

## ERRATUM SLIP

### Woodlands Primary School

Unique Reference Number: 117181  
Contract Number: 268300  
Date of inspection: 12/04/05  
Reporting inspector: Laurie Lewin

INSPECTION REPORT - the following paragraph should read as follows:-

### PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
Support, advice and guidance for pupils	2

# INSPECTION REPORT

## **WOODLANDS PRIMARY SCHOOL**

Borehamwood

LEA area: Hertfordshire

Unique reference number: 117481

Headteacher: Ms L Forbes

Lead inspector: Mr L Lewin

Dates of inspection: 12 – 14 April 2005

Inspection number: 268300

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	286
School address:	Alban Crescent Borehamwood Hertfordshire WD6 5JF
Telephone number:	020 89532717
Fax number:	020 82076786
Appropriate authority:	Governing Body
Name of chair of governors:	Mr G Franklin
Date of previous inspection:	July 1999

## **CHARACTERISTICS OF THE SCHOOL**

The school is set in a disadvantaged area in Borehamwood. With a roll of 286, it is larger than most other primary schools. The children mainly come from the estates in the immediately surrounding area. In 2000, a reorganisation of local schools meant that the school changed from being a first school to a primary school. By 2001 the school had incorporated the full primary school age range up to age 11. The reorganisation involved extensive new building work with one new classroom, a library, offices, computer suite and a room for special educational needs provision being added. In addition, the dining hall and the staff room were extended. Also two additional temporary classrooms were brought on site. The school now has nine classes including a nursery and twelve teachers. A playgroup is also provided on site (inspected separately).

Eighty-six per cent of pupils in the school come from a white U.K. cultural background, with the remaining pupils coming from a range of other ethnic backgrounds. At 21 per cent, the school has a higher proportion of pupils known to be eligible for free school meals than most other schools nationally and at 27 per cent the proportion of pupils with special educational needs is also above average. The percentage of pupils with statements of special educational need, at 0.7 per cent is below the national average. The school has 22 pupils on roll who speak English as an additional language – this is a higher proportion than found in most schools nationally. Five of these pupils are from families who have refugee status.

The attainment of children on entry to school is well below average.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22330	Mr L Lewin	Lead inspector	English Information and communication technology Music
19436	Mr M O'Malley	Lay inspector	
12764	Mrs W Thomas	Team inspector	Foundation Stage Mathematics Geography History Religious education
12764	Mr G Allport	Team inspector	Science Art and design Design and technology Physical education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **very good** school with a particularly inclusive and welcoming atmosphere. It is very well led and managed. Very good teaching results in pupils achieving well and in some cases very well. The school provides very good value for money.

The school's main strengths and weaknesses are:

- The excellent leadership of the headteacher.
- The very effective way in which governors work with the headteacher and staff.
- The above average standards in reading and science across the school and above average standards in mathematics by Year 6.
- Standards in writing and mathematics are below average by Year 2.
- The excellent provision for caring for all individuals and high expectations set by staff that result in pupils behaving well and showing very good attitudes.
- The very good enrichment of the curriculum through the wide range of extra activities provided.
- Teaching assistants support teachers and pupils very well and are the backbone of the school's very good provision for helping those with special educational needs.
- Very strong links are established with the parents and the community.

The school was last inspected in July 1999. All of the weaknesses identified at that time have been fully addressed so that teaching, standards of writing and pupils' skills with investigative work in mathematics and science have all improved. Since the last inspection all areas of the school's provision have been strengthened and this marks very good improvement overall since the last inspection.

### STANDARDS ACHIEVED

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

*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.*

Pupils **achieve well overall**. Children enter the school showing well below average attainment and poor social and literacy skills. They progress very well in the Foundation Stage, by the end of which most of them reach the expected levels in all of the areas of learning. Year 2 results in the national tests in 2004 show pupils reaching average standards in reading and writing and below average standards in mathematics compared to all schools nationally. When compared to similar schools, the results are above average for reading and writing and average for mathematics. The performance of pupils varies each year in line with the varying proportion of pupils with special educational needs. This year's cohort is on course to achieve above average standards in reading and science, but below average standards in writing and mathematics. In 2004, Year 6 pupils attained average results in English, well above average results in mathematics and above average results in science when compared to both all schools nationally and other similar schools. Pupils currently in Year 6 are on course to achieve well again this year, with above average standards in reading, mathematics and science noted during the inspection. The school has put suitable initiatives in place to improve writing standards. In religious education and information and

communication technology (ICT), pupils reach average standards across the school. In all other subjects, insufficient evidence was collected to make judgements on standards.

The school makes **good** overall provision for promoting pupils' spiritual, moral, social and cultural development. Pupils' behaviour is good and they show very positive attitudes towards school life. The school has very good procedures for promoting and encouraging good attendance. Despite this, frequent illness and holidays taken in term time mean the overall attendance is well below average. Pupils arrive at school punctually.

## **QUALITY OF EDUCATION**

The overall quality of education is **very good**. Teaching is **very good** overall. The school has a good and very well enriched curriculum. Provision to ensure pupils' care, welfare, health and safety is excellent and the school has established very strong links with the parents and the community.

Teaching in the Foundation Stage is very good. Teaching is good for pupils in Years 1 and 2 and very good for Years 3 to 6. As a result of the high quality teaching pupils make good progress with their learning and develop an enthusiastic and positive attitude towards carrying out classroom activities. Across the school there is a particularly strong rapport between staff and pupils, which is used very effectively to encourage all individuals and give them confidence. Teachers plan work very well to cater for the needs of all groups of pupils. The teaching assistants are a valuable asset to the school and make a major contribution in supporting the teachers and promoting pupils' learning. In particular, they work very effectively in supporting pupils with special educational needs.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management of the school are **very good**. The leadership of the headteacher is excellent and her drive and enthusiasm help the school to move forward at a very good pace. All of those in key positions in the school show an outstanding commitment towards promoting inclusion, equal opportunities and the care of all groups of pupils. Very good strategic planning means the school should be able to sustain its momentum of improvement in the future. The school has very good procedures to recruit, retain and develop high quality staff. Financial management is highly effective. Governors work very effectively and ensure that all statutory requirements are met. They have a wide range of expertise and skills and are fully involved in all aspects of leading and managing the school.

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

Parents have a high regard for the work that the school does. Questionnaires completed by pupils and discussions with pupils show that they like their school and have much respect for the way in which the staff work with and encourage them.

## **IMPROVEMENTS NEEDED**

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

- Improve standards in writing across the school.
- Improve standards in mathematics by the end of Year 2.

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

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

Pupils achieve well overall.

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

- Children achieve very well in the Foundation Stage.
- Standards are above average in reading and science across the school and in mathematics by Year 6.
- Standards are below average in mathematics by Year 2.
- Standards in writing are below average by Year 2. Pupils do less well in writing than in other subjects by Year 6.
- Pupils with special educational needs achieve well and make good and sometimes very good progress.

#### **Commentary**

1. Children enter the school showing well below average attainment and poor social and language skills. They achieve very well and make very good progress in the Nursery and Reception classes as a result of very good teaching and are currently on course to achieve the expected levels in all areas of learning.

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

Standards in:	School results	National results
Reading	15.6 (15.1)	15.8 (15.7)
Writing	14.5 (14.4)	14.6 (14.6)
Mathematics	15.4 (16.7)	16.2 (16.2)

*There were 35 pupils in the year group. Figures in brackets are for the previous year*

2. Overall, good achievement is sustained in Years 1 and 2. 2004 Year 2 national test results showed pupils reached average levels in reading and writing and below average levels in mathematics compared to all schools nationally, but compared to similar schools their results were above average in reading and writing and average in mathematics. Results vary each year in line with the varying proportion of pupils having special educational needs and the current Year 2 cohort look set to reach above average standards in reading and science, but below average standards in writing and mathematics. Although results show a year-on-year improvement with reading and writing, mathematics standards have dipped over the last two years.

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

Standards in:	School results	National results
English	26.8 (26.8)	26.9 (26.8)
Mathematics	28.9 (27.7)	27.0 (26.8)
Science	29.6 (29.0)	28.6 (28.6)

*There were 37 pupils in the year group. Figures in brackets are for the previous year*

3. Pupils achieve well in Years 3 to 6 as a result of the very good teaching they receive. Results in Year 6 national tests have improved at a good rate over the <sup>1</sup>last three years, particularly in mathematics and science. In 2004, results were well above average in mathematics, above average in science and average in English when compared to both all schools nationally and to other similar schools. These results were broadly confirmed by inspection evidence that showed pupils achieve good standards in reading, mathematics and science and average standards in writing.
4. The school sets rigorous targets for pupils' attainment and is successful in achieving these. Through its own self review and analysis of results the school is fully aware that pupils do not achieve as well in writing as they do in other subjects. Suitable initiatives have been launched to address this situation. In particular, a greater emphasis on promoting pupils' speaking and listening skills is already beginning to show an impact. For example, the discussion, debate and drama sessions observed during the inspection were very successful in motivating and engaging pupils and in broadening their use of language.
5. Pupils achieve average standards in religious education and ICT across the school. In all other subjects too little evidence was gathered to enable judgements to be made about standards.
6. As a result of the strong support they receive pupils with English as an additional language and those who are of refugee status all integrate fully in lessons and achieve well.
7. Pupils with special educational needs achieve well due to the sharply focused Individual Education Plans devised to support them and the expertise of the teaching assistants who work with them. In science, pupils with special educational needs achieve very well.

### **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes are very good and they behave well. Pupils' overall spiritual, moral, social and cultural development is good. Punctuality is good but attendance is poor.

### **Main strengths and weaknesses**

- Pupils are very interested in their lessons and other school activities.
- Pupils know what is expected of their behaviour and respond well to all staff.
- There are very good relationships and pupils' personal development is good.
- There are very good procedures for monitoring and promoting good attendance.

### **Commentary**

8. Pupils like school and are keen to learn. They work hard in lessons and many take part in activities outside class. Pupils behave well because the school sets very high expectations for their conduct, and the way staff work to achieve this is outstanding. A significant minority of pupils have emotional or behavioural problems, but they are given excellent support. There was one permanent and one fixed period exclusion last year, and both of these were handled sensitively and efficiently.
9. Pupils' spiritual development is good and their moral development is very good. Assemblies include themes such as 'New beginnings' and 'Respect'. They include stories and opportunities for reflection that help pupils consider values and appreciate a wide range of beliefs. The school is very effective at promoting mutual respect and concern for others. All the pupils, including those from different backgrounds, mix very well, and they make sure no one is left out. There is little bullying or racism. Disagreements are quickly sorted out. Pupils

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<sup>1</sup> The school was reorganised in 2000 to become a primary (up to age 11) rather than first school (up to age 9). Classes were subsequently added each year and with the first cohort of Year 6 pupils being on roll in 2001/02.

distinguish clearly between right and wrong, and they are encouraged to think through the consequences of their actions.

10. Pupils' social development is very good. The school grasps every opportunity to build pupils' self esteem and help them to understand their community responsibilities. Therefore pupils, including those with special needs, or English as an additional language, or those from minority ethnic backgrounds, develop confident attitudes to school. They are keen to take responsibility, such as being prefects, monitors, and school council representatives. They carry out these duties very well. Pupils regularly raise funds for charity, and they look after the school environment.
11. There are good opportunities for pupils to learn about their own and other cultural traditions through assemblies, visits and visitors, a good range of extra-curricular activities and studies in class. Special occasions such as the Borehamwood arts festival, and entertaining French children from mixed ethnic backgrounds also serve to enrich pupils' cultural experiences .
12. The school is doing everything that it can to improve pupils' attendance. It has very good procedures for monitoring and promoting good attendance, but a significant proportion of pupils are regularly ill. Absence and lateness are monitored closely. Unexplained absence and unsatisfactory attendance are followed up. There is good support from the education welfare officer. Good attendance is rewarded, and the importance of good attendance is promoted regularly. However this year 1 in 5 pupils have an attendance record below 90 per cent, and most of this absence is due to illness. The school actively discourages term time holidays, but so far this year about 1 in 5 pupils have been absent for holidays.

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

Authorised absence		Unauthorised absence	
School data	5.6	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.*

### **Ethnic background of pupils**

### **Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	193	1	1
White – Irish	2	0	0
White – any other White background	8	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	1	0	0
Asian or Asian British – any other Asian background	2	0	0
Black or Black British – Caribbean	6	0	0

Black or Black British – African	6	0	0
Black or Black British – any other Black background	3	0	0

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is very good. Very good teaching, good curriculum provision, excellent provision for ensuring pupils' pastoral care and very good links with the parents and the community ensure that pupils' learning is very well enhanced.

### Teaching and learning

Teaching is very good overall. The school has very thorough assessment procedures that are well used by the teachers.

### Main strengths and weaknesses

- More than half of the lessons seen in the Foundation Stage and for pupils in Years 3 to 6 were very good.
- Staff have a strong rapport with pupils.
- Teachers plan their lessons very well and provide interesting tasks for pupils.
- Teachers show confident subject knowledge and are enthusiastic.
- Teaching assistants are a valuable asset to the school.
- Special educational needs pupils are very well taught.

### Commentary

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

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
3 (7 %)	17 (40 %)	18 (42%)	4 (9 %)	1 (2 %)	0	0

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

- Overall, teaching and learning are very good. In the Foundation Stage and in Years 3 to 6 well over half of the lessons seen were very good. Teaching and learning are good for pupils in Years 1 and 2.
- Throughout the school staff have a strong rapport with pupils. They use this as a firm basis upon which to encourage pupils and, as a result, pupils develop a confident approach to learning. This is noticeable across the school with pupils showing a positive attitude towards getting on with tasks they are given. It is also reflected in the calm and purposeful working atmosphere evident in lessons.
- Teachers adopt a thorough approach towards lesson planning, and all activities are carefully prepared so that they cater precisely for the needs of pupils of different attainment levels. Teachers also work hard to choose projects and activities that appeal to the pupils' interests and imagination. For example, a debate in a very good Year 5/6 lesson revolved around pupils' opinions of the appropriateness of play-station games. The topic motivated the pupils and evoked some strong views and was also a good illustration of the successful way in which the school is currently laying greater emphasis on developing pupils' speaking and listening skills as a means of improving standards in English. Similarly the very good teaching in the Foundation Stage is marked by a rich range of activities where children are exposed to a wide range of practical and enjoyable experiences and are constantly motivated to explore and investigate in all of the areas of learning. For example, sessions in the Nursery where

children filled pots with compost, counted out seeds to plant and put their names on lollipop sticks to recognise their pot, were typical of the type of activity constantly maintained to heighten their interaction with staff and each other and keep them continually focused and interested.

16. Teachers show confident subject knowledge. This was apparent in many of the discussions seen where skilful questioning moved along pupils' thinking at a very good pace and challenged them effectively at their own specific level of working. For example, in an excellent Year 6 lesson, this approach brought forward detailed responses from pupils about the story they had recently read and inspired responses that showed they were thinking deeply about the questions posed. Teachers also make very good use of resources to aid learning and, in classrooms equipped with interactive whiteboards, they use the equipment very well to give pupils rapid access to new ideas and understanding.
17. In the very good lessons seen, the work rate of pupils was rapid, and, because of the precision of the tasks provided, they produced a good quantity of work in the time available. The work provided also ensured that pupils of all attainment levels were challenged.
18. Across the school, teachers show an enthusiastic approach that is relayed to the pupils and helps to create lessons in which enjoyment for learning is stimulated. This was noted especially in the lessons where practical mathematical and scientific investigations took place. For example, in a very good science lesson in a Year 4/5 class the pupils thoroughly enjoyed having their opinions surveyed on what constitutes healthy living.
19. Teachers show a strong awareness of the need to continually find ways to improve pupils' learning, and they make full use of the ideas and resources from the 'Learning to Learn' research project in which they have been involved.
20. The teaching assistants are a valuable asset to the school. Many of them are very experienced, well qualified and well trained for the tasks that they carry out. They provide strong support for the teachers and pupils and are confident to work with small or large groups of pupils. This helps the teachers work in a very flexible way. For example, in one very good Year 3 ICT lesson, the teaching assistant managed half the class very well as they completed a worksheet task, which enabled the teacher to complete some very precisely targeted work in the ICT suite with the other half of the class.
21. Teaching for pupils with special educational needs is very good. Guided by the special educational needs co-ordinator and special educational needs teaching assistant, teachers devise sharply focused, small-step targets for pupils. Teaching assistants provide very well targeted support to help these pupils. Teachers and teaching assistants record and monitor pupils' progress and engage them and their parents fully in setting and reviewing targets and future needs. Where appropriate, teachers consciously try to provide activities for pupils who learn in different ways – focusing on clearly defined listening activities or work supported by clear and helpful pictures, videos or diagrams or work that focuses on involving pupils in practical activity.
22. The school has very comprehensive procedures and systems to assess pupils' attainment and progress as they move through the school. Teachers make good use of the information gained to respond to individual needs and target future work more precisely for pupils.

## **The curriculum**

Curriculum provision is good and is very well enriched through the breadth and variety of extra activities.

## **Main strengths and weaknesses**

- The school provides very good access and equal opportunity for all pupils.

- Provision for supporting pupils with special educational needs is very good.
- The school prepares pupils very well for the next stage of their education.
- Support staff make a very effective contribution to pupils' learning.

### **Commentary**

23. The school curriculum is broad and balanced. The school provides a good range of learning opportunities for pupils. All areas of the National Curriculum and religious education are well taught. Programmes for sex education and drugs awareness are in place. These are effectively supported by the school nurse. Parents are invited to view the materials that will be used with pupils. As the school has some mixed age classes, the curriculum plan is reviewed each year to ensure that pupils do not repeat the same work. The curriculum is enriched by a good range of visits to places of interest. The school makes good use of visits to museums and galleries to support teaching in history, art and other subjects. Pupils in Years 3 and 4 have a short residential visit to Cuffley Camp Environmental Centre. There is a residential visit to France for pupils in Years 5 and 6. Pupils regularly take part in community events such as the local Hertsmere Festival. The school is about to enter a float in the forthcoming Borehamwood Festival. In recent years there has been an artist in residence who worked with pupils to produce the life size sculptures in the entrance hall. There have also been visits from writers and musicians. The school has links with a local sports college through which a sports league and after school activities are organised. These are greatly enjoyed by pupils.
24. Support provision for pupils with special educational needs is very good throughout the school. The school is very efficient in ensuring that specialist aids to meet the learning and other needs of pupils with visual impairment or physical disabilities are provided. Access to all parts of the school building is made possible. In this way, the curriculum is made fully accessible to these pupils and also by teachers planning work pitched at a level that challenges appropriately, and by the very well targeted support from specialist teaching assistants.
25. Pupils who speak English as an additional language and those others from minority ethnic backgrounds are very well supported and make as much progress as their peers. There are very good links with the local Ethnic Minorities Achievement team and the Refugee Support Unit to support pupils.
26. The school carefully identifies its gifted and talented pupils and wherever possible seeks ways to make provision for these pupils.
27. There are very effective links with the local secondary school to which most of the pupils transfer. The secondary school hosts 'taster days' for pupils in Year 5 to give them experience of what secondary education will be like. Very effective links support Year 6 pupils in their transfer to secondary school. Pupils with special educational needs are particularly well supported. Teachers liaise well about work for Year 6 pupils who are thereby very well prepared for secondary school.
28. The school has made a significant investment in the provision of teaching assistants. They are very well qualified and regularly attend training to extend and develop their skills. The partnership between support staff and teachers was found to be very strong in all lessons observed. The teaching assistants are very effective in their roles and make a significant contribution to children's learning.
29. Accommodation and resources are good, enabling all subjects to be taught effectively. The accommodation is well maintained and attractive. The spacious grounds include an environmental area as well as grass and hard play spaces.

## Care, guidance and support

Arrangements to ensure pupils' care, welfare, health and safety are excellent. The provision for support and guidance is very good.

### Main strengths and weaknesses

- The school takes excellent care of pupils and takes excellent account of their views.
- There are very good arrangements for monitoring pupils' achievements and supporting their development.

#### Commentary

30. The school takes excellent care of pupils' medical, social, and emotional needs. The teachers try to make sure that all pupils are secure and confident. There is good additional provision for childcare through the breakfast club and extended care for nursery pupils. There is excellent support from outside agencies. There are very effective procedures for child protection. The arrangements for health and safety are excellent including accreditation as a 'healthy school'. There are very good arrangements for first aid and staff make sure that pupils learn and play safely. The school regularly checks the premises for hazards, and improvements are made where necessary. There are good arrangements to help new pupils settle into school, including home visits. Pupils are confident there is someone to turn to if they have problems. The school takes excellent account of their views and concerns both formally and informally.
31. There are very good systems for tracking pupils' progress with their studies and pupils who need extra help are identified quickly. Teaching assistants provide very good additional support for pupils' learning. There is very good support for pupils with special needs including those with English as an additional language. Pupils' achievements are regularly celebrated and this motivates them to improve further. Pupils get extra help with a wide range of additional programmes including booster classes and extra support with reading. The teachers and staff know the pupils very well and monitor their personal development very effectively. They provide many opportunities for pupils to build confidence and practise their social skills. There is a wealth of expertise to support pupils with emotional and behavioural problems.

## Partnership with parents, other schools and the community

The school has a very good partnership with parents and links very effectively with the community and other schools.

### Main strengths and weaknesses

- The information provided for parents about the school and their children's progress is very good.
- Many parents are strongly involved in supporting the work of the school.
- Links with the community and other schools provide a very good range of opportunities to enrich the pupils' education and support their personal development.

#### Commentary

32. The school keeps parents very well informed through regular newsletters, notices and meetings. The prospectus, governors' annual report, and school website provide an excellent summary of the school's aims, provision and achievements. Through termly letters, booklets, and meetings, parents are kept well informed about what is taught and how they can help. Parents are very satisfied with the arrangements for keeping them informed about their children's progress. In particular, the teachers are readily accessible and parents feel welcome in school. This gives them the confidence to ask questions and get involved. End of year reports are very good. Parents of pupils with special needs are kept very well informed and they are involved in setting targets for improvement.

33. The school encourages parents to raise concerns and is quick to involve them when there are problems. Parents are confident that the school takes very good account of their suggestions. There are good procedures for introducing parents and their children to the school. The arrangements for homework are very good. Homework and reading diaries are used effectively to involve parents in their children's learning. Parent consultation evenings are arranged flexibly to help parents attend. Many parents support their children at assemblies, and concerts. Parents run the breakfast club, and help with after school activities. The parents association organises social events and raises funds. The school continually looks for ways to help parents get involved, through facilities such as the provision of a governor support group and the appointment of a parent co-ordinator.
34. There are very good links with the community, with local organisations supporting the after school activities programme and pupils having chances to participate in local festivals and parades. Pupils visit local senior citizens and entertain pupils from their partner 'French Twin Town'. In addition, the wide range of visits made locally and visitors invited into school significantly broaden pupils' first hand experience and raise their interest in learning. Residential visits both within the U.K. and to France contribute very well to promoting pupils' personal development. Church leaders taking assemblies, pupils visiting the local church, local organisations running parenting and computer courses and staff from the local leisure centre leading physical education sessions are more examples of the very wide range of links created.
35. There is a very effective partnership with other schools, and very good transfer arrangements to secondary school. The school's involvement in local inter-school sports, organising activities for gifted and talented pupils in liaison with other local schools and promoting sports and arts activities through collaboration with a local secondary school are a few examples of the many extra enhancements provided for pupils' learning through the wide ranging partnerships that have been established. There is a particularly effective partnership with the University of Hertfordshire for initial teacher training.
36. The school has very good links with other agencies to meet the needs of pupils with special educational needs. The educational psychologist and special educational needs advisory teacher are regular and welcome visitors. The educational psychologist reported that he holds the school in high regard. Links with other schools also effectively support this area of provision and include a good link with a special school. All of these links serve to broaden the scope of the school's expertise in supporting pupils with special educational needs. The school takes many steps to involve parents actively with reviewing their children's targets and support programmes. On occasions, where the staff develop particular expertise in supporting pupils' specific needs, they share this expertise with parents and work in close partnership with them. This is very good practice.

## **LEADERSHIP AND MANAGEMENT**

The leadership, management and governance of the school are very good. Governors ensure that all statutory requirements are met.

### **Main strengths and weaknesses**

- The leadership of the headteacher is excellent.
- The commitment to inclusion, equal opportunities and the care of pupils by key leaders is excellent.
- There is very good strategic planning to improve the school further.
- Procedures to recruit, retain and develop high quality staff are very good.
- Financial management is highly effective.

## Commentary

37. The leadership of the headteacher is outstanding. She provides the determination, drive and vision to ensure that Woodlands Primary School is focused on helping all pupils develop and thrive. She is very well supported by key members of the leadership team who share her ambition for ensuring that pupils are increasingly confident and successful learners. The leadership of the Foundation Stage and of special educational needs provision is very good. Strategic objectives within the school development plan focus very clearly on those areas that the headteacher, leadership team and governors have identified for improvement. Teachers and teaching assistants share the commitment to helping pupils succeed. They work very well together to bring about the many improvements that have taken place since the last inspection. Through its very well written school development plan, the leadership continuously drives towards innovative methods of improving the quality of provision; for example, the recent and continuing successful focus on refining approaches to teaching and learning through the 'Learning to Learn' initiative. The school has also established high quality systems to monitor and evaluate teaching and learning and the curriculum.
38. The headteacher has been responsible for establishing the sense of optimism about learning and future achievement that is shared by staff and pupils alike.
39. The school is a very effective organisation that takes very good account of the needs of all its pupils. It is a highly inclusive school. The headteacher, governing body and many key staff with leadership roles monitor the quality of education that the school provides and the progress pupils make in both academic and personal development and, as a result, have a very good understanding of the school's strengths and weaknesses.
40. There are very good systems for recruitment, induction, retention and professional development of staff. These systems ensure that all staff have the necessary skills and knowledge to improve the effectiveness of their work. Staff are very effectively deployed, particularly the very skilled team of teaching assistants.
41. Governors carry out their roles very well. They visit the school on a regular basis and have a clear understanding of its strengths and weaknesses. They are fully informed about, and involved in, all aspects of the school's leadership and management. Governors have a wide range of expertise and support the headteacher and staff very effectively.
42. The school manages its finances with care, ensuring that expenditure benefits pupils. The principles of best value underpin managerial decisions.
43. Special educational needs provision is very well led and managed. Pupils' progress is carefully recorded and monitored by the special educational needs leadership team and a sub-committee of governors. There is very highly developed expertise in the special educational needs leadership team who together ensure that a consistent approach is adopted across the school. A significant portion of the school's budget is allocated to special educational needs support and this provides very good value for money as provision is of high quality. As a result, the achievement by pupils with special educational needs is good. Their full inclusion in the life of the school is a notable strength.
44. The school secretary is very efficient and works closely with the headteacher and staff in ensuring the smooth running of the school on a day-to-day basis.

**Financial information for the year April 2003 to March 2004**

Income and expenditure (£)	
Total income	£834,131
Total expenditure	£834,783
Expenditure per pupil	£2909

Balances (£)	
Balance from previous year	£28,305
Balance carried forward to the next year	£27,653

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

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

Provision in the Foundation Stage is **very good**

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

- Teaching is very good in all areas of learning and support staff make an excellent contribution to children's learning.
- Children make very good progress.
- Staff have good knowledge of children's progress and plan well to meet their needs.
- There is a rich range of learning opportunities covering all the areas of learning.

#### **Commentary**

45. Children join the nursery when they are three years old. They attend for morning sessions only. Many of the children attend the afternoon<sup>2</sup> playgroup sessions that are held on school premises and run by the school staff. Teaching in all the six areas of learning is very good in both the nursery and reception classes. Teachers and support staff work very effectively together to provide a wide range of stimulating learning opportunities for children. The outdoor learning area is developing very well. When children join the nursery, their attainment is well below average, particularly in the areas of social development and language. They make very good progress in all the areas of learning. The school has been very successful in establishing a strong curriculum for the Foundation Stage and improvement since the last inspection has been good

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

Provision in this area of learning is **very good**.

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

- Children rapidly develop a confident approach.
- Children enjoy the wide range of activities provided.

#### **Commentary**

46. Staff provide a very good range of opportunities for children to work and play together and develop independence. Children enjoy choosing their activities and as they move from nursery to reception, their concentration develops well. They make friends and play well together. Children become confident learners and greatly enjoy exploring the environment indoors and out. Adults interact very effectively with the children helping them to make choices and become more independent. They provide opportunities for children to co-operate and play together. Children make good progress in taking turns and sharing resources. Most children are likely to attain the early learning goals by the end of the reception year.

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<sup>2</sup> Although the playgroup operates on the school site and is run by school staff, it is inspected separately and did not form a direct part of the current inspection.

## **COMMUNICATION, LANGUAGE AND LITERACY**

Provision in this area of learning is **very good**.

### **Main strengths and weaknesses**

- Staff are very good at engaging children in the wide range of interesting activities provided.
- Practical activities are used very well to develop children's use of language.

#### **Commentary**

47. Children join the nursery with well below average language skills. Staff are highly skilled in taking every opportunity to develop children's language skills. The nursery children enjoyed going on a walk around the grounds to explore different plants and how they grow. On their return to the classroom they were excited and keen to talk about what they had found. They were also very enthusiastic about the duck eggs that they were about to incubate. Children enjoy looking at books and often choose to do this in their independent activities. In the reception class, the children enjoyed acting out the story of Jack and the Beanstalk and re-reading the book. They learn a range of songs and stories and are keen to talk about their activities in group sessions. The majority of children are on course to meet the early learning goals by the time they leave the reception class.

## **MATHEMATICAL DEVELOPMENT**

Provision in this area of learning is **very good**.

### **Main strengths and weaknesses**

- Staff integrate mathematics very well into a wide variety of activities.
- Very good use is made of the outside area to promote mathematics within practical work.

#### **Commentary**

48. Children make very good progress in this area of learning. They learn to count how many children are in each group and how many are allowed to play in specific areas at any given time. They recognise numbers in everyday situations. Staff provide many varied opportunities for children to count and learn about numbers, such as counting out three sunflower seeds to plant. Children recognise shapes and colours. The outside area is used very effectively to develop children's mathematical language. For example, children learn the vocabulary to describe position as they use the climbing frame. Most children are on course to attain the early learning goals and a small proportion are likely to exceed them by the end of the reception year.

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

Provision in this area of learning is **very good**.

### **Main strengths and weaknesses**

- Staff are very good at developing children's understanding through discussion.
- A wide range of opportunities are provided for children to learn through exploration.

#### **Commentary**

49. Staff provide very well for this area of learning. Adults take every opportunity to discuss children's activities with them to develop their knowledge. The topic during the inspection

week was growing things. Children talked about things that grow and know that plants grow from seeds. They planted sunflowers in pots and understood that these will grow very tall. They knew that plants need water and soil to grow. The nursery children enjoyed finding growing things on their walk around the grounds and were very excited about the prospect of watching their duck eggs hatch. The classroom and outside areas provide many opportunities for children to explore and investigate. Children make good progress in this area of learning and most are on course to attain the expected levels by the end of the reception year.

## **CREATIVE DEVELOPMENT**

Provision in this area of learning is **very good**.

### **Main strengths and weaknesses**

- Very effective role play opportunities are provided.

#### **Commentary**

50. The role-play areas provide very good opportunities for children's imaginative play. The areas are well linked to the reading activities. Children greatly enjoyed acting out the story of 'Jack and the Beanstalk'. Adults model play well for children, which helps individuals develop their skills. Children enjoy painting pictures and using collage materials. They have many opportunities to play and listen to music. By the end of the reception year the majority are likely to attain the levels expected.

## **PHYSICAL DEVELOPMENT**

Provision in this area of learning is **very good**.

### **Main strengths and weaknesses**

- A very good range of facilities is provided.

#### **Commentary**

51. Children enjoy their movement lessons and using the outdoor equipment. The outdoor area provides many opportunities for children to climb and balance. They ride wheeled toys confidently and safely showing awareness of others. Most children are on course to meet the early learning goals for this aspect of physical development. However, children's skills in using pencils, brushes, scissors and small tools are less well developed. A significant proportion still have difficulty with this aspect and their attainment is below the levels expected for their age.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **good** and has improved since the last inspection, particularly in respect of teaching.

### **Main strengths and weaknesses**

- Pupils attain above average standards in reading by Year 2 and Year 6.
- Standards in writing are below average by Year 2 and are not as good as in mathematics and science by Year 6.
- Teaching is good in Years 1 and 2 and in Years 3 to 6 it is consistently very good and occasionally excellent.

- Assessment procedures are very good and the information gained is used very well by teachers.

### **Commentary**

52. Inspection evidence shows that standards in Year 2 are above average in reading and below average in writing. By Year 6, standards are also above average in reading and average in writing. The school has rightly identified the need to improve standards in writing, particularly by Year 2, but also by Year 6 where, although standards are average, pupils do not perform as well as in mathematics and science. Pupils achieve well across the school and in some cases very well as a result of high quality teaching overall. There are clear signs that the initiatives to improve writing are beginning to show an impact. The push to improve pupils' speaking and listening is apparent in most lessons with teachers laying a strong emphasis on developing pupils' language skills, through discussion and drama activities. Opportunities such as speaking in assemblies and class discussions are utilised to the full and are accelerating pupils' progress with speaking confidently and developing a wider vocabulary. This should help to improve all-round English skills.
53. Across the school pupils' speaking and listening skills are average overall. Year 2 pupils are starting to show confidence in expressing their ideas. By Year 6, most pupils listen and talk confidently in a wide range of situations and in one Year 5/6 lesson seen, pupils especially enjoyed the chance to debate their ideas about a popular theme. By Year 2, many pupils read simple texts with accuracy and fluency. They confidently recount details of recent stories they have read. Year 6 pupils show an enthusiasm for reading and select key pieces of text to make appropriate inferences and deductions about some of the underlying ideas. At Year 2, although just over half the pupils write short pieces of narrative with reasonable accuracy and interesting use of vocabulary, too many still produce writing that is very hard to understand with lots of spelling and grammatical inaccuracies. Year 6 pupils write for a wide range of purposes and use a reasonably wide vocabulary to express their ideas in an interesting way.
54. Teaching is good for pupils in Years 1 and 2 and very good in Years 3 to 6. Teachers plan their lessons in much detail and generally ensure that work is carefully matched to pupils' different attainment levels. Pupils with special educational needs are very well supported and monitored and teaching assistants are especially skilled at guiding individuals and making sure that they progress towards the targets in their Individual Education Plans. Teachers choose themes and texts that make lessons interesting and enjoyable wherever possible. The lessons for Years 3 to 6 were consistently very good and in two instances excellent. In these lessons the pace of work was particularly demanding and ensured that all individuals were fully involved and working to their full potential. Across the school, very good procedures have been established for assessing pupils' attainment and progress and teachers use this information very well to plan their lessons and to target where any extra support is needed. Systems for setting clear targets for pupils are firmly embedded and help all individuals know exactly what they have to do to improve.
55. The subject is well led and managed, with the co-ordinator working very closely with the headteacher to maintain a clear overview of the strengths and weaknesses across the school through careful monitoring of lessons and planning.

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

56. Teachers ensure that pupils have good opportunities to extend their language and literacy skills across the curriculum. Speaking and listening are fully emphasised in most lessons and pupils are given a wide range of chances to write extended accounts in subjects such as science, history and geography.

## **MATHEMATICS**

Provision in mathematics is **good**.

## Main strengths and weaknesses

- Standards are above average in Year 6.
- Standards are below average by Year 2.
- Teaching is very good in Years 3 to 6.
- Pupils in Years 3 to 6 achieve well
- The subject is well led and managed
- There has been good improvement since the last inspection

### Commentary

57. Because of very good teaching in Years 3 to 6, pupils achieve well and attain above average standards. The school has analysed test data to check which areas of mathematics pupils find difficult. As a result of this, teachers have concentrated on those areas and there have been good gains in pupils' learning. Pupils in Years 3 to 6 are confident in mathematics and there has been a significant improvement in their ability to tackle problems expressed in words. Work in pupils' books shows good progress and pupils produce a good quantity of quality work. Pupils in Year 6 are able to order fractions quickly and confidently. They understand how to use the lowest common denominator to do this and explain their strategies clearly. They use mathematical vocabulary well. Pupils understand standard metric units and calculate the quantities of salt and flour needed to make salt dough when given the required ratio. They also convert imperial measures to metric.
58. In a very good Year 4 lesson pupils showed good understanding of how to measure the capacity of different containers. They worked out which numerical operations were most appropriate to use when the problems were expressed in words.
59. The attainment of pupils in Years 1 and 2 is below the expected levels. Pupils in these year groups do not present their work neatly. Their books show a limited range of work and there is limited progress in their mathematical skills over time. Some lower attaining pupils in Year 1 are not secure in recognising two digit numbers. Year 2 pupils know the two times multiplication table and count on in 5s and 10s. The higher attaining pupils work out division sums from given multiplication sums; for example if they know that  $3 \times 4 = 12$ , they deduce that 12 divided by 3=4.
60. Teaching and learning in Years 3 to 6 is very good. Teachers are particularly confident in their subject knowledge. They provide an interesting range of activities for pupils so that individuals are generally enthusiastic and well motivated with activities. Teachers explain new ideas very clearly and help pupils understand what they are going to learn. They use resources very effectively to promote learning, for example they show very good skills in using the new interactive whiteboards to enhance their teaching. This helps to accelerate the pace of lessons. Teachers have very good relationships with pupils. They make their expectations of work and behaviour very clear and pupils respond well to this. Teachers and support staff work very well together. Adults are clear about their roles and responsibilities and as a result lessons proceed smoothly and pupils are very well supported. Teachers provide suitable activities for groups of pupils with different learning needs. This ensures that all groups of pupils are well supported and are able to make good progress. In Years 1 and 2 teaching was satisfactory as was teachers' subject knowledge. Some lessons were not well paced and this meant that pupils did not make as much progress as they could.

61. The subject is well led and managed. The co-ordinator has very good knowledge of what the school needs to do to raise standards. She is effective in monitoring pupils' progress. She is able to observe colleagues' teaching and also talks to pupils and monitors their recorded work in mathematics.
62. At the time of the last inspection, the school had no pupils in Years 5 and 6. The school now has pupils in Years 5 and 6 and their attainment in mathematics is above that found in schools nationally. Progress since the previous inspection has been good.

### **Mathematics across the curriculum**

63. Generally, mathematics is used well in other subject areas such as science and ICT. Particularly effective use is made of computer programs and specific Internet sites to broaden and sharpen pupils' mathematical understanding and skills.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- There has been good improvement since the last inspection.
- Standards are above average by the end of Years 2 and 6.
- Pupils with special educational needs achieve very well.
- Good teaching ensures that pupils achieve well.
- Some tasks set for pupils are insufficiently challenging.

### **Commentary**

64. National test results suggest that there has been good improvement in standards since the last inspection and this is confirmed by the above average work seen by pupils currently in Years 2 and 6.
65. Pupils achieve well overall and make good progress as they move through the school. In the lessons observed and in analysing the work sample, it is evident that pupils make good gains in their knowledge of animals, plants and humans, and of many of the characteristics of materials. By Year 6, pupils are beginning to discover how particular features of animals enable them to be grouped. In a Year 6 lesson seen, pupils confidently organised themselves to investigate which materials cause the greatest friction. Pupils in Years 1 and 2 worked enthusiastically in the lessons seen, intensively exploring the variety of animals and plants found in the school grounds. The rich environment provided by the school's conservation area enhanced these lessons.
66. Pupils with special educational needs achieve very well. This is due to the very good intervention and support from teaching assistants and the interesting and accessible way in which many teachers present science work.
67. Teaching and learning are good through the school. Teachers use a good range of strategies to get pupils thinking in depth about what they are doing. They place a strong emphasis on giving pupils the opportunity to learn through participating in a good range of practical experiences. The work in almost all classes shows a good emphasis on building both pupils' knowledge and understanding as well as their skills of scientific enquiry. However, the samples of work seen for the Year 2 class, showed some activities being pitched at levels well beyond what pupils can be expected to understand; for example diagrams about the inner ear, work on a pinhole camera and how light travels in it, and of internal features of the human

body. Work in the work samples seen shows that occasionally, in some classes, the work set is the same across the ability range and does not provide appropriate challenge for all.

68. The subject is satisfactorily led by a recently appointed co-ordinator. There is a sound programme of work for pupils to follow through the school, and the school has developed good systems to monitor pupils' progress in the subject and to set expectations of future achievement. The co-ordinator has developed an action plan that addresses some issues of importance, for example integrating ICT more effectively.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in ICT is **good** and has improved at a very good rate since the last inspection.

### **Main strengths and weaknesses**

- Pupils enjoy work in ICT and use it extensively to support work in many areas of the curriculum.
- Indications from the lessons seen and discussions with pupils suggest that teaching is at least good overall.
- The subject is very well led and managed.
- The school has an innovative approach towards developing the use of ICT between home and school.

### **Commentary**

69. In Years 2 and 6 pupils reach average standards, but with a significant minority of pupils showing above average skills in Year 6. Pupils generally show sound skills, knowledge and understanding in all areas of the ICT curriculum, although discussion with older pupils showed they were less confident with explaining work connected with control. Pupils achieve well throughout the school as a result of the broad range of opportunities they have for using ICT and they show much enthusiasm for the subject. Year 2 pupils know how to save and retrieve their work, gain a satisfactory knowledge of how to control floor robots and use ICT to present their work in different and interesting ways. By Year 6, pupils show a confident approach with using computers. They make good use of the Internet to research for information and show sound skills in working with spreadsheets and database work.
70. It was only possible to view a few ICT lessons during the inspection, but these along with work seen and discussions with pupils indicate that teaching and learning are at least good across the school. In the lessons observed, teachers showed confident subject knowledge and generally explained tasks clearly so that pupils knew exactly what was required. Very good teaching in Year 3 provided challenging work for pupils in exploring computer simulations, and teaching assistants also provided strong support for the teacher and pupils to ensure the work rate progressed very well. In the classes where interactive whiteboards are available, teachers use these well and provide an extra boost for pupils' skills in how to use various computer program functions. Overall, resources such as the computer suite are used well by teachers and teaching assistants, but occasionally there are difficulties with the equipment that holds up the progress of work. Teachers assess pupils' attainment and progress at regular intervals and use the information well to plan the next stages of learning.
71. The subject is very well led and managed and the co-ordinators show much enthusiasm and commitment for developing the subject as quickly and fully as possible. They have strong subject knowledge, a clear overview of the quality of work across the school through their monitoring activities and some innovative ideas for the future. For example, they are currently developing website areas specifically for their classes, which pupils use at home as well as at school. Overall, much has been accomplished by the school and by the current co-ordinators since the last inspection. The very good planning that has been established should ensure further rapid developments in this subject in the future.

## Information and communication technology across the curriculum

72. Pupils use ICT extensively in other subjects. In particular, they frequently research for information to enhance different projects they are working on. Older pupils make good use of some specific sites to extend their learning and many of them mentioned using the sites at home as well as at school to practise their skills in different subjects, to help with homework and to revise. The way in which the school is encouraging this aspect of pupils' working methods is very good practice.

## HUMANITIES

73. During the inspection two history lessons were observed. It was not possible to observe any lessons in geography. It is therefore not possible to make judgements on teaching and learning in these subjects. Evidence was obtained from discussions with teachers, scrutiny of planning, displays and pupils' work. These show that both **history and geography** are covered appropriately. Although only two lessons in history were observed, the teaching in one Year 6 lesson was excellent. In this lesson, pupils developed their historical skills very well. They were able to use a range of sources to learn about the life of a historical figure. The teacher skilfully provided a range of tasks to support pupils with different learning needs and enabled them to achieve very well. Displays and pupils' written work show that they cover a wide range of topics and there is a good emphasis on developing reference and research skills. Increasing use of the conservation area in the school grounds enhances the geography curriculum. Pupils greatly enjoy their visits to a nearby residential centre where activities are geography based. Work in history is well supported by events such as a Victorian day, and a workshop on the Tudor period. Both subjects are well managed. The subject leaders monitor plans, observe colleagues teaching and sample pupils' work. There is a regular programme of assessment in both subjects.

## Religious Education

Provision in religious education is **good**

### Main strengths and weaknesses

- Pupils enjoy religious education lessons and achieve well.
- Teaching is good
- The religious education curriculum is enriched by a range of visits and visitors.
- The subject is well led and managed.

### Commentary

74. Religious education is taught well and the curriculum meets the requirements of the locally agreed syllabus. Pupils reach the expected levels by Years 2 and 6. Pupils in Year 2 enjoyed listening to some of the stories from the Bible. They understood from the stories they discussed, that people are not believed if they do not always tell the truth. In a good Year 3 lesson pupils understood the need for rules at school, at the swimming pool and at home. In a Year 4 and 5 lesson pupils showed good understanding of some of the qualities that leaders need to have. In the lessons observed, pupils were enthusiastic and very engaged by the imaginative teaching strategies used.
75. Teachers have good subject knowledge and are effective in their teaching. They use time and resources well to provide an interesting range of activities. This engages pupils' interest and helps them to achieve well. Teachers question pupils well to check how well individuals understand what has been taught. They are skilled at engaging and enthusing pupils. This results in pupils thinking in depth about the subject.

76. The religious education curriculum is well supported through a regular programme of visits and visitors. The local vicar is a regular visitor. There have also been visits from the Muslim Action Forum, a member of the local Jewish community and a Christian drama group. Class 3 pupils have visited a local church.
77. The co-ordinator for religious education is well informed and leads the subject effectively. She ably supports colleagues with their planning and the provision of resources. She has observed colleagues teaching and given effective support and guidance as a result. Monitoring and assessment in religious education are very effective. There has been good improvement since the last inspection

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

78. Creative, aesthetic, practical and physical subjects were not a focus of the inspection. No lessons were observed in physical education, art and design, or design and technology and only one lesson was seen in music, so it is not possible to form an overall judgement about the school's provision in these subjects or the quality of teaching and learning. However, there are strong indications based on curriculum planning and analysis of pupils' work that pupils achieve well in design and technology.
79. In **art and design**, there is evidence of some good collage work from younger pupils and of making musical instruments inspired by Picasso's paintings. A collage displayed in the hall used a variety of media to represent a version of Noel Coward's 'Two Nuns' painting. A selection of work from across the age groups – 'The Woodlands Gallery' – celebrates work from across the school; for example, some careful still life drawings, and weaving of paper and fabric. The work samples show some close observation work of high quality, and pupils' experimentation with effects and techniques in using charcoal and in using pastel crayons to create portraits. Pupils in Years 5 and 6 experiment with paper sculpture, and use this to create headdresses for a performance. They explore line and texture effects with pencils. The subject leader for art has only recently become responsible for this area but has a good overview of provision. She is aware of strengths and weaknesses and has a clear determination to try and improve pupils' drawing skills. The subject is regularly assessed and the information fed back to the co-ordinator. There is a weekly art club.
80. Discussions with the co-ordinator and scrutiny of teachers' plans show that an appropriate range of activities is covered in **music**. A recorder club, choir sessions and the school's regular music/drama productions supplement class work. The scheme of work contributes well to promoting pupils' multicultural awareness, as does the range of instruments provided from different countries. In assemblies seen pupils sang tunefully. Appropriate use is made of ICT to help pupils learn to compose.
81. There is a dedicated and enthusiastic **physical education** subject leader, and a curriculum that is well balanced. All aspects of the subject, including swimming, are taught at the appropriate ages. Teachers assess pupils' achievements and these are analysed by the co-ordinator. Special aids are provided to enable pupils with special needs to engage fully in the physical education programme. The subject has good links with external groups. For example, the 'Venue's 2010' initiative has released specialist staff who support the running of sports activities in the school. The school is also making links with the Saracens rugby club and Bushey Sports College. The co-ordinator undertakes some specialist teaching, and also runs clubs to extend pupils' skills, for example in rugby. The school is broadening opportunities for competitive sports beyond football and netball. A swimming gala and inter-school competitive athletics are being planned for later this term. Pupils have access to a good range of sporting extra-curricular activities.
82. In **design and technology**, the quality of work in the samples of work strongly indicates that pupils achieve well and reach the expected levels in this subject across the school. This would suggest that pupils' skills have improved since the last inspection. Work seen also shows that pupils are given interesting and purposeful projects to carry out. For example,

pupils study healthy diets in Years 1 and 2 and use this knowledge to design and make fruit salads. They then evaluate these and comment on how pleased they were with their own product. Older pupils in the school apply their knowledge of materials and electric circuits to design and build motorised vehicles and evaluate thoroughly what worked well and what could have been improved. There is strong evidence that the whole range of skills in design and technology are taught and pupils develop a broad range of understanding. The co-ordinator has led training on aspects of design and technology, particularly on how to provide focused practical tasks to raise pupils' knowledge and skills. She is very knowledgeable and confident. She has made a thorough analysis of strengths and weaknesses in provision, and has collated teacher assessments so that she is able to judge how well pupils achieve through the school.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHCE)**

Provision in PSHCE is **good**.

### **Main strengths and weaknesses**

- The school tracks pupils' progress in PSHCE very well.
- Pupils achieve well in this area and are developing well as citizens.
- There is a good programme for PSHCE through the school.
- The school has achieved the 'Healthy School' Award.

### **Commentary**

83. Pupils achieve well in this area of learning through the school.
84. Teaching and learning in Years 1 and 2 are good. In the Year 1 and 2 classes, there is a focus on how medicines should be stored and administered and the risks that accompany eating or drinking anything that is not known to be safe. In a very good lesson for the Year 1/2 class, the teacher made very effective use of a range of resources to help pupils gain an understanding of the need to take great care with storing medicines safely. The lesson thoroughly engaged all pupils and got them thinking in depth about the issues raised.
85. No lessons for pupils in Years 3 to 6 were observed so it is not possible to make a judgement on the quality of teaching and learning. However, there is a thorough and comprehensive programme of work planned through the school and the work sample showed there is a good focus on issues about eating healthily, keeping fit, taking responsibility for actions and being aware of other people's rights. Pupils take this area seriously. In discussions with older pupils, it was clear that they were developing into thoughtful citizens, able to comment that, in their view, there was no real bullying at the school, and that 'people know how to behave'. Gifted and talented pupils have taken part in debates with county councillors, and elected pupils represent their class in the school council. Prefects from the oldest classes help to provide support and care, and were seen actively engaged in helping run an assembly.
86. Pupils' citizenship skills are well developed. They work well together, show consideration for each other and form good relationships. The school very carefully tracks pupils' progress in PSHCE.
87. The school has achieved the healthy schools award, and the school dinners offered to pupils match the key principles of a healthy diet.
88. The school meets statutory requirements in its policy for sex and relationships education. It also has a drugs education policy that is about to be revised and updated, and letters have gone out to parents inviting them to contribute. This is good practice.

89. Interactive displays bring the principles discussed in lessons into the everyday life of the school. Displays entitled 'Respect' and 'Citizenship' allow pupils to comment and nominate people they feel have shown good evidence of citizenship. Pupils engage with these actively. Pupils have also produced posters for anti-bullying and anti-racist messages. These are prominently displayed in public areas. Each class also has a 'worry box' into which pupils can place their concerns.
90. This aspect of pupils' personal development is well led by a co-ordinator who has a clear vision for the subject and its contribution to pupils' lives.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	6
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	1
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	1
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	3
The effectiveness of management	2

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

