

INSPECTION REPORT

Oakley C of E Junior School

Oakley

Basingstoke

LEA area: Hampshire

Unique reference number: 116306

Headteacher: Mr David Howe

Lead inspector: Mrs Alison Cogher

Dates of inspection: 1 – 3 December 2003

Inspection number: 260662

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Junior
School category: Voluntary controlled
Age range of pupils: 7 – 11
Gender of pupils: Mixed
Number on roll: 236

School address: Oakley Lane
Oakley
Basingstoke
Hampshire
Postcode: RG23 7JZ

Telephone number: 01256 780433
Fax number: 01256 782156

Appropriate authority: The governing body
Name of chair of governors: Mr David Sims

Date of previous inspection: 28th September 1998

CHARACTERISTICS OF THE SCHOOL

An average sized junior school in the village of Oakley near Basingstoke, taking pupils from seven to 11 years old, and maintained by Hampshire Local Education Authority. The school aims to support pupils' development within a Christian atmosphere. Many pupils start school with standards of attainment above those usually found. The percentage of pupils known to be eligible for free school meals is below the national average. The percentage of pupils identified as having special educational needs is below the national average. There are very few pupils from ethnic minorities and none requiring extra support for learning English. The school serves a relatively stable and prosperous community.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
24805	Mrs Alison Cogher	Lead inspector	English Art and design Design and technology
19660	Mrs Deborah Pacquette	Lay inspector	
2433	Mr Ian Bennett	Team inspector	Mathematics Information and communication technology Music Physical education
3942	Mr Keith Sanderson	Team inspector	Science History Geography Religious education Special educational needs

The inspection contractor was:

Parkman Limited in Association with *PkR*
 35 Trewartha Park
 Weston-Super-Mare
 North Somerset
 BS23 2RT

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	14
PART C: THE QUALITY OF EDUCATION IN SUBJECTS	16
SUBJECTS IN KEY STAGE 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	24

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **very good** school providing good value for money. Very effective leadership and management, and good teaching ensure that pupils attain standards that are well above average. The school provides a supportive community with a very positive ethos in which all pupils thrive. Pupils enjoy school and have positive attitudes to their work.

The school's main strengths and weaknesses are:

- The standards attained in English, mathematics and science are well above the national average.
- The good quality of teaching promotes high standards.
- Leadership and management of the school are very good and all staff work very effectively as a team.
- The school is caring, very inclusive and has a very positive ethos.
- Attendance is very good.
- Pupils' behave well in class and around the school and have positive attitudes to work.
- Pupils benefit from a very good range and number of enrichment activities.
- Opportunities for pupils to work creatively and develop their independent learning skills are sometimes missed.
- Pupils could be better prepared for living in a culturally and ethnically diverse society.
- The school has no formal system to gather and respond to the ideas and views of pupils and parents.

The school has made good improvement since the previous inspection. The high standards in mathematics and science have been maintained. Standards in English have improved. Provision for information and communication technology (ICT) is now good and standards are above those expected.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A*	B	A	B
mathematics	A*	A	A	B
science	A*	A	A	A

Key: A - very high (top five per cent) 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 enter the school with standards that are above average overall in English and mathematics. They leave the school with standards that are well above average in these subjects and in science. This represents **good achievement** for the pupils. Overall, standards in all other subjects are above those expected at the end of Year 6. This also represents good achievement for all pupils, and is a clear reflection of the good quality of teaching, pupils' positive attitudes to their work, and the support pupils receive from their parents. Differences in standards from year to year reflect the overall abilities of particular year groups, although pupil achievement remains consistently good. The very good provision for pupils with special educational needs ensures they achieve well throughout the school.

Pupils' **personal development is good**. Their **social development is very good**, **spiritual and moral development are good**, and their **cultural development is satisfactory** overall.

Attendance is well above the national average and pupils are keen to learn. They behave well, are attentive in lessons and demonstrate positive attitudes to their work.

QUALITY OF EDUCATION

The school provides a **good quality of education**. The **quality of teaching is good** overall. This, together with pupils' positive attitudes to their work, promotes successful learning. Assessment procedures are very good. The school uses the information it gathers very well to inform the organisation of pupils for English and mathematics lessons, and when setting individual, and group targets for pupils. Teachers and teaching assistants know their pupils very well and provide a very good level of support and challenge for pupils of all abilities that ensures all pupils, including those with special educational needs, learn well.

The curriculum is broad and enhanced significantly by the very good range of enrichment activities. The school makes good use of its very good accommodation and good resources to support pupils' learning. Opportunities within the curriculum to support pupils' developing creativity and their independence as learners are not always fully pursued. A strong feature of the school's work is the care and welfare provided for pupils. They are given very good support, advice and guidance. The school's partnership with parents is good. Parents are supportive of the school and involve themselves in their children's education. However, the school has no formalised system for gathering and responding to the ideas and views of pupils and parents. The school's partnership with the community and other schools and colleges is very productive.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The headteacher provides very strong leadership. He has successfully empowered senior managers and subject leaders who are very effective both in their individual roles as leaders and managers, and as a team. Governance of the school is good. Governors are well informed, have a good overview of the school and take an active role in school improvement.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very pleased with the work of the school. The inspection team is very pleased to fully support the positive views expressed by parents. Some parents expressed through the questionnaire concerns about pupil behaviour, provision for pupils with special educational needs and how well the school seeks their views. Inspectors found pupil behaviour to be good and provision for pupils with special educational needs to be very good. However, they agree that the school's systems for gathering and responding to the ideas and views of parents could be improved. Pupils are also happy with their school overall although they too would appreciate the opportunity to share their views and ideas about how the school could improve.

IMPROVEMENTS NEEDED

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

- Provide more opportunities for pupils to develop their creativity, and independent learning skills.
- Increase the number and range of experiences that will help pupils to be prepared for living in a society that is ethnically and culturally diverse.
- Develop systems to gather and respond to the ideas and views of parents and pupils.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

Achievement is good throughout the school and standards in the core subjects are well above average. Standards in all other subjects are above average. Pupils of all abilities, including those with special educational needs achieve equally well from their individual starting points.

Main strengths and weaknesses

- Pupils build well through the school on the above average standards they have already attained.
- Good teaching and pupils' positive attitudes to their work promote the high standards.
- Pupils are organised by ability for English and mathematics lessons and this supports their good achievement.
- Support for pupils, including those who have special educational needs is focused on their individual needs and this ensures they achieve well.
- Basic skills are taught well in all subjects and this underpins the standards attained.
- Pupils' attainment is supported by the good links made between subjects.
- The extensive programme of enrichment activities supports pupils' good achievement and the standards they reach.
- Opportunities for pupils to develop independent learning skills are sometimes missed.
- The planning and organisation of some lessons inhibits the development of pupils' creativity.

Commentary

1. Overall, pupils enter the school with standards that are above average in the core subjects of English, mathematics and science. As they move through the school, pupils of all abilities, including those with special educational needs achieve well as they build successfully on these levels of attainment. Consequently, many pupils in Year 6 reach standards that are well above those found nationally. There are no significant differences between the achievements of boys and girls of similar ability.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	29.3 (28.0)	26.8 (27.0)
Mathematics	29.2 (29.8)	26.8 (26.7)
Science	31.1 (30.2)	28.6 (28.3)

There were 76 pupils in the year group. Figures in brackets are for the previous year

2. Very good assessment procedures allow the school to monitor rigorously the progress being made by pupils. Challenging targets are set for individuals and groups of pupils. Pupils are aware of these targets and work hard to achieve them. Teachers' planning, and the way pupils are organised in lessons are frequently reviewed and adjusted to ensure pupils are both challenged and supported. These very good features of teaching help to secure the good achievement of pupils in lessons and over time.
3. Standards are high in speaking and listening across the school. Standards in reading and writing are correspondingly high overall. A few pupils in Year 6 demonstrate standards in all aspects of English that are far above those expected. Standards in mathematics and science present a very similar picture and are well above average overall.

4. Standards in ICT have risen since the last inspection and are now good. This improvement in standards is a consequence of pupils' increased access to computers, the quality of teaching and the use of ICT skills in other subjects. Standards in religious education, physical education and design and technology have also improved and are good. The rise in standards has been secured as a result of better planning, assessment and use of resources. Good standards have been maintained in art and design, music, geography and history. The good standard that pupils reach in all these subjects, is a consequence of the good, and sometimes very good teaching of basic skills. However, on occasions lessons are over-prescriptive, and opportunities are missed to encourage pupils to be creative or develop their independent learning skills.
5. Pupils with special educational needs make good progress and achieve well in relation to their individual targets. The support provided by teachers and teaching assistants both within the classroom and in withdrawal groups is frequently very effective. This is because they know pupils very well and are able to respond appropriately to their varied individual needs. Consequently pupils become confident learners who work hard to improve.
6. The school's provision of an extensive range of enrichment activities supports pupils' achievement in many subjects. For example, they have many opportunities to become involved in a wide range of sporting and musical events. Many pupils take advantage of these opportunities which helps to raise standards overall.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **good**. Their spiritual, moral, social and cultural development is **good**, overall. Attendance is **very good** and punctuality **good**.

Main strengths and weaknesses

- Procedures to monitor and improve attendance are very good.
- Pupils' attitudes are good.
- Behaviour is good. There have been no exclusions in the last year.
- Relationships are good throughout the whole school community.
- Pupils' moral and spiritual development is good, and their social development is very good.
- Provision for pupils' cultural development is underdeveloped because it is not sufficiently planned for.

Commentary

7. Attendance is consistently well above the national average. Most pupils arrive punctually for the start of the school day. The school has very efficient systems to follow-up pupils who persistently arrive late for school, and for those whose absence is unauthorised. Most parents and carers are supportive of the school and ensure that their children's attendance record is very good. Pupils' very good attendance is making a very positive contribution to the quality of their learning at school.

Attendance in the latest complete reporting year 2002/03(%)

Authorised absence		Unauthorised absence	
School data	3.9	School data	0.1
National data	5.4	National data	0.4

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

8. Pupils' attitudes to school and learning are good. They take an active part in classroom discussions and co-operate well when working as a team. They share equipment when

required. Pupils enjoy, and participate very well in the many clubs and activities that the school provides. Pupils of all abilities are fully integrated into the school community.

9. Behaviour is good in lessons and at other times during the school day. At break times pupils play well together and move around the school in an orderly manner. Teachers work successfully with teaching assistants with the result that all pupils are well supported in all they do. There was no evidence of bullying, racism or any forms of harassment during the inspection. However, on the rare occasions when incidents of this nature do occur the school has good systems to ensure they are recorded and followed-up.
10. Relationships formed between pupils are good overall. Pupils also enjoy good relationships with the staff of the school who know them very well. These positive relationships support pupils' good achievement. They help and support each other in lessons and also interact very well with each other in the playground, engaging in various games and other social activities. The school's very good ethos fully supports the development of these productive relationships.
11. Pupils' personal development is good and owes much to the way adults promote pupils' social and moral development. However, more could be done to plan for pupils' awareness and understanding of cultural diversity. All pupils in the school are taught to know the difference between right and wrong and to take responsibility for their own actions. An effective system of rewards and sanctions, which is consistently applied throughout the school supports pupils as they learn to make decisions that are socially and morally acceptable to all. There were no exclusions from the school in the last school 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	189	0	0
White – Irish	4	0	0
White – any other White background	4	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	3	0	0
No ethnic group recorded	34	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good** overall, with some very good features. The ethos of the school is very good. The headteacher provides very strong leadership and is supported very well by senior managers. Management of the school is very good. Governors carry out their role effectively and provide good support for the school. Teaching is good overall with many very good, and some excellent features. Very productive links with the local community and effective links with parents are reflected in the caring and very supportive environment created for pupils. The school could be more effective in the way it gathers and responds to the ideas and views of pupils and their parents. Opportunities are sometimes missed to prepare pupils for living in a society that is ethnically and culturally diverse.

Teaching and learning

The quality of teaching and learning is **good** overall. Assessment is **very good**.

Main strengths and weaknesses

- Teachers have good subject knowledge, consistently teach basic skills well and have high expectations of what pupils can achieve.
- Very good assessment information is used very well to guide teachers planning.
- Skilled teaching assistants make a very valuable contribution to pupils' learning.
- The inclusion of all pupils ensures they achieve well.
- The organisation of pupils by ability for English and mathematics lessons is effective and helps pupils attain high standards.
- Teachers manage pupils well and make good use of resources.
- Pupils attitudes are positive, they work hard and are keen to improve.
- Some lessons are over-prescriptive and restrict the opportunities pupils have to develop their creativity and work independently.

Commentary

12. The overall good quality of teaching has been maintained since the last inspection. Some features of teaching have a direct bearing on the standards pupils achieve in all subjects, as they are consistently good throughout the school. Teaching has improved in some subjects, for example in ICT with the consequent improvement in standards in these subjects. Pupils consider they learn new things in lessons, have to work hard and are helped by their teachers to improve.

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2.86%)	3 (8.57%)	23 (65.71%)	8 (22.86%)	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.

13. Teachers have good subject knowledge and plan lessons that have clear learning objectives. They are enthusiastic and motivate pupils to learn. In the very best lessons this enthusiasm is infectious and spurs pupils on to work very hard indeed with the result that they learn very well. Teachers prepare their lessons carefully to take account of what pupils have already learned. This is particularly effective in English and mathematics where pupils are organised into ability sets. Teachers regularly gauge pupils' understanding through the use of focused questioning. For example, in design and technology pupils were asked to remember and talk about what they needed to do to stay safe when using hacksaws. Similarly in English and mathematics pupils are frequently asked to explain and give reasons for what they are doing in their work. Throughout the school the basic skills in all subjects are taught well. As a result pupils' learn well and this is reflected in the standards they achieve. Teachers give very good demonstrations in lessons so pupils understand clearly what they are expected to do. In addition they use pupils' work well to show pupils the standard they are aiming for. Effective links are made between subjects that enable pupils to practise and develop their skills in a variety of situations. For example, pupils use ICT to support their work in English, mathematics and science.
14. Throughout the school there is an expectation that pupils will behave well. Pupils are well managed by teachers in lessons. Because relationships between adults and pupils are good, pupils respond positively to the expectation that they will work hard and take an active part in lessons. Lessons move at a brisk pace and pupils remain focused on the task they are completing. The working atmosphere of the school is calm and productive, and fully supports pupils' effective learning.
15. Pupils have some opportunities to work independently and together. Where this occurs pupils become animated, they use their imagination well and are very productive. In some lessons

pupils spend significant amounts of time listening to their teachers or completing very structured tasks. In these lessons the development of pupils' independent learning skills is not supported. Although the prescriptive nature of some lessons ensures pupils learn key skills well it also means that pupils' developing creativity is inhibited. For example, in design and technology pupils regularly make products that are all very similar.

16. Teaching assistants provide valuable support for pupils of all abilities and for those with specific physical needs. They work closely with teachers and are very clear as to their role in each lesson. This constructive partnership enables them to support pupils well which helps pupils to take a full and active part in all lessons and to meet their individual targets. Parents also provide good support in some practical lessons when pupils are engaged in activities that require specific, and sometimes quite challenging skills. For example, they help pupils when using saws to cut wood, and with sewing.
17. Homework is used well to support and extend pupils' learning. Pupils take their homework seriously and parents are supportive of the school's efforts in this area. As a result homework enhances pupils' learning overall, and serves to help pupils develop positive work habits.
18. Assessment procedures are very good and the information gathered is used very well to guide teachers' planning of lessons. Pupils' progress is carefully monitored and targets for improvement are made. These targets are shared with pupils and their parents. Pupils' knowledge of their own learning is good overall. Targets set for pupils with identified special educational need are focused clearly on what pupils need to learn next and are fully supportive of their learning overall. Teachers plan carefully to accommodate the needs of these pupils in lessons. Teachers mark pupils' work regularly. Although there is some inconsistency of approach between teachers, they all provide pupils with feedback about how well they have achieved and what they have learned. The best marking indicates clearly to pupils what they need to do next. Pupils in some classes are beginning to evaluate each other's work. Pupils say they find this a valuable and rewarding experience, as they are able to learn from each other.

The curriculum

The overall quality of the curriculum is **good**. **Very good** extra-curricular provision enriches the curriculum. The quality, and range of learning resources are **good** and the quality of the accommodation is **very good**.

Main strengths and weaknesses

- The school has succeeded in developing a curriculum to meet the needs of all its pupils.
- Opportunities for enrichment are very good.
- Provision for pupils with special educational needs is very good.
- More planned opportunities are needed for pupils to be creative and independent.

Commentary

19. The school plans the curriculum carefully to meet the requirements of the National Curriculum and locally agreed syllabus for religious education. It has been successful in adapting the way it plans the curriculum to reflect the school's aim to "Educate children intellectually, socially, morally, physically and spiritually towards their potential within a school based on Christian principles". The quality and range of opportunities provided are good overall. The national strategies for literacy and numeracy have been well implemented by teachers and this has contributed to the high standards attained by pupils in English and mathematics. The school has produced long term plans for all subjects. This planning has been adapted from the range of national initiatives and guidance to meet the needs of Oakley school pupils. Links between subjects are regularly made. This is possible because the school has a very clear, informative curriculum organisation plan, which enables links between subjects to be systematically

identified and planned for. The school has rightly identified that it still has work to do on developing pupils' creativity, their independent learning skills, and the use of investigative work in lessons. In addition opportunities to support pupils' awareness and understanding of the ethnic and cultural diversity found within British society are not fully explored in subjects such as art and religious education.

20. The school provides a very good range of extra-curricular activities. These enrichment activities include visits and visitors, and the opportunity to play a wide range of sport, play musical instruments and travel to schools in Italy and France. Pupils' learning is enriched through their involvement in these activities. For example, pupils' who take part in the school orchestra and choir have many opportunities to refine their playing, singing and performance skills. The school is committed to ensuring that all pupils, regardless of ability or gender, have equal access to the opportunities it provides. This approach is a reflection of the high level of inclusion evident in all aspects of the school's work.
21. The provision for pupils with special educational needs is very good overall. The provision is led and managed very well by two extremely committed teachers, acting as joint special needs co-ordinators. They support teachers in their writing of pupils' Individual Education Plans. These plans are good because they focus very clearly on what pupils need to learn next and the support they will need to achieve their individual targets. The co-ordinators make a very valuable contribution to the learning of these pupils as they work with them individually as well as in small and large groups. They provide very good support for teachers who are quick to seek their advice when they have particular concerns about individual pupils. Teaching assistants are well qualified and highly motivated in their desire to support pupils with special educational needs, and contribute significantly to the good achievement of pupils. Parents are well informed and involved in the review and target setting process for their children. Good use is made of external agencies to support the school's work with pupils with special educational needs. For example, physiotherapists and speech and language therapists regularly complement the school's work. Very good support from the headteacher, administrative staff and governors ensures that both the funds and the time necessary for the efficient management of special educational needs are available.
22. Pupils' personal, social and health education needs are well supported through well organised programmes of activities. Pupils learn much from the adults within the school who act as very good role models. Whilst pupils feel confident that their views are valued by adults, they are not regularly asked to comment on the work of the school and are therefore not in a position to make a significant contribution to its development.
23. There are a good number of well qualified staff to support pupils' learning. Resources are good and the school's accommodation is very good. Care is taken through high quality displays of pupils' work, and features such as the gardens in the school grounds to create a pleasant and welcoming learning environment.

Care, guidance and support

Provision for pupils' care, welfare and safety is **good**. Staff provide **very good** support for pupils. Pupils' involvement in the work of the school is **satisfactory**.

Main strengths and weaknesses

- The school provides a warm and caring environment and staff know the pupils very well.
- Relationships between adults and pupils are firmly based on respect and trust.
- The school works in partnership with a wide range of external agencies to ensure that all pupils are very well cared for and supported.
- Procedures to welcome new pupils into the school are very good.
- The school does not have a formal system to consider pupils' views.

Commentary

24. The school has a very good induction programme for new pupils and similarly good procedures to support Year 6 pupils when they transfer to secondary school. The school works very productively with partner schools for the benefit of pupils. Good health and safety procedures are well implemented through an on-going maintenance programme. Procedures for child protection are well established and clear guidelines are available and understood by all staff. The school has good procedures for monitoring and promoting appropriate behaviour and for eliminating oppressive behaviour. These procedures have a positive impact and are supportive of the good attitudes and behaviour displayed by almost all pupils. The school considers pupils' views through informal methods, but has no formal system for doing so. In discussions, pupils articulated enthusiastically their willingness to be more involved in the work of the school.

Partnership with parents, other schools and the community

The school's links with parents are **good**. Links with the local community are **very good**. Links with other schools, including those further afield in the European community, are also very good.

Main strengths and weaknesses

- Pupils benefit greatly from the school's links with the local and European community.
- Parents receive good information to support their children's learning.
- The school has good systems to keep parents informed of their children's progress.
- Pupils benefit from a range of visits, and visitors to the school.
- Parents are supportive of the school and organise many successful social and fundraising events.
- The school has no formal system to obtain and respond to parents' views.

Commentary

25. The contribution of parents to pupils' learning both at home and school is good and makes a positive impact on pupils' achievement. The school procedures to ensure parents are informed of their children's progress, and to involve them in their children's education are good. The vast majority of parents work well with the school. This productive relationship between home and school is supportive of pupils' learning and helps to cement pupils' good attitudes and positive work habits. The school's Parent Teacher Association (OJSA) raises substantial sums of money, which are used to enhance pupils' learning opportunities. The school has developed very good community links that enable pupils to participate in projects locally. These include increasing involvement with the church, working with pupils from a local special school and entertaining elderly people in the community. The school has established valuable links to other schools in Europe. Opportunities arising from these contacts have included trips to France and Italy, and these make a very significant contribution to pupils' understanding, because their experiences are first hand and bring learning to life. The school works well with other local schools in areas such as shared training events and the exchange of expertise between teachers.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **very good**. Governance is **good**.

Main strengths and weaknesses

- The headteacher leads by example. He motivates all staff by valuing their contributions and creating effective teams which enables them to make a full contribution to the development of the school.
- Performance management plays an important part in improving the quality of teaching and learning.

- The management of the school focuses on the most important aspects for improvement.
- The governing body is fully involved in supporting school development.

Commentary

26. The headteacher is a very good leader who has maintained good school improvement since the last inspection. He has ensured that the school provides an education that meets the needs of the pupils. He has inspired and supported staff and this has secured consistently good teaching and created a very cohesive team approach. All involved are committed to providing the best possible learning environment for pupils. The school is very inclusive and there is a very strong team ethos. The headteacher values the contributions made by staff, governors, parents and pupils. However, more could be done to gather systematically the views and ideas of pupils and parents. The headteacher uses performance management very well to improve the quality of teaching and learning, and to review and develop curriculum provision. Due to the headteacher's clear vision and guidance, other staff with management responsibilities undertake their tasks very well and have a good understanding of what they need to do to raise standards further. Subject leaders make very good use of available performance data to identify areas requiring development. Teachers and the governing body hold an annual meeting to review the achievements of pupils and identify areas for inclusion in the school improvement plan. This inclusive approach to school improvement ensures all involved are fully committed to the priorities identified.
27. Governance of the school is effective. The current years' improvement plan is a working document that clearly identifies priorities and the actions required to address them. The very good analysis of data provides staff and governors with a clear means of measuring the progress that pupils make year on year. Governors are provided with very good information, including that which allows them to keep a good check on the quality of education provided. They regularly challenge the school and have high expectations of what pupils and the school can achieve. Governors are keen to respond to the views of parents and pupils and recognise that they could improve the way they currently carry out this area of their work.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	573,617
Total expenditure	574,018
Expenditure per pupil	2,234

Balances (£)	
Balance from previous year	49,398
Balance carried forward to the next	48,724

28. Financial management of the school is good, and administrative staff are very efficient. Financial decisions are based on the priorities identified in the school improvement plan. The school has maintained a budget surplus to ensure that a short-term dip in school population can be managed without reducing the number of staff. Governors have agreed a best value statement and are beginning to apply its principles to the financial decision making process.

Aids and barriers to raising achievement

The very good leadership and management of the school and good teaching are ensuring that high standards are being maintained in English, mathematics and science. The very good ethos for learning and the pupils' good response to this helps to enhance achievement in all subjects. Pupils' high standards and good achievement are also due in part to their very good attendance and the support they receive from their parents. The school perceives that the number of national initiatives that have been introduced have restricted its ability to be innovative, although there is a shared determination to continue to develop imaginative and innovative practice.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards are well above average.
- Teaching is good.
- All pupils achieve well.
- Assessment information is used very well.
- Pupils enjoy English lessons and work hard to improve their work.
- Some lessons are over-prescriptive and provide limited opportunities for pupils to develop their independent learning skills.
- More opportunities could be provided for pupils to use their speaking and listening skills.

Commentary

29. Throughout the school pupils' speaking and listening skills are well above average. Pupils are articulate and confident speakers. They are quick to organise their thoughts, use complex sentences and a wide vocabulary. Adults provide good role models for pupils as they listen carefully, and engage them in conversation in lessons and at other times of the school day. Pupils adapt their speaking to suit different circumstances. When reading out loud they vary the volume, speed and expression of their speech to suit the text being read to engage the interest of the listener. During discussions, pupils take turns and make relevant contributions. They adapt their arguments as they consider opposing points of view. Pupils achieve well and enjoy conversing with each other and adults. Some pupils attain standards that are very high. The school could do more, and pupils say they would welcome the opportunity, to use their very good debating and discussion skills to contribute to school improvement.
30. Standards in reading are well above average. The school successfully promotes reading as an enjoyable activity and as a result pupils achieve well. They read a wide range of fiction and are equally interested in non-fiction texts. Pupils take home both fiction and non-fiction books. The school library is good and provides pupils with an extensive range of books to choose from. Many pupils also belong to local libraries, and are supported well by their parents at home. All of these factors help to promote pupils' learning and the standards they attain. In lessons, adults act as good role models. They provide effective support for pupils, that focuses clearly on how they can improve. Pupils' enjoyment of reading is very apparent when they are reading out loud. They are aware of the audience as they read fluently and with expression. Some pupils' reading skills are very high. Their reading becomes a performance that completely engages the listener. Pupils talk confidently about the books they are reading, giving opinions about the characters and reasons for events. Their analysis often goes beyond the literal as they suggest reasons for the actions and feelings of characters. Pupils confidently locate information from books and when using ICT.
31. Standards in writing are well above average overall. A few pupils attain standards that are very high. Pupils' writing reflects their very good speaking and reading skills as they are very aware of the purpose of their written work and organise it very well. The vast majority of pupils use an extensive range of vocabulary that makes their work interesting, so as to fully engage the reader. Their writing is well structured, and spellings and the use of punctuation is accurate. The organisation of pupils for literacy lessons, ensures pupils of all abilities receive appropriate levels of challenge and support that enables them all to achieve well. Pupils enjoy writing and are very productive. They have well-developed editing skills and are able to draft and re-draft their work to produce final pieces of very good quality.

32. Standards have risen since the last inspection. Good teaching has been maintained and the quality and use made of assessment information has improved. Pupils are organised by ability for four lessons a week and teachers plan carefully to take account of what pupils have already achieved and what they need to learn next. Pupils of lower ability and those with special educational needs receive good support. They receive a variety of additional stimuli in lessons, including music and real objects to support their learning. These strategies are very effective and help pupils to feel secure, with the result that their confidence grows, they work very hard and achieve well. Pupils of higher ability are both challenged and supported and as a result they too achieve well. Teachers have good subject knowledge, manage pupils well and make effective use of the good resources and skilled teaching assistants to promote pupils' learning. Some lessons are over-prescriptive in that pupils spend a long time listening to their teachers and too little time engaged in independent activity. Pupils' attitudes are good, they behave well in lessons and are very productive.
33. Although very new to their posts, the two leaders and managers of the subject work very effectively together. Monitoring systems, including looking at teacher's planning, pupils' work and the analysis of assessment data are used very well to guide developments in the subject. A clear vision has been established for the future provision of the subject based on continuing improvement.

Language and literacy across the curriculum

34. Opportunities for pupils to use their literacy skills across the curriculum are good overall. Discussions are a regular feature of lessons and promote pupils' speaking and listening skills, although more could be done to promote pupils' debating skills. Reading is also a regular feature of pupils' work in other subjects. Effective links are made to other subjects that help to give pupils' written work a real purpose. For example, while working on play-scripts in literacy pupils make puppets in design and technology to enable them to perform their plays to an audience.

MATHEMATICS

The provision made for mathematics is **very good**.

Main strengths and weaknesses

- Lessons are planned and structured well because teachers' subject knowledge is very good, consequently pupils achieve well and make good progress.
- Frequent good quality opportunities are provided for children to develop their mathematical knowledge, understanding and skills.
- The good relationships in classrooms ensure that children are always well motivated.
- Teaching assistants' skills are well used in lessons to support pupils with special educational needs.
- Teachers encourage pupils to evaluate their work and identify what they need to do to improve.

Commentary

35. Standards in mathematics are well above average and improving because teaching and learning are very good throughout the school. The subject has continued to be developed since the last inspection and consequently, standards continue to rise. Pupils achieve well, reaching the targets set by the school. These challenging but realistic targets are based securely on the very good assessment information gathered by teachers. There are plenty of opportunities for pupils to develop skills in all areas of mathematics. Their number work and knowledge of number patterns such as multiples and factors of numbers is very good, and their understanding and use of data collection, databases and the construction of graphs are also very good.

36. Teachers have very good subject knowledge and plan lessons that are firmly based on what pupils have already learned. The setting of pupils by ability is effective because it enables pupils of differing abilities to be suitably challenged and supported in a learning environment in which they feel secure. Many opportunities are provided in lessons for pupils to learn, and develop their use of mathematical language. For example, they know and can use terms such as 'prime number' and 'negative number'. Pupils are shown, and encouraged to use a wide range of problem solving strategies. The emphasis placed on good presentation of work ensures that pupils lay out calculations well, and so make few errors.
37. Pupils have a very positive attitude and enjoy their lessons. They are keen to work independently, although opportunities for them to do so are sometimes missed in lessons that are very tightly structured and the school recognises that this is an area for further development. Teachers clearly communicate to pupils what they are intended to learn, and achieve in each lesson. This helps pupils to focus clearly on their tasks and as a result they learn well. Classroom relationships are consistently good. Teachers and teaching assistants praise and challenge pupils', and value their efforts and responses. Consequently all pupils, including those with special educational needs are motivated and keen to learn because they feel well supported.
38. Leadership and management of the subject is very good. The subject leader is very knowledgeable and analyses the progress made by pupils very well. She uses this information to identify what needs to be done to continue to improve teaching and standards. She monitors and evaluates the school's work in mathematics through observing lessons and looking at teacher's planning and pupil's work. The very good range of computer programs that have been purchased are used well by teachers to support pupils' development in mathematics.

Mathematics across the curriculum

39. Opportunities for pupils to use their mathematical skills in other subjects are good. The use of ICT skills in mathematics has been greatly developed since the previous inspection and is now good. For example, pupils store data on a database and then choose the most appropriate type of graph to present the data.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- High standards have been attained and are being maintained.
 - Pupils achieve well as a result of good teaching.
 - Subject leadership is very good.
 - There are too few opportunities for pupils, especially those of higher ability, to carry out independent investigative work.
40. Standards in science are very good with many pupils attaining the higher Level 5 in national tests in Year 6. Well-documented assessment evidence indicates that these high standards will continue to be maintained. Boys and girls achieve equally well and pupils with special educational needs achieve well in relation to their prior attainment.
 41. Teaching is consistently good. Teachers plan lessons that have clear learning objectives and a good range of resources are used very effectively to support pupils in their learning. Pupils are interested and enthusiastic in lessons and as a result learn well. Pupils throughout the school record their work in a consistent way. Teachers have high expectations of what pupils will achieve in lessons and the standard of work they will produce. Teachers' good subject knowledge enables them to explain scientific principles clearly to pupils. They pay particular

attention to developing pupils' understanding of scientific vocabulary. Teachers regularly pursue opportunities that enable pupils to use their ICT and mathematics skills to support their understanding in science, particularly in the areas of gathering, presenting and interpreting data. Evidence from lessons, and from the scrutiny of pupils' work, shows that teachers are trying hard to give pupils experiences of investigative science. However, a lot of the work undertaken by pupils of all abilities remains very much teacher directed and too few opportunities are planned for pupils to plan and carry out their own investigations.

42. The leadership and management of the subject is very good. The subject leader is knowledgeable, enthusiastic and has a clear view of the strengths and areas in need of development in the subject. He provides very good support and motivation for his colleagues. Pupils' work is regularly assessed to monitor the standards being achieved overall and identify strengths and weaknesses in the provision.
43. There have been good improvements in science since the last inspection.
 - The whole-school planning programme has been updated to take account of latest initiatives.
 - Good links are made to other subjects, especially ICT, mathematics and English.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- Each lesson has a clear and achievable objective for learning, and teachers support pupils well ensuring they all achieve well.
- The school has a good range of software to support learning in a range of subject areas.

Commentary

44. Standards in ICT are above those expected and pupils of all abilities achieve well because they are well supported in lessons. There has been very good improvement in provision for ICT since the last inspection. This is due to a significant improvement in resources and teacher's knowledge and understanding. A computer suite has been created, and the well-organised timetable enables all pupils to use it on a regular basis. The overall quality of teaching and learning is good. Pupil's work in books and on display around the school shows that they cover an appropriate range of work.
45. The ICT suite is a valuable resource for the school. Pupils are fascinated with the technology and confidently use the programs set up on the computers. They are motivated, work hard and behave well. Because of the limited space available pupils use the suite in groups of half a class at a time. This organisation is effective because good use is made of skilled teaching assistants who make a valuable contribution to pupils' learning. Teachers' plan well for ICT ensuring that pupils' skills are developed progressively. Work is frequently linked to other subjects so giving it relevance to pupils. Most pupils are confident in using ICT to support their learning in other subjects.
46. Leadership and management of the subject is good. The subject leader has promoted strongly the development of the subject and has succeeded in addressing the issues raised in the previous inspection very well. She monitors the subject well and has identified what further resources are required to continue the development of the subject. She ensures that cross-curricular links are identified and used and monitors work regularly in order to ensure pupils are making appropriate progress.

Information and communication technology across the curriculum

47. There are many examples of the use of ICT to support other subjects on display around the school and in pupils' books. For example, they use their word-processing skills when drafting and editing their work in English, and access the Internet when carrying out research. The school has a wide range of programs to support teaching and learning in a range of subjects and is committed to developing this further.

HUMANITIES

Religious education was inspected individually and is reported in full below. Work in geography and history was sampled and no firm judgements can be made about provision in these subjects. However, discussions with subject leaders and pupils, and the scrutiny of pupils' work and teacher's planning form the basis of judgements made for these subjects.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Standards are good and are rising.
- Teaching and learning is good overall. There is a strong emphasis on asking pupils to look beyond the factual elements of their learning.
- Subject leadership is good.
- Teacher's planning is good.
- Resources are good.
- Opportunities are sometimes missed to help pupils relate what they learn to the society in which they live.

Commentary

48. Standards of attainment for Year 6 pupils are above the requirements of the locally agreed syllabus. All pupils, including those with special educational needs, achieve well. These features represent good improvement since the previous inspection.
49. Teaching is good overall. Lessons are well planned and good resources are used well to support teaching and pupils' learning. A consistent feature of teaching is the way pupils are encouraged to look beyond the factual, and to explore ideas about symbolism and imagery. These features of lessons make a good contribution to pupils' spiritual development. However, although pupils develop a secure knowledge of the features of the main world faiths, they do not always relate this knowledge sufficiently to the ethnic and cultural diversity of the Britain. Older pupils are able to thoughtfully explore different versions of the same event. For example, they discussed Epiphany using the carol "We Three Kings", and the account recorded in the Book of Matthew. They demonstrated very good speaking and listening skills as they discussed the symbolism of the 'gifts' and the similarities and differences in the two versions. Pupils were able to appreciate how events relating to religion are recorded in history and in a very mature way were able to appreciate how things might be changed. For example, as one pupil observed "As the stories are passed down by word of mouth, things get added and the stories change". Teachers promote this good learning through good questioning that encourages pupils to think carefully and weigh up the evidence in front of them before drawing conclusions.
50. Subject leadership is good. The co-ordinator is enthusiastic and knowledgeable. She has, in consultation with colleagues, refined and improved the way lessons are planned, and the resources available to support teaching. She provides good support for teachers, and is committed to improving standards further.

History and geography

51. The good standards noted in the previous inspection have been maintained and standards in history and geography remain above average. Teacher's planning is very good. In both subjects it is clear that a good range of visits, and visitors play an important part in making work interesting and relevant to pupils. For example, exchange visits to schools in France and Italy, and a study of the Hartford Stream support pupils' knowledge and understanding in geography. Likewise, visiting Ufton Court, a Tudor residence, enriches pupils' learning in history. The use of primary sources of evidence such as school 'log books' and 'punishment books' are a regular feature of pupils' experiences that are very supportive of pupils' learning. The leader for both subjects is enthusiastic and knowledgeable. She has secured developments since the last inspection such as the implementation of the school's own schemes of work and improvements in assessment procedures.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Design and technology and physical education were inspected individually and are reported on in full below. There was not enough evidence to make judgements on the overall provision in the subjects of art and design, and music. Two lessons were observed in each of these subjects. However, discussions were held with subject leaders and pupils, and documents and pupils' work was studied to support the judgements made.

Design and technology

Provision in design and technology is **good**.

Main strengths and weaknesses

- Basic skills are taught well.
- Standards are above those usually found.
- Pupils' attitudes are good and they work hard in lessons.
- Good links are made to other subjects.
- Work is often prescriptive and opportunities for pupils to use their imagination and develop their creativity are sometimes missed.

Commentary

52. The teaching of design and technology is good overall. Teachers give good quality demonstrations of new techniques and skills so pupils know exactly what they are expected to do and how to do it successfully. Basic skills such as the cutting and joining of materials are taught very well and pupils produce pieces of work that are well constructed and finished. The standard of pupils' work throughout the school is above that normally found. Teachers plan lessons carefully to take account of what pupils have already learned, and due attention is paid to health and safety issues associated with the subject. However, because lessons are often prescriptive, opportunities for pupils to use their imagination and find creative solutions to design problems are sometimes missed. Pupils learn to organise their work effectively through the use of 'Project Diaries'. They draw their designs with increasing accuracy and pay due regard to the purpose of the product they are making.
53. Pupils' enjoyment of design and technology is good and is fully reflected in the effort they put into completing tasks well. They listen carefully to their teachers and work hard to improve their skills.
54. Pupils' work is regularly assessed, and pupils themselves become increasingly skilled at evaluating their own work. Teaching assistants and parents provide invaluable support in lessons to ensure pupils of all abilities achieve well and have equal access to the subject.

55. The subject leader is knowledgeable, enthusiastic and committed to further improvement. He provides good support for other teachers. Effective links are made to other subjects such as mathematics and art. Resources are good and used well in lessons.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Teaching is good overall with some excellent features.
- The broad range of activities available to pupils ensures they are encouraged to develop a full range of skills.
- The resources available to support the curriculum are good.
- The range of enrichment activities is very good.

56. Standards are above those expected in games and dance, and all pupils achieve well. Teaching is good, with some excellent practice in dance. Lessons are well planned and organised. Teachers give good demonstrations and communicate clearly to pupils what they are expected to learn.

Example of outstanding practice

Line dancing - an exciting and valuable experience for Year 6 pupils. Very effective demonstration and choice of music enabled pupils to learn very quickly with great enjoyment.

Starting with a review of the dance steps and routine already learnt, the brisk pace of this sharp and extremely focused introduction left pupils barely able to restrain themselves, such was their motivation to learn more. They were enthused and excited further as their teacher gave an extremely vibrant demonstration and very clear instructions when explaining the new steps to be learned. Expectations of involvement and success were very high as pupils quickly grasped the new routine, which they performed with considerable flair. Their active involvement ensured they were able to evaluate the movements used in both routines, identify differences and come up with reasons for those differences. Links to other curriculum areas were skilfully made as pupils were challenged to identify how many degrees made up a 'quarter twist'. Further challenges ensued as pupils performed the newly learned routine to music of different speeds. Pupils were quick to identify which was best suited to the routine. By the end of this excellent lesson all pupils including those with special educational needs of a physical nature could perform the routine with great skill, and they were already looking forward to the next time they could dance.

57. Pupils are very enthusiastic about the subject and enjoy the provision made by the school to allow them to participate in a range of competitive sports. They understand the importance of warming-up and cooling-down, before and after taking exercise, in order to protect their bodies.
58. The school participates in a wide range of competitive sports tournaments. The success of the school in these events is a reflection of the good standards achieved in lessons. Resources are good and allow for a full range of interesting activities. The school swimming pool is used during the summer term and nearly all pupils leave school able to swim. The development of the outside environment as a creative play area encourages pupils to be active. Good use is also made of local community facilities. The school hall is of a good size, and is well equipped to support pupils' learning in dance and gymnastics.
59. The curriculum is well planned to ensure pupils get full access to all aspects of the curriculum. The subject leader is knowledgeable, provides good support for teachers and is very committed to the further development of the subject.

Art and design

60. Standards in art and design have been maintained since the last inspection and are good. Pupils achieve well and their skills in observational drawing, colour mixing, painting and printing are particularly good. Teacher's planning and school documents indicate that pupils' experience the full range of activities expected. Effective links are made to other subjects such as design and technology. Pupils work with a range of materials and tools and use sketchbooks to record and refine their ideas and practise specific skills and techniques. Pupils' study the work of other artists. However, their experiences of a range of artists are limited, and opportunities to use the subject to support pupils' developing cultural awareness are missed. Resources are good. Increasing use is being made of ICT. For example, pupils use a paint program to create their own animal pictures after studying "The Snail" by Matisse. The subject leader is knowledgeable and provides good support for other teachers. Extra-curricular art and craft clubs provide valuable additional enrichment activities for pupils.

Music

61. Standards in music are good. In assemblies pupils participate well, singing clearly and with great enthusiasm. Pupils are encouraged to make music using a range of instruments. They enjoy their lessons and all pupils participate fully. Many pupils receive additional instrumental teaching from visiting peripatetic teachers. Consequently the school has an orchestra that performs in school, for the community and in a local primary school music festival. The subject leader is relatively new to the post but is already providing strong leadership. She is committed to ensuring that the subject is integrated into the wider school curriculum. For example, a history topic on the Victorians is supported by music from the period. Resources are good and the enrichment activities such as the school choir and instrumental tuition contribute well to pupils' learning and the overall standards they achieve.

PERSONAL, SOCIAL AND HEALTH EDUCATION

62. The school provides few dedicated weekly lessons to support pupils' learning in this area. However, the school sees pupils' personal development as an important part of all lessons and activities. Provision is judged to be good, as it was evident in every aspect of the school's work. The comprehensive programme of activities organised over the year ensures pupils learn how to work co-operatively together, explore feelings and develop sensitivity and empathy towards each other, and members of their local community. For example, Year 6 pupils gain much from their residential visit and from their weekly visits to the neighbouring infant school where they play and read to younger children. They also work regularly with pupils from a local special school, and entertain senior citizens. Pupils also receive good information about how they can develop a safe and healthy life style. The very productive and supportive relationships within the school further support pupils' learning in this area. Good links to other schools in Europe provide learning opportunities that serve to give relevance to pupils' developing knowledge and understanding of European culture. However, opportunities are missed, particularly through subjects such as religious education and art, to develop pupils' awareness of the ethnic and cultural diversity of British society.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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