupils are taught in sets), in science (due to analysis of strengths and weaknesses) and ICT (as a result of improved resources). In all of these subjects achievement is good because of the quality of the teaching and the priority which the school gives to these subjects. Pupils have good opportunities to use their very good reading and speaking and listening skills and their good numeracy skills in other lessons.
4. The local education authority analyses the performance of pupils from other ethnic groups in the national tests. The number of pupils is very low in each of the ethnic groups. They usually perform as well as their classmates. No differences were

¹ The humanities subjects are religious education, history and geography. The creative subjects are art and design, design and technology and music.

observed during the inspection between the achievement of pupils from different ethnic groups.

5. The overall provision for the 5 per cent of pupils identified as gifted and talented is satisfactory. Gifted and talented pupils have their needs met well in the range of extra-curricular provision, particularly those with talent in sport or music. The school makes no extra academic provision for gifted pupils.
6. The achievement of the small number of pupils with identified special educational needs is good. Teachers and teaching assistants know these pupils well and target them in lessons. The school has improved the quality of its individual educational plans since the last inspection in order to meet these pupils' needs better.
7. There are some differences from year to year in the achievement of boys and girls; however, over time there is no significant trend. There were no differences observed in the achievement of boys and girls during the inspection.
8. Children enter the reception class with above average standards and achieve satisfactorily during their time in the Foundation Stage as a result of satisfactory teaching and learning. Most years, by the time they enter Year 1, children reach good standards in all areas of learning. However, it must be remembered that not all pupils start at the school in the reception class.

Key Stage 1

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

Standards in:	School results	National results
reading	17.6 (16.9)	15.8 (15.7)
writing	16.1 (15.9)	14.6 (14.6)
mathematics	17.5 (17.3)	16.2 (16.3)

There were 62 pupils in the year group. Figures in brackets are for the previous year

9. In the 2004 national tests for pupils aged seven, standards in reading, writing and mathematics were well above average. Teachers judged standards in science to be above average. Most years, standards are well above average in reading and writing and above average in mathematics.

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	27.9 (29.8)	26.9 (26.8)
mathematics	28.5 (29.9)	27.0 (26.8)
science	29.9 (31.1)	28.6 (28.6)

There were 62 pupils in the year group. Figures in brackets are for the previous year

10. In the 2004 national tests for pupils aged eleven, standards were above average in English, mathematics and science. These results were lower than the usual school standards for the following reasons: only 25 per cent of the 58 pupils had started their

education in the school and the school had more than the usual number of pupils who had special educational needs or who did not speak English as their first language. From 2001 onwards, the trend is usually well above average or in the top 5 per cent of schools nationally.

Pupils' attitudes, values and other personal qualities

Pupils have **very good** attitudes to school and to their learning. Behaviour is **very good** and pupils' relationships with each other and with staff are **very good**. Pupils' spiritual, moral, social and cultural development is **good**. Attendance is **very good** and is supported by **good** punctuality.

Main strengths and weaknesses

- Pupils' social and moral development is very good and their spiritual and cultural development is good.
- Pupils' interest and enjoyment of all activities demonstrate very good attitudes.
- The school sets very good standards of behaviour and pupils respond very positively by behaving very well.
- Good monitoring and pupils' keenness to attend school result in well above average attendance levels.

Commentary

11. Attitudes to school are very good. All pupils, whether well established or new to the school, are very keen to learn and enjoy the opportunity to take an active part in lessons. They listen very attentively and follow instructions very well, sharing ideas and their obvious enjoyment. Relationships between pupils and with adults are very good and staff provide very good, positive role models.
12. Members of staff insist upon very good behaviour and most pupils of all ages live up to these expectations. During the present academic year there have been no exclusions. There is good racial harmony. Pupils with special educational needs are successfully integrated and are helped to stay on task by the very positive support given by learning support assistants. Pupils display high levels of respect for adults and each other. Pupils and their parents are very happy that the school deals with any problems promptly and do not think that bullying is an issue at the school. Rules and sanctions are regarded as fair and exist for the benefit of all. This has a very positive effect on the quality of life within the school.
13. Pupils' spiritual development is promoted well in most activities and assemblies, reflecting good improvement since the last inspection. Pupils are often enthralled by their learning, for example, when observing the magical moments of the gradual melting of an ice cube. Strong spiritual links are maintained with local churches, and the clergy from many of them visit school regularly. Pupils clearly and confidently demonstrate a very good awareness of the difference between right and wrong. Assemblies and planned discussions enable them to consider making sensible, mature choices. In the school council they learn to take an active part in school life, reflecting on the need for additional playground games or the modernisation of toilets. Charity collections are very well supported because children want to help those less fortunate than themselves.

14. Pupils willingly undertake a range of duties. A large number of pupils attend the many successful lunchtime and after-school clubs. Residential visits contribute very successfully to pupils' growing awareness for protecting the environment. Pupils often spontaneously applaud each other's successes, but sometimes teachers miss opportunities to celebrate pupils' success through high quality displays of their work. Pupils' good cultural awareness is promoted well in lessons, although this could be improved in art and design through the study of a wider range of artists. Pupils' awareness of local culture is enhanced through their involvement in the many local events. The study of music from different times and cultures and encouragement of pupils' respect for other faiths and lifestyles in readiness for their life beyond the school gates are good.
15. Attendance is well above that found in most schools. This is a result of the school's increased focus on successfully celebrating regular attendance and by discouraging the amount of holidays taken during term time. Parents are fully active partners in supporting the school's endeavours.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	3.5	School data:	0.0
National data:	5.1	National data:	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. Teaching and learning are **good**. The curriculum is **satisfactory**. The quality of care and health and safety is **very good**, as are partnerships with parents. Links with the community and other schools and colleges and opportunities to take pupils' views into account are **good**. Support and guidance are **satisfactory**.

Teaching and learning

Teaching and learning are **good**. The quality of assessment is **satisfactory**.

Main strengths and weaknesses

- Teaching and learning are particularly good in Year 5.
- The endings of lessons are used well to support pupils' learning.
- Most pupils are expected to work hard and so learning is good.
- Teaching for pupils with special educational needs is good.
- Lessons are well managed so that no time is lost.
- Some teachers do not plan enough opportunities for independent learning.
- Pupils' achievement does not improve as well as it could where worksheets are used too frequently.
- Information from the school's procedures for tracking pupils' progress is not easily available to all staff.

Commentary

Summary of teaching observed during the inspection in 65 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2 (3 %)	10 (15 %)	27 (42 %)	26 (40%)	0 (0 %)	0 (0 %)	0 (0 %)

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

16. Both parents and pupils rate the quality of teaching as good. This maintains the overall judgement from the last inspection. The school has improved the quality of teaching in Year 1 since the last inspection.
17. Teachers generally have good subject knowledge and understanding of the lessons that they are teaching, particularly in English, mathematics, science, ICT and physical education. Basic skills are well taught in these subjects. The very good relationships between adults and pupils mean that lessons are well managed and many lessons proceed at a good pace so that good learning takes place. The present headteacher

has successfully put in place a consistent approach to lesson planning. Teachers use the endings of lessons well to consolidate pupils' knowledge of what they have learned. They have high expectations for pupils to work hard in lessons and persevere with their learning.

18. There is some very good teaching in several classes, and particularly in Year 5. Where teaching is very good, teachers crack on at a very good pace and so pupils learn a great deal in each lesson. Work is challenging and pupils are stretched and make very good progress. Questioning is effective, stimulates pupils' ideas and provides time for explanations.
19. Pupils with special educational needs receive effective assistance from teachers and learning support assistants, who are well directed and know what they are expected to teach. Learning support assistants and teachers explain to pupils in their groups what they have to do.
20. Where teaching is satisfactory, in the humanities and in creative subjects, parts of the lessons do not allow pupils enough independence in researching and using computers. This is partly due to limitations of the accommodation. Opportunities for pupils to write about their ideas and points of view are limited by the too frequent use of photocopied worksheets. This does not allow pupils, particularly the higher attaining, to show what they know and understand.
21. The use of assessment to guide learning is satisfactory, overall. It is strongest in English and mathematics. In mathematics, assessment is used well to place Years 3-6 pupils in teaching sets that are matched to their ability and this helps their learning. The school makes satisfactory use of national and optional tests and assessment in reading, spelling and times tables. Questions are analysed well to establish strengths and weaknesses.
22. The assessment manager does not have a sufficient overview of what is happening throughout the school. The school has previously tracked pupils' progress by year groups, which has not allowed the senior managers to establish which class teaching has had the best impact on learning. This term, for the first time, the new headteacher has provided all teachers with a breakdown of what pupils in their class could do when they were last tested. He has identified the need to provide teachers with regular assessment information so that they are clearer about the progress of pupils who move into and out of the school.
23. In many other subjects, assessment is in the early stages of development. Marking is inconsistent from subject to subject, with pockets of good practice that help pupils to know how to improve their work. There is an inconsistent approach to dating work in some classes, which makes it difficult to track pupils' progress over time.

The curriculum

The curriculum is **satisfactory**, overall. Enrichment and extra-curricular opportunities are **good**. Resources and accommodation are **satisfactory**.

Main strengths and weaknesses

- The structure of the school day does not give enough time to every subject. This is particularly so in the humanities and creative subjects.

- Curricular provision for pupils with special educational needs is good.
- Good enrichment activities promote a high level of pupils' interest.
- The accommodation and location of resources restrict pupils' independence and standards in some subjects.

Commentary

24. The governing body is proactive in monitoring the breadth of the curriculum to ensure that the curriculum fulfils statutory requirements. The breadth and quality of the curriculum is, overall, satisfactory. This is an improvement from the last inspection, when not all aspects of ICT were taught. The new headteacher has acted upon government guidance to improve the quality of planning in order to make teaching and learning more effective. Plans link subjects together and link the development of similar skills and knowledge so that pupils build on previous units of work. The curriculum is enriched by French being taught from Year 2 onwards.
25. The amount of taught time is below that found in most schools nationally. The structure of the school day does not support good progress in the humanities and creative subjects, which are generally taught in the afternoons. Although the school seeks to integrate literacy into other subjects, overlong sessions for literacy create an imbalance of time in other subjects. Sessions are frequently overlong in science, so that some lessons lack pace.
26. The provision for pupils with special educational needs is good. All pupils with identified special educational needs have education plans highlighting their individual needs and supporting teachers in the planning of work, although some plans lack sufficient detail. These plans are regularly reviewed to ensure that targets reflect progress made. All pupils with special educational needs have access to the same curriculum as other pupils. This is one of the features that make the school so inclusive.
27. Everyone has access to some out of school activities and these contribute very well to pupils' all round development. Such activities make a good contribution to the curriculum for those pupils who are identified as being gifted and talented in a particular subject. Long waiting lists and the large number of pupils in such activities indicate a high level of interest in what is offered. There is plenty of healthy competition in sporting events against other schools, with the school attaining the 'Activemark' Gold² award. For its participation in various arts activities, the school attained the 'Artsmark' Silver³ award. Carefully selected educational visits and visitors and the use of the school grounds raise pupils' interest in most subjects, but are not capitalised on well enough to raise standards above average.
28. The accommodation is a continual focus of improvement for governors. The school has done much work recently to ensure that all classrooms and corridors are linked together to ensure that learning is not interrupted by pupils having to cross wet and windy areas. Shared areas between classrooms are used well for practical subjects, but are underused for most of the school day to relieve the cramped classrooms, for example, for both Year 6 classes. This limits opportunities for pupils to become more independent in their learning. The lack of a library and easy access to a computer

² Activemark is a national award which recognises those schools which show a strong commitment to promoting the benefits of physical education and which make good provision for the subject.

³ Artsmark is a national award which recognises schools which have made a strong commitment to art and design, music, dance and drama.

suite restricts pupils' choices in learning styles. The school has identified the need for a library space and improved resources in their current improvement plan. The storage of furniture in the hall presents a hazard in physical education and so constrains the movements of pupils. A strength of the accommodation is the multi-purpose games area which is used well in lessons and at breaktimes. In discussion, older pupils said that they would like to see the spacious playground re-marked more imaginatively and more equipment available to them at play and lunch times.

Care, guidance and support

The school provides a **very high** level of care for the physical and emotional needs of its pupils. The school provides **satisfactory** support, advice and guidance to its pupils and it involves its pupils **well** in school life by seeking, valuing and acting on their views.

Main strengths and weaknesses

- Staff care for pupils very well.
- Procedures that are in place for health, safety and child protection are very good.
- The school has a very good understanding of health and safety matters.
- The ways in which the school welcomes new pupils are very effective.
- There are good opportunities for pupils to express their views in the school council.

Commentary

29. The school looks after its pupils very well and this level of care is underpinned by the very good relationships that exist in school and the very good knowledge that all staff have of the pupils. There has been an improvement in this aspect of school life since the last inspection.
30. The school takes its responsibility for health and safety and child protection very seriously. Appropriate procedures are in place for risk assessment, fire evacuation, first aid and accident recording and the procedures for child protection are very effective. It was particularly noticed during the inspection how caring all the staff were towards pupils who were feeling unwell. The governing body is also fully involved in this aspect of school life and it has a very good understanding of its responsibilities. For example, governors carry out formal inspections of the school each term.
31. There is a satisfactory level of provision for the support, advice and guidance of pupils based on monitoring of their work. Pupils know that the school will listen to their concerns and the school council provides a good opportunity for them to express their views on a variety of topics such as playground equipment and repairs to coat hooks in the cloakrooms.
32. Very good pastoral arrangements exist for pupils joining the school during term time. The school does all it can to ensure that families and their children are given as much help as possible to settle into the school community. For example, new pupils who may be returning to a school in the United Kingdom from abroad receive the support of a 'buddy' to help them understand and settle into their new routines in school. Parents express very positive views about this particular aspect and consider that it is a strength of the school. The school has not put sufficient emphasis on staff tracking these pupils' progress as they move through the school.
33. Teachers are aware of when pupils are having particular difficulties with their work and where they can take action to put matters right. This good support sometimes leads to identifying pupils with special educational needs. The co-ordinator responsible for

special educational needs then ensures that pupils have the guidance which they need to improve. This enables these pupils to achieve as well as their peers.

Partnership with parents, other schools and the community

The school has maintained the **very good** partnership with its parents since the last inspection and has **good** links with the community. **Good** links have been established with other schools and colleges.

Main strengths and weaknesses

- Parents give very positive support to school activities.
- The school association undertakes very valuable work.
- Parents have very positive views of the school.
- The quality of the information that the school provides for its parents is very good.

Commentary

34. Those parents who responded to the questionnaire or who attended the meeting expressed very positive views and they hold the school in high regard.
35. A regular group of parents help out in class by hearing readers and assisting in other ways. One or two parents are also able to provide specialist support, such as teaching the trumpet or running a 'brain gym⁴' session. Celebration assemblies and parents' evenings are very well attended. There is a very active and hard working school association, which raises considerable amounts of money each year through events such as the Christmas and summer fairs. This association has almost met its target of raising £20,000 towards the building of a new library and is justifiably proud of this achievement. The school places very high value on the contribution and support of all its parents.
36. The quality of information provided for parents is good and parents are very appreciative of the regular newsletters, topic notes and annual reports on progress that they receive. They also consider that the home-school diary provides a good two-way communication with the school. This good standard of information is enhanced by the school website, which provides potential parents with a very good overview of the school.
37. Parents of pupils with special educational needs are kept well informed about their child's progress by the teacher responsible for special educational needs. Parents are encouraged to support their children's learning and effective strategies to do this are shared with them. Parents are told when their children are placed on the gifted and talented register.
38. Community links continue to be good. The school is very proud of its village connections and the relationship that exists with the RAF base that adjoins its premises. Pupils are given opportunities to visit interesting places such as the British Museum in London and the RAF museum at Hendon. A special highlight each year for pupils in Years 4 and 6 is the residential visit during which they undertake exciting activities. The school also welcomes a number of visitors such as the padre from the RAF base, members of the community who talk about their experiences during World

⁴ A sequence of activities which stimulates different areas of the brain and so promotes good learning.

War II and local football coaches. All these initiatives have a positive impact on pupils' learning.

39. The school has good links with other schools and colleges. It is part of its local cluster group of schools which meet to share ideas and organise training. As part of its sports co-ordinator project, the school has effective links with six other local primary schools and a local feeder high school. There are good links with local high schools which allow pupils to transfer smoothly to the next stage of their education.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **satisfactory** overall. The leadership of the headteacher is **good**. Governance is **satisfactory**. Leadership by other key staff is **satisfactory**.

Main strengths and weaknesses

- Governance of the school has several significant strengths with regard to improving the accommodation and to health and safety procedures.
- The school has until very recently not spent a large enough percentage of its budget.
- Monitoring of teaching and learning needs improvement.
- The school has a good commitment to inclusion and equality of opportunity.

Commentary

40. The school is in a similar position to the last inspection, with a new headteacher in post during the term of the inspection. The new headteacher has made a good start to his leadership of the school. He has a clear sense of purpose and shares with staff, parents and the governing body high aspirations to maintain the good standards in the school and the welcoming and friendly ethos so clearly evident. He has skilfully added new procedures and strategies. For instance, he has taken immediate steps to improve lesson planning and identified the need for better assessment procedures so that all staff have access to a detailed range of information.
41. The school self evaluation has not effectively identified the lack of time allotted to creative and humanity subjects and the overlong sessions of science, although the new headteacher is planning to put this right. The school has recently appointed a new deputy headteacher. Up until now, the gap has left a weakness in the senior management team, which is due to be addressed by moving roles and responsibilities and improving the monitoring of teaching and learning.
42. The governing body is well led by a greatly supportive and caring chairman. The governing body has several strengths. Governors pay frequent visits to the school, are highly supportive of staff and pupils and promote inclusion and quality well. They know the strengths of the school well, are committed to inclusion and are beginning to link effectively with senior managers and curriculum leaders. The accommodation has been a continuing focus of improvement. Governors have a good grasp of health and safety requirements. They meet all statutory requirements.
43. Governance overall is satisfactory. As yet governors have been reticent about challenging managers or identifying areas for improvement. They have also retained a substantial percentage of the budget (over 10 per cent), which could have been used

earlier for the benefit of pupils in the school at the time. Improving the school library and the increasing the amount of non-contact time for co-ordinators to monitor achievement are examples of this. The governing body has been excessively cautious because pupil numbers have fluctuated, but this issue is being addressed by the chair of the finance committee and new headteacher. A more substantial percentage of the budget, in addition to generous donations from the parents' association, is now being earmarked for the benefit of the pupils in the school. The governing body is now also beginning to analyse the effects of a possible drop in future numbers of pupils on roll and to decide on the best ways of promoting the strengths of the school in the wider community.

44. Management is satisfactory. A strength is the number of policies and procedures which the school has in place. Where subject leaders have time and their subject is a major priority in the school, such as the core subjects of English, mathematics and science, the management is often good. However, leaders have too little time to monitor teaching and learning across the curriculum and, in some subjects, areas of weakness have not been picked up and addressed. Additionally, the small amount of monitoring which has taken place differs from manager to manager and development areas for staff are not linked sufficiently to performance management which, although satisfactory, could be improved. Leaders in the school have a very good commitment to equality, the inclusion of all pupils and the needs of individuals, which is well reflected in the high level of care shown by the staff. Leaders are also good role models in the school and most teachers form effective 'mini teams' with their teaching assistants.
45. The co-ordinator for special educational needs provides effective leadership and management. Together with other staff, the co-ordinator closely monitors the progress of pupils with special educational needs in all classes. She ensures that individual education plans include suitable targets to meet pupils' individual needs. She has worked hard to establish good links with parents and outside agencies to ensure effective support for pupils with very specific needs.
46. The recruitment and deployment of staff are managed well and there are a number of teachers who have been at the school for many years. This has maintained the continuity in pupils' learning. Managers also induct new members of staff well, enabling them, like the frequently arriving pupils, to settle into the school very quickly.
47. The school always considers best value in terms of financial management and provides a good quality education with an average budget. It gives good value for money as the school is now addressing its budget issues. This overall mixed picture reflects a similar picture of leadership and management to the last inspection.

Financial information for the year April 2003 to March 2004

<i>Income and expenditure (£)</i>		<i>Balances (£)</i>	
Total income	913,035	Balance from previous year	135,428
Total expenditure	917,480	Balance carried forward to the next	130,983
Expenditure per pupil	2,288		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Overall the provision for the Foundation Stage is **satisfactory**.

Most children enter the school with higher standards than those found nationally. There are relatively few lower ability children and none with special educational needs. Parents help out in the classrooms and this is useful in consolidating children's learning. Children are well managed and a calm ethos prevails throughout the day. There are good relationships between staff and children, and adults provide very good care and guidance. Assessment is satisfactory overall and it is good in some classes where records are annotated with phrases such as 'can hear rhyme' and records praise children's efforts in completing the task. Planning has improved. Leadership and management are satisfactory, but there is no formal action plan to improve teaching and achievement in the Foundation Stage. Instead, the Foundation Stage staff concentrate on one area for development each year, which will not bring about fast enough improvement.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The ethos of this area of learning helps all pupils to learn.
- Children are provided with very good practical care and support.
- The accommodation is used well to develop children's achievement.
- Stories are well chosen to reinforce messages in children's social and moral development.

Commentary

48. Teaching and learning are good and overall the children exceed the early learning goals in this area. Achievement is good because teachers put a high priority on teaching all children to work together co-operatively, for instance through the stories which they tell. They encourage children to have good manners and to welcome their new classmates into the school. The start of the day is handled well and children enter the classroom confidently and settle quickly at the beginning of lessons, so that no time is lost in their learning. All adults provide very effective practical support for children in learning to dress and take care of themselves. Parents appreciate this aspect of school life. Children enjoy their time in school and behave well during sessions. Adults' positive comments reinforce children's good behaviour and teachers and teaching assistants deal quickly and sensitively with the occasional child who does not conform to the class rules. The good quality open plan accommodation allows children to mix co-operatively with other reception children of all ages and they play confidently together so that no-one is excluded. Adults help children to appreciate and celebrate their success in learning. There are clear expectations that children will tidy up their activities at the end of the session and thus they start to learn the principles of good citizenship.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Basic skills of letter formation and reading are well taught.
- Teachers make variable use of displays and facilities to encourage pupils to write.
- Teachers do not take every opportunity to display and promote books.

Commentary

49. Overall, children meet the expectations of the early learning goals as a result of satisfactory teaching and learning of early literacy skills, and a proportion exceed these. This is an improvement since the last inspection. Achievement is satisfactory. Higher attaining children are beginning to write their names and short phrases independently, for instance on shopping lists or cards. Provision is best in the unit leader's classroom where a good quality 'writing table' and a classroom display of words and phrases help children to develop their writing skills independently. In other classrooms this type of provision is less evident. Children have a good vocabulary and willingly talk to adults and other children in both formal and informal settings. Children listen well to their teacher's instructions which allows learning to proceed smoothly. Satisfactory records show that full time children are beginning to remember names of characters in stories and to predict what will happen in a sensible manner. However, teachers miss opportunities to promote books well in classrooms so that learning proceeds faster.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Teachers provide imaginative opportunities to help children develop the concept of time.
- Number lines are not easily accessible for children to use independently in some classrooms.

Commentary

50. Overall, children meet the expectations of the early learning goals as a result of satisfactory teaching and learning of basic skills and a proportion of children exceed these. Children of all ages and abilities are given regular opportunities to count from 1 to 20. Assessment records show that many children can recognise the numbers from 1 to 10 and some can count to 20 and beyond. Photographs show that children were given good imaginative opportunities to develop the concept of time when everyone recorded what they could do in one minute, for instance 'clap 57 times' or 'build a model'. Their achievement is satisfactory.

51. In some classrooms children cannot reach and use number lines to develop their independence in counting. During the inspection, mathematical activities were not seen as a routine part of choosing time, although teachers' planning indicates that

mathematical activities are planned for each term as part of sand, water and outside play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Visitors are used well to promote great interest among the children.
- Computers are not used well to support all children's learning.
- There are insufficient adults to record the activities children choose.

Commentary

52. Overall, children meet the expectations of the early learning goals and a proportion of children exceed these. Satisfactory teaching and learning lead to satisfactory achievement. A friendly baby visited all classes and sparked off a great deal of interest. Children willingly told interested adults how the baby moved, how he put things in his mouth and how many teeth he had. This helped them to understand how humans develop over time. There are satisfactory partnerships with home, as when children were asked to find out what they liked or disliked at that age.
53. Computers are easily accessible to children. However, they are not always turned on in all classrooms. The same few children use them repeatedly. These children have good mouse skills thanks to constant practice and can 'click' and 'drag' to complete tasks.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Praise is used well to promote children's self-esteem.
- The hall is used well to promote children's self-confidence.
- Children cannot use the outdoor accommodation independently.

Commentary

54. Overall, children meet the expectations of the early learning goals and a proportion of children exceed these. Satisfactory teaching and learning leads to satisfactory achievement. Physical education lessons in the hall are well managed, but sometimes lack a sense of fun. In some classes groups of children and individuals are used well to demonstrate a sequence of movements in order that others can improve their performance. The good dialogue promotes self-esteem and confidence. In one lesson the teacher used the 'cool down' session effectively to help children to reflect, 'Can you hear the waves on the shore? Paint the picture in your head!'
55. There is no independent access to the outside area because it is not immediately adjacent to classrooms and so all children in each class have to go outside together to use the courtyard area for a session. The sessions last too long because children can only go outside when the weather is reasonably fine as there is no shelter. The outside area is currently set up satisfactorily as a garage area. The imagination with which this area is used is variable and depends on the adult's skills in providing props and

language. Good planning resulted in effective learning for one part-time class, when a boy said 'The wheels have come off, the wheels are flat now, I'm going to fix them' and children acted out the part of garage mechanics.

56. Children can use the wheeled toys with a good level of control. Improvement to the outside area forms part of the current school improvement plan.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Children enjoy their music sessions.
- Children are taught the basic skills of painting and making well.
- Sometimes there are too few opportunities to work independently with good quality materials.

Commentary

57. Overall, children meet the expectations of the early learning goals as a result of satisfactory teaching and learning and a proportion of children exceed these. Achievement is satisfactory because children are taught the basic creative skills well. The display around the rooms show that, for instance, children have produced attractive clear handprints. They use tinsel and glitter to highlight their firework pictures. However, sometimes there are too few opportunities for pupils to show independence in selecting interesting creative tasks and activities and too much emphasis on everyone producing the same thing or using a restricted range of colours. This limits the higher attaining children's creativity.
58. Teaching is good in some music sessions which appeal to children's interests. For example, children sequenced 'I'm going on a Bear Hunt' correctly and accompanied their singing by sloshing water in jars and clattering sticks together at the right moments.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils use their very good reading and speaking and listening skills well to support their learning.
- Beginnings and endings of lessons are used well to support learning.
- The achievement of most pupils is good due to good teaching.
- The school library is inadequate.
- The co-ordinator is enthusiastic and hardworking.
- Assessment of pupils' progress is insufficient and inconsistent.
- There are too few planned opportunities for writing in other subjects.

Commentary

59. In the national tests in 2004, standards at the end of Year 2 were well above average in reading and writing when compared to similar schools. At the end of Year 6, standards were above average in English when compared to all schools and the same as those found in similar schools.
60. The school has successfully maintained generally high standards over the years due to good teaching and good leadership and management. This has been achieved despite the high number of pupils moving in and out of the school. The generally higher than average standards evident in test results at the end of both Years 2 and 6 are confirmed by inspection findings. Achievement is good.
61. Pupils in all lessons show very good speaking and listening skills, are eager to answer and do so frequently using extended sentences and good vocabulary in all age groups. They are also very confident when talking to adults and when involved in drama activities. Standards reached in reading are high with most pupils reading fluently, accurately and with understanding. The school devotes time to reading and nearly all pupils enjoy reading and are given good opportunities in school, and their home diaries show also regular reading support from parents. There is no actual library. Library books are stored in a number of areas, none of which provide a suitable environment for learning. This deprives pupils of opportunities to learn independently and to carry out their own research. The school has recognised this weakness and work on a new library space and resources should be started within the next year. Writing by nearly all pupils is of a consistently good standard. Strengths are in pupils' accuracy with spelling and their use of punctuation.
62. The quality of teaching and learning is good. Teachers explain the purpose of the lesson so that pupils know what they are to do and can utilise skills which they learned in earlier lessons. Teachers reinforce the aim of the lesson in the closing moments to check what pupils have learned. Teachers have good subject knowledge and are particularly successful in their guidance to pupils' learning in basic spelling and punctuation, in writing and the development of phonic and word building skills in reading. Teachers are also consistently successful at helping pupils to develop good speaking and listening skills. In occasional lessons, where teaching is satisfactory rather than good, parts of the lesson lack pace and the teacher does not have high enough expectations to challenge the higher attaining pupils and so move their learning forward.
63. The learning of basic writing skills is good, but teachers provide insufficient opportunities for original, imaginative writing. Although handwriting is taught fairly regularly, it is inconsistent across the school as, for example, when older pupils sometimes alternate between a pen and pencil in their writing and when the widespread use of 'rough' notes often produces careless or illegible writing. Teaching assistants work well in partnership with teachers and make a good contribution to pupils' learning, especially that of pupils with special educational needs. They encourage pupils to contribute their ideas and ensure that pupils use the correct vocabulary.
64. The quality of leadership by the experienced co-ordinator is good. Her careful stewardship of English has ensured that high standards have been maintained over several years. She realises that for this to continue or improve, she will need to ensure a more consistent approach to assessment of progress of individual pupils across the

school. Management is satisfactory. There is insufficient time to monitor teaching and learning because the governors have not made this a priority. Improvement since the last inspection is satisfactory.

Language and literacy across the curriculum

65. This aspect is good, overall. The teaching of literacy across the curriculum reinforces the school's priorities in maintaining standards in reading. Pupils have good opportunities to practise and consolidate their reading skills when using reference materials or when using the Internet. Teachers provide good opportunities for pupils to speak and listen in almost every lesson. Pupils would benefit from more planned opportunities to write at length and in their own words in subjects such as geography, history and religious education.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teachers have very good knowledge and understanding of how to teach mathematics.
- Teaching assistants are used very well to support pupils' learning.
- Pupils with special educational needs make good progress.
- Homework is used very well to support pupils' learning.
- There has been recent improvement in tracking pupils' performance, but it has not yet had time to make a full impact.
- Gathering and interpreting information is used well to enhance learning in other subjects.
- The co-ordinator provides clear direction for the subject.

Commentary

66. In the 2004 National Curriculum tests at the end of Year 6, pupils attained standards that were above the national average, and compared to schools with pupils of similar prior attainment standards were well above average. The national results for pupils at the end of Year 2 were well above average. Achievement is good in both key stages. Standards have been consistently high since 2000. Inspection findings are that standards are above the national average by the end of Year 2 and Year 6. The school copes well with the high mobility of pupils and ensures that pupils catch up with skills that they might have missed.
67. The quality of teaching and learning is good. Teachers in each year group purposefully work to overcome weaknesses identified by the subject leader in school or national tests. This understanding enables teachers to plan future lessons which will allow pupils to acquire the relevant knowledge and skills and so strengthen their achievement. Currently, teachers are making efficient use of information about pupils' prior attainment to match teaching and learning to pupils of different abilities within the class. Setting arrangements in Years 3-6 make teaching and learning more effective as work is matched closely to pupils' needs. Good relationships in the school enable all adults to work together to support pupils' learning and pupils find learning 'fun'.

68. Very good learning was observed in Year 5 in particular where the teacher used probing questions to challenge and stimulate pupils to explain their ideas and had particularly high expectations of what the pupils could achieve. Computer programs are used particularly effectively in this class to demonstrate the ideas suggested by pupils, to develop their ideas and to clarify their thinking. Imaginative practical teaching and learning activities keep pupils engrossed and thus raise their achievement. The lowest ability set in Year 6 is also particularly well taught.
69. Pupils of all abilities, including those with special educational needs, make good progress towards the targets which are shared with parents. This is due to the high quality of planning and good support which teachers and teaching assistants give pupils during lessons. Teachers make good use of 'show me' whiteboards to scan pupils' responses to teaching points. Homework is well matched to the needs of pupils. Pupils work hard and present their work in an orderly way. The quality of marking is variable. In some classes, where marking is exemplary, pupils value the written comments, which show them how to succeed if they have achieved their targets. Follow up explanations and further guidance when needed raises pupils' awareness of their own learning. This is not consistent practice in all classes.
70. Leadership of the subject is good and management is satisfactory. The co-ordinator identifies priorities in his action plan to ensure that the school reaches its targets. He seeks a whole school approach to tracking pupils' progress and improving the provision for gifted and talented pupils. Working in partnership with the co-ordinator for Years 1 and 2, this enthusiastic and knowledgeable co-ordinator evaluates pupils' strengths and weaknesses to inform teaching in all year groups. Monitoring of performance data overall and reviewing patterns of pupils' test results have resulted in greater emphasis being placed on solving problems. Management of the subject in terms of the scrutiny of pupils' day-to-day work, monitoring the quality of teaching and tracking individual pupils' performance is satisfactory. Improvement since the last inspection is satisfactory.

Mathematics across the curriculum

71. The use of mathematics across the curriculum is good. Mathematical skills are applied effectively in science to interpret line graphs and bar charts to explore cause and effect. In art and design in Year 6, pupils consolidate their ideas of perimeter and length when making top hats. They measure patterns accurately and calculate the probability of sandwich fillings in design and technology. Pupils in Year 2 tally and graph observations from several surveys. Teachers identify opportunities for cross-curricular links as best they can since there is no long term plan for numeracy use in other subjects.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- The co-ordinator provides a good role model for teaching practical science.
- Pupils achieve well as a result of the good teaching, particularly of the older pupils.
- Some pupils do not yet use their knowledge to draw conclusions about what they have learned.

- Pupils behave very well and show very good attitudes in lessons.
- Assessment information and marking are not used sufficiently rigorously to set targets or help pupils understand how to improve their work.
- Some lessons are too long.

Commentary

72. Observed standards are above average throughout the school. This confirms the standards attained in the 2004 national test results at the end of Years 2 and 6. This represents good achievement for these pupils because mobility is high throughout the school and is more than 40 per cent in some classes, including the present Year 6. Progress is particularly good in Year 5 because of high quality teaching. Pupils with special educational needs also achieve well because they are well supported by knowledgeable teaching assistants and their progress is monitored well by their teachers.
73. The recently appointed co-ordinator has placed strong emphasis on learning through practical investigation underpinned by good opportunities for pupils to use and extend their scientific knowledge. In discussions with pupils, they show a secure understanding of important scientific issues such as growth, electrical circuits, changes in materials and the effects of exercise on their heart rate. In some classes very good, well-planned practical investigational work enables pupils to carry out a test, record results and make sure it is a fair test. In other classes, analysis of pupils' work in other groups indicates a lack of planned opportunities for pupils to devise their own tests. Year 2 pupils reported on their test to discover the distance that can be travelled by differing materials when propelled across a flat surface. They collaborated very well, willingly shared information with their group and used correct scientific language. Overall, older pupils are less secure about how to infer and draw conclusions from their results and the school has rightly identified this as an area for development.
74. Overall, the quality of teaching and learning is good. In the lessons observed during the inspection teaching varied between satisfactory and very good. There is a good emphasis in most lessons on the consistent use of scientific language so that most pupils fully understand scientific terms. This allows them to discuss what they are learning. In the very good lessons, for example, in Year 5 where teachers' subject knowledge was very secure and planning showed a clear focus, pupils learned very well, showed keen interest and high levels of enthusiasm for the subject and concentrated hard. However, analysis of pupils' previous work shows that where there was not a clear focus and too few opportunities to learn through practical activities, with the overuse of worksheets, pupils' learning was satisfactory rather than good. This is an area which the co-ordinator is currently addressing. Teachers provide satisfactory opportunities for pupils to carry out experiments at present, but analysis of pupils' work indicates that there are insufficient opportunities for pupils to plan their own investigations. Pupils have good literacy skills, but do not use them well enough to present their own results and conclusions. There are many good examples of the use of mathematics to support work in science through the use of charts, graphs and totals to help recording and pupils use their measuring skills effectively to aid their work on friction, for example, in Year 2. Teachers use ICT well to support pupils' learning in science; for example, pupils use a digital thermometer to record the temperature of water as it is heated. The present time allocation given to the teaching

of science often results in overlong sessions and the initial pace being lost as the lesson progresses.

75. Over time, leadership and management have been satisfactory. The very recently appointed, enthusiastic subject co-ordinator is doing a good job but has so far had limited opportunity for the monitoring of teaching, learning and standards. However, a good analysis has taken place based on how pupils answered questions in the national tests. This has given the school a more accurate picture of strengths and weaknesses and there is more work of a 'hands on', practical, investigational nature and this is a positive step forward. This approach is not yet embedded in all classes.
76. Management is satisfactory. The school has worked closely with the local educational authority and a comprehensive subject action plan is in place as the school strives to continue to raise standards. Improvement since the previous inspection has been good in terms of regular assessments, but the regular tracking of pupils' progress is not well established.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology is **good**.

Main strengths and weaknesses

- The pace of lessons is lively.
- The two ICT rooms are well resourced.
- Teachers are knowledgeable about ICT.
- There are too few opportunities to monitor teaching.
- Assessment procedures are not well established.

Commentary

77. Standards are above national expectations in Years 2 and 6 and achievement is good for pupils of all ages and abilities, despite the constant movement of pupils in and out of the school. There has been good improvement since the last inspection when both standards and progress were issues for development.
78. The quality of teaching and learning is good overall and is very good in Year 5. Teachers explain the purpose of the lessons to pupils so that they know what they are to learn. Teachers use technical language well to explain tasks and expect pupils to use the same language to explain their thinking. Effective comments to pupils help them to improve their learning, for instance 'Where would be the best place for a hyperlink?', or help them to recover from mistakes. In the best lesson seen, Year 5 higher attaining pupils were challenged very well to complete difficult tasks. Where skilled teaching assistants are used, there is significant improvement in the learning for lower ability pupils. In the lessons observed, pupils' interest was stimulated and maintained well and they showed confidence and competence in using the computers. They showed an understanding of the importance of closing down correctly and saving work.
79. As a result of well-planned and knowledgeable teaching, Year 2 pupils use word-processing and basic desktop publishing programs well to combine text and graphics, and choose and change the size, shape and colour of fonts in order to design and print Christmas card messages. They can log on and off their class page and folder

with increasing confidence. In Years 3-6, pupils' ICT skills develop further so that they explore a wider range of computer programs confidently and gain a good range of ICT skills. Pupils enjoy using the two ICT rooms and there is a good working atmosphere which reflects the good provision for pupils' social development. These rooms provide good opportunities for pupils to learn and develop essential skills.

80. The subject is well led and management is satisfactory. The co-ordinator has ensured that staff are trained, is encouraging the use of ICT across subjects and the use of ICT vocabulary has been well developed. There is no system for formally monitoring teaching or assessing pupils' progress as this has not yet been a priority for the school. A good start was made when Year 5 pupils were challenged to undertake self-assessment of their work that then fed into the teacher's planning of the next activity. The school has a satisfactory Internet safety policy and pupils design clearly displayed posters to reflect this. Resources and provision have improved since the last inspection, but there is still insufficient variety of ICT resources across the school. The school correctly judges that it needs more interactive whiteboards to move pupils' learning forward.

Information and communication technology across the curriculum

81. The use of ICT in different subjects is satisfactory, but more opportunities could be taken for pupils to develop their ICT skills further in other lessons. Pupils use word processing satisfactorily in English lessons. They use mathematical data well to create graphs of favourite snacks or favourite pets. Pupils use desktop publishing programs soundly to design and print health and safety notices around the school. They use a limited range of software for art and design lessons and in history lessons where pupils had evaluated a range of web sites.

HUMANITIES

Geography

Provision for geography is **satisfactory**.

Main strengths and weaknesses

- Relationships are good and pupils enjoy learning.
- The quality of teaching and learning varies widely, but is satisfactory overall.
- Geography makes a good contribution to pupils' understanding of citizenship.
- Insufficient time is allowed for geography in the curriculum.
- Pupils' good literacy skills are not used sufficiently.
- Assessment is not good enough.

Commentary

82. Standards in geography at the end of both Year 2 and Year 6 are average. This is a similar finding to that of the last inspection. The achievement of all pupils is satisfactory.
83. The quality of teaching and learning is satisfactory. Teaching and learning seen in lessons during the inspection encouraged significantly higher standards and achievement than the evidence provided by a scrutiny of pupils' previous work. In successful lessons, teachers show good subject knowledge, have high expectations

and provide good opportunities for pupils to develop geographical skills. Pupils find out about the impact of pollution on their own and others' lives and this develops their sense of citizenship. Learning is a pleasure for enthusiastic pupils, as it was in an excellent lesson in Year 5, where, as a consequence, pupils quickly enhanced their knowledge and understanding of the management of water. This lesson gave pupils very effective opportunities to use their speaking and listening skills to make a presentation to their classmates. Geography has good cross-curricular links with other subjects, such as history and this helps pupils to consolidate their learning.

84. Evidence of earlier work in pupils' books showed that pupils do not use their good writing skills sufficiently to write what they know in their own words. Pupils' work is often carelessly presented and many teachers offer insufficient guidance to pupils in their marking. Lessons are sometimes too long and this means that teaching loses its pace. In Year 6 lessons, teachers make insufficient use of the shared area to take the pressure off classroom accommodation.
85. The quality of leadership and management is satisfactory, but the co-ordinator has not done enough to ensure that gaps in pupils' learning are identified and addressed. A new scheme of work has been put in place since the last inspection and this is a satisfactory improvement. The policy has been updated. The co-ordinator has very little opportunity to monitor teaching and learning through the school and so has little idea of standards in the school. The lack of effective assessment of pupils' progress also contributes to the inconsistencies in the teaching of geography throughout the school.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- Teachers in Year 5 make excellent use of drama.
- Pupils have good opportunities to observe and handle artefacts.
- Too much time is spent filling in worksheets or 'colouring in' pictures.
- Time lines are used well to support learning.

Commentary

86. Standards are in line with those expected nationally for pupils in Year 2 and Year 6. Barriers to achievement are the high mobility of pupils and the fact that pupils who have changed schools may have missed key skills and learning. As a result, even though the above average attainment is not sustained, achievement is judged to be satisfactory.
87. Teaching and learning are satisfactory. Lessons are well managed so that no time is lost in lessons. However, in some lessons the length of the lesson is too long and so the pace of pupils' learning slows to fill the time available. The school has a well established museum, which provides a good range of artefacts to support pupils' learning, both in observing displays and during lessons. This helps to develop pupils' understanding of the period being studied. Teachers make useful links between history and other subjects, such as design and technology and science that help to consolidate pupils' learning effectively. For instance, Year 6 pupils read a text about

Queen Victoria in their guided reading session. Pupils are given adequate opportunity to use their ICT skills, for instance to research the 1891 census in Year 6 or to write about the use of memorials in Year 2. However, insufficient use is made of pupils' good English skills to compare and contrast, to persuade or report and too much time is spent writing short phrases to fill in worksheets. This does not allow the higher attaining pupils to show what they know and understand. Pupils with special educational needs are supported well by adults and other pupils and this allows them to complete the tasks set. Time lines are developed in most pupils' books to enable them to understand where the topic they are studying fits in historically. Analysis of this term's work shows that the best teaching and learning is in Year 5. In the excellent lesson seen in this year group, the pace was very brisk, the teacher made use of her excellent acting skills to dress up and perform as a land girl and very effective links were made to life in Naphill during World War II. This lesson thoroughly engrossed pupils and their learning was excellent.

88. Leadership is satisfactory. The role has been shared between two staff over time with leadership passing back and forth. The two co-ordinators have a satisfactory awareness of standards through the analysis of pupils' work which they have collected and they have checked on curriculum coverage. Monitoring has not been rigorous enough in picking up and addressing weaknesses such as the excessive use of worksheets, variable standards of marking or inconsistent dating of pupils' work. The accommodation is satisfactory to support pupils' learning, but in some classes pupils cannot gather in one place to discuss topics with their teacher. Management is satisfactory given the fact that time to carry out the role has not yet been a priority. The staff have audited resources satisfactorily. History makes a good contribution to pupils' spiritual, social, moral and cultural development through the opportunity to work collaboratively, to visit the British Museum and to learn about Remembrance Day.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The subject makes a good contribution to pupils' spiritual and cultural development.
- Insufficient use is made of pupils' writing skills to record what they know.
- Assessment is not used well enough to monitor pupils' standards.
- Pupils listen respectfully to each other's points of view.

Commentary

89. Standards meet the requirements of the locally agreed syllabus at both Years 2 and 6. This is similar to the last inspection. Barriers to achievement are the high mobility of pupils and the fact that pupils who have changed schools may have missed key skills and learning. As a result, even though the above average attainment is not sustained, achievement is judged to be satisfactory.
90. The quality of teaching and learning is satisfactory. Teaching assistants are used well to support pupils' learning. Teachers are knowledgeable and use strategies such as visitors from the Muslim and Hindu faiths, educational visits and visual materials well to enable pupils to understand more easily practices in other faiths. For example, after their well planned visit, pupils in Year 1 recognise the RAF chapel as a special place.

Pupils in Year 3 accurately describe symbols of prayer used as part of Judaism and this aids their spiritual development. They link acts of charity by Jewish people with their own experience of fund raising for Children in Need. Teachers in Year 3 classes provide pupils with good opportunities to use their writing skills to explain the use of religious objects found in a Jewish family home. However, opportunities are missed in some classes for pupils to use their good writing skills to put forward their own points of view or feelings in personalised accounts, argument or poetry. Teaching does not allow pupils to show how well they connect key teachings, compare religious beliefs or express what they have learned from religion. In discussion, pupils display a satisfactory ability to make connections between the celebrations of Christian, Hindu and Muslim faiths and a recognition of God as someone to turn to. They have very positive attitudes towards the subject.

91. The leadership and management of the subject are satisfactory. The school now has a detailed scheme of work and a clear policy. This is a satisfactory improvement since the last inspection. The co-ordinator monitors coverage of the curriculum satisfactorily by collecting samples of pupils' work from each year group, but does not analyse these samples to reflect on standards or whether pupils are sufficiently challenged.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

92. Insufficient teaching was seen in design and technology and music to enable secure judgements to be made.
93. In **design and technology** there is a satisfactory range of work undertaken with sufficient attention given to the designing and evaluating aspects of the subject. Two lessons were observed, one in Year 1 and one in Year 6. In these lessons, teaching was satisfactory overall and pupils' achievements and standards were in line with the average. Samples of work in both Year 2 and Year 6 showed originality in design, supported by satisfactory evaluations of the finished product. However, these evaluations do not always reflect most pupils' above average literacy skills in terms of content and the care taken in presentation. Pupils produce satisfactory finished products, such as wheeled vehicles from Year 2 and the decorated carrying bags in Year 6. The variety of the finished product shows a good use of imagination with some interesting ideas carefully manufactured. Good cross-curricular links were features of the lessons observed, particularly in Year 1 where pupils were challenged to describe the characteristics of 'old toys' as compared with the modern toys of 2004. Closer examination required pupils to discover how these 'old toys' moved, linking the introduction of technical scientific language, such as 'push' or 'pull'. Year 6 pupils were given opportunities to use a range of fabrics to decorate the outside of completed bags, with the teacher offering good guidance on sewing techniques. All lessons made a very good contribution to pupils' social skills as they worked together in pairs or in groups. Displays of pupils' finished products reflect good skills in evaluating what they had done so far and what they would change if they repeated the task at a later date.
94. Overall, the subject appears to have a low profile in the school, reflecting management by a caretaker subject leader. No time has been provided for the monitoring of teaching and learning, as this has not yet been a priority for the school. Assessment does not identify sufficiently well how successfully pupils are building skills and knowledge. Additionally, there is very limited use of assessment in teachers' planning to inform future targets geared to accelerating learning. Improvement is satisfactory.

95. Because of the timing of the inspection, the range of activities observed in **music** was largely limited to rehearsing traditional Christmas songs. There was evidence of musical galas being arranged by the school and of the school orchestra and choir taking part in local musical festivals and events. Two music lessons were observed in which teaching and learning were satisfactory. Evidence indicates that standards meet expectations and achievement is satisfactory. There is now evidence that both composing and performing are more developed than during the previous inspection and in both lessons observed pupils were encouraged to compose sequences to accompany or illustrate. Overall, improvement from the last inspection is satisfactory.
96. Singing in assembly and choir practice is enjoyed by those participating. Pupils enjoyed the private and lunchtime sessions.
97. The music curriculum is enhanced by a number of pupils (60+) receiving private tuition during the school day and as part of extra-curricular provision. Lunchtime choir and orchestra sessions also enhance the standard of music in the school. There is too little evidence to make a secure judgement about leadership and management. There is a scheme of work, but assessment is in the early stages of development.

Art and design

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

Main strengths and weaknesses

- Pupils do not learn enough about artists' work.
- The teaching and learning of craft skills are good.
- The best opportunities for art and design are in Year 1.
- Higher ability pupils do not have sufficient opportunities to show what they can do.

Commentary

98. At the end of Years 2 and 6 standards in art and design are in line with the expected levels. Standards in drawing and painting are satisfactory. By the end of Years 2 and 6 pupils' knowledge of the work of well-known artists and craftsman is too narrow. Barriers to achievement are the high mobility of pupils and the fact that pupils who have changed schools may have missed key skills and learning. As a result, even though the above average attainment is not sustained, achievement is judged to be satisfactory.
99. The quality of teaching and learning is satisfactory, overall. Good links with the natural world promote pupils' sensitivity to the environment. The teaching of craft techniques is knowledgeable and Year 6 pupils, including those with special educational needs, are skilled in using fabrics and clay. They achieve well in their use of appliqué decoration of bags and in understanding the properties of clay when constructing clowns. However, high ability pupils are not sufficiently challenged because all pupils make the same object and pupils are not expected to research costumes and patterns, for example, from looking at artists' work in a range of cultures. Pupils find difficulty in talking about famous artists and their work. Learning is well supported by the fact that pupils enjoy art and design, are keen to learn and respond well to encouragement from adults. The best teaching occurs in Year 1 where work is challenging and interestingly varied with pupils producing photograms, careful

observational drawings of historical objects, models that reinforce learning in science and effective use of colour to paint self-portraits in the style of Picasso. Pupils in Year 2 use unsuitable colours to represent Aboriginal art. Computer-generated images of fireworks are colourful and indicate good skills in using screen tools. They use tone well and have a good idea of how to depict light and shade in observational drawings.

100. Leadership and management of the subject are satisfactory. The co-ordinator provides workshops in order to increase staff understanding of how to improve standards. There is a portfolio of samples of pupils' work, but it does not contain notes to show achievement in relation to standards expected for the age of pupils who completed the work. There has been limited opportunity to monitor teaching and learning because there has not yet been a priority on this aspect. Standards have fallen from the last inspection and improvement from the last inspection is, therefore, unsatisfactory.

Physical education

Provision for physical education is **good**.

Main strengths and weaknesses

- Pupils reach standards which are above average and achieve well.
- There are strengths in swimming, extra-curricular sporting opportunities and competitive games.
- The quality of leadership and management is good.
- Outside resources are good and used effectively.

Commentary

101. Standards in physical education are above average throughout the school. This is an improvement on the findings of the last inspection and is due to the priority the school has placed on physical education and good leadership and management. Barriers to achievement are the high mobility of pupils and the fact that pupils who have changed schools may have missed key skills and learning.

102. Achievement is judged to be good. The progress made by pupils in swimming and games, the high numbers of opportunities pupils are given for extra-curricular clubs and the frequent successes of school teams in competition with other schools are particular strengths in physical education. Nearly all pupils can swim 25 metres unaided by the end of Year 5. Pupils take part in netball, hockey, tag rugby, soccer and cross-country clubs and have won many awards, including the national 'Activemark' Gold from Sport England. Outside coaches for sports such as Brazilian soccer and rugby are also regularly employed by the school to teach sporting skills and this provision is effective in promoting pupils' learning.

103. Teaching and learning throughout the school are good and utilise well the enthusiasm and competitive nature of the pupils. Teachers have good subject knowledge and class management skills and have worked hard and successfully to improve previously weaker areas of the curriculum such as dance. Lessons observed in the inspection were lively and constantly active, with teachers placing good emphasis on skills development. Sometimes, opportunities to encourage pupils to evaluate their work verbally are missed.

104. The quality of leadership and management in physical education is good. The knowledgeable and enthusiastic co-ordinator is strongly maintaining the traditional strength of physical education, especially games, in the school. The school has effective links with the sports links manager in local secondary schools which strengthen management of the subject. The school has a very good field, which is well used throughout the year by all age groups and a new, popular and equally well used multi-purpose games area. The hall is spacious, but it is occasionally cluttered with too much furniture on its periphery, which limits what pupils can do for health and safety reasons.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- Display around the school supports the school's drive towards citizenship.
- The pupils learn to care for others through the school's very good procedures for introducing new pupils.

Commentary

105. Standards in personal, social and health education and citizenship are well above average because of the quality of the school's good provision. Achievement is good. Evidence of the school's effective approach is seen clearly in the displays and posters around the school which emphasise mutual respect, anti-bullying and road safety. Pupils take digital photos and combine these with word and clip art to produce health and safety posters and school rules.
106. Teaching and learning are good. The school's very good ethos encourages care and concern for others and pupils respond very well, demonstrated by their very good attitudes and behaviour in lessons. Pupils are articulate and in one lesson on racism argued their points of view very well, whilst giving time and listening well to others' views during the discussion. Pupils are well informed about the need for rules in school and in the community.
107. The school provides very good support for the high movement of pupils in and out of the school and pupils are enabled to make new friends quickly. The school council meets once a week and helps pupils to participate effectively in decision making that affects their school.
108. Leadership and management are good, but the co-ordinator is based in the Foundation Stage which does not give a sufficient overview of what occurs in the school. A revised policy is in place and a scheme of work is being developed. There is a strong citizenship strand. The co-ordinator ensures that a good range of visits and visitors support pupils' understanding. Good resources have been developed to move learning forward.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
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	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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