

INSPECTION REPORT

GILBERT COLVIN PRIMARY SCHOOL

Clayhall, Ilford

LEA area: Redbridge

Unique reference number: 102805

Headteacher: Mrs S J Dargon

Reporting inspector: Mr M Creasey
2451

Dates of inspection: 5th - 9th February 2001

Inspection number: 188420
Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Strafford Avenue
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Ilford
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Appropriate authority: The Governing Body

Name of chair of governors: Mrs F Lewis

Date of previous inspection: April 1996

INFORMATION ABOUT THE INSPECTION TEAM

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2451	M Creasey	Registered inspector	Physical Education	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9561	H Akhtar	Lay inspector		How high are standards? How well does the school care for its pupils? How well does the school work in partnership with parents?
17133	L Bird	Team inspector	English	How good are the curricular and other opportunities offered to pupils?
17520	D Fisher	Team inspector	Maths Art	
27709	D Major	Team inspector	Science Geography History English as an additional language	
5786	B Froggatt	Team inspector	Foundation Stage Music Religious Education Special educational needs	
11969	J Hardy	Team inspector	Information Technology Design Technology	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Gilbert Colvin School is a large primary school with 449 full time pupils from ages 4 to 11 years and 52 part time pupils in a nursery class. Twenty-six nursery pupils attend in the mornings and 26 in the afternoons. The school is situated in a large residential area comprising well-established houses and bungalows. The school has grown since the previous inspection in 1996 when there were 382 full time pupils on roll and is now a larger than average primary school. This is due to the popularity of the school with parents. Many from out of the catchment area choose to enrol their children here. The number of pupils on free school meals is around the national average (12%) as is the total number of pupils with special educational needs (21%). However, the number of pupils with statements of special educational needs (0.2%) is below the national figure. The number of pupils who are learning English as an additional language (22%) is very high when compared to national figures.

HOW GOOD THE SCHOOL IS

This is a good school with many very good features. It is highly effective in meeting the needs of all the pupils regardless of their different backgrounds and abilities. The attainment of the boys and girls shows no significant differences. Pupils with English as an additional language do well and by the end of Key Stage 2 many are attaining in line with or better than other pupils. The work children undertake in the nursery and reception classes is very good and prepares them very well for the next stage of their education. The high standards achieved at the end of the foundation stage are maintained and improved throughout the school. They result from teaching which is generally good and often very good. The numeracy and literacy strategies are rigorously followed, leading to high standards in English and mathematics amongst all pupils. All members of staff are committed to raising standards, following the very good leadership of the headteacher who is ably supported by the deputy headteacher. The governors fully back the aims and values of the school and work hard on its behalf. The school provides good value for money.

What the school does well

- The attainment of the seven year old pupils in the national tests of mathematics in 2000 is in the top 5% nationally.
- The eleven year old pupils attain high standards in the national tests of English and mathematics.
- The attainment of pupils across the whole school is very good in literacy and numeracy and the national strategies have been introduced and taught well.
- Checking on pupils' progress in English is excellent.
- These high standards are directly linked to the good and frequently very good teaching.
- The school fosters very good, personal development, behaviour and attitudes in the children, who enjoy their learning
- The provision for pupils with special educational needs and English as an additional language is very good
- The leadership and management of the headteacher is very good and is the driving force behind the high standards achieved.

What could be improved

- Further improvements in progress checks are required, especially in science and ICT and in relation to how maths work is matched to pupils' needs early in Key Stage 2.
- The time allocated to the curriculum outside of English and mathematics needs to be increased to meet the demands of the newly introduced National Curriculum 2000

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in April 1996 when it was a good school with potential to improve. The high standards observed before have been maintained and the school has addressed the key issues that were outlined. As a result the school has made very good improvement. The most significant strides have been in teaching where all lessons now are satisfactory, with many being good and very good. In a few examples, teaching is excellent. This follows the implementation of a practical policy on teaching and learning, improved monitoring by the senior staff and high expectations set by the headteacher. The assessment of pupils' learning and progress has also improved. It is excellent in English and very good in mathematics. The high quality teaching, assessment and support of special needs pupils and those with first languages other than English have been maintained since the previous inspection and are very good. Some work in improving assessment in science and

other subjects remains to be completed. Teachers' subject knowledge has improved very well in religious education, information communication technology and physical education and as a result the pupils' standards in these subjects have also risen. There are now no unsatisfactory subjects.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	All schools			Similar schools
	1998	1999	2000	2000
English	A	C	A	A
Mathematics	A	B	B	B
Science	A	C	C	C

Key

well above average A
 above average B
 average C
 below average D
 well below average E

Eleven year old pupils reach standards well above average for English, above average for mathematics and about average for science. These scores have maintained the position of the school over recent years when compared against national averages and results achieved by similar schools. The pupils attain the higher grades in English and mathematics. Fewer pupils attain at the higher levels in science. The good results overall include pupils with special educational needs who mostly reach the appropriate levels by the end of Key Stage 2 based on their previous attainment. Pupils with English as an additional language achieve well and are at least in line with their peers by the age of 11 and some are doing better. The targets set by the school for English and mathematics are high and challenging. The school monitors pupils' progress in English and mathematics and takes effective action to ensure that the targets are met. Attainment by the under fives is good. In religious education, physical education, information communication technology and design technology standards have been improved considerably since the last inspection. In geography, history, art and music standards of achievement have been maintained at a good level. There are no significant differences in the attainment of boys and girls.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils like school and enjoy their work.
Behaviour, in and out of classrooms	Very good.
Personal development and relationships	Very good. Pupils are secure in their relationships.
Attendance	Good.

The very good behaviour and attitudes of pupils are clearly evident in the day to day activities of the school. During a very wet and windy inspection week, pupils demonstrated high standards of behaviour to each other and to adults, despite spending much time indoors. The behaviour in the playground was excellent when pupils were able to go outside for breaks. These attitudes are evident from the youngest pupils in the nursery through to the oldest pupils and this impacts on the overall standards achieved in the school. The Year 6 pupils particularly enjoy their work with the younger pupils in guided reading, mathematics games and ICT club sessions. These club activities are being extended with Year 6 pupils supporting teachers.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Very good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The teaching is a strength of the school. In all lessons, it is at least satisfactory; in 75% of the lessons it is good or better and in 34% it is very good or excellent. All teachers make very good provision for those pupils with identified needs, including those with special educational needs and those whose first language is other than English. There is a strong commitment to including these pupils in the full range of curriculum work and consequently high standards are achieved. In the majority of lessons pupils are suitably challenged by the work set them and provided with opportunities to evaluate and improve their own performance. Well-trained and effective learning support assistants, who contribute significantly to the standards, ably support the high quality teaching. Pupils' learning is good throughout the school and is linked to the high quality of teaching. The literacy and numeracy strategies are given a high priority in the school and much curriculum time has been devoted to ensuring that the targets set for the end of Key Stage 2 are achieved.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good for the under fives where the early learning goals are well covered. Satisfactory across the key stages.
Provision for pupils with special educational needs	Good throughout the school. Pupils are included in all aspects of the curriculum and enabled to achieve at appropriate levels.
Provision for pupils with English as an additional language	Very good. The high level of commitment from the senior management ensures pupils' success. A visiting teacher is well deployed to support pupils and they make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Moral and social development is very good and pupils have a well-developed sense of right and wrong. Pupils have a good understanding of their own and other cultures both in the school and the world outside. The spiritual development of pupils is satisfactory.
How well the school cares for its pupils	The school cares well for its pupils. There are very good procedures in place for monitoring and promoting behaviour and caring attitudes.

The school works hard to ensure the well being of its pupils. Problems are addressed quickly and there is a strong relationship with parents, reflected in their responses to the questionnaire and during the parents' meeting. There are good opportunities provided for parents to attend the school and receive information about what their children will learn and the overall progress they are making. Pupils have many extra activities involving sport, music and IT. Visits are used to support curriculum work and to widen pupils understanding of the world outside school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good by the headteacher who has a clear vision for the school and provides energy and drive to achieve it. She is well supported by the deputy head. The curriculum leadership in English and mathematics is good and is developing well in the other subjects.
How well the governors fulfil their responsibilities	The governors provide strong support for the school. They meet all their statutory requirements and work hard on behalf of the school.

The school's evaluation of its performance	Good. The school has a good agenda for improvement that has focussed most recently on literacy and numeracy. Information gathered in these areas is used to improve the overall standards of pupils.
The strategic use of resources	Good. Funds are well targeted and good use is made of additional government funds which are well matched to pupils' needs.

Staffing, accommodation and learning resources are good overall. Some books require replacement and the development of the ICT suite has meant that computers in classrooms are in some cases inadequate to meet the full needs of the curriculum. More opportunities need to be provided for other subject co-ordinators to monitor the work of the school to ensure that the new curriculum 2000 is fully and effectively implemented. The school is increasingly applying the principles of best value to the provision of resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • High standards in subjects, particularly English and mathematics • Children like school and their behaviour is good • There are high expectations of the children by teachers • Good teaching • Develop pupils' maturity and responsibility • An approachable school • Good leadership and management 	<ul style="list-style-type: none"> • More clubs and activities for the Key Stage 1 pupils

The inspection found the school to be as the majority of parents described it and the strengths are many. The school does provide extra curricular activities for the younger children but these activities usually occur during lunchtime and so the parents may not be so aware of them. The school needs to raise the profile of these activities amongst the parents of younger children.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Since the last inspection, the school has improved and maintained the good standards in national test results and teacher assessment. There have been significant improvements in the attainment of seven year old pupils in mathematics and of eleven year old pupils in English. The school's performance in science remains in line with the national average. It is clear that the appropriate emphasis applied by the school on the literacy and numeracy strategies has successfully maintained and raised standards in English and mathematics but has adversely affected standards in science. Standards in the other subjects have been maintained and improved, especially where they were previously judged to be unsatisfactory. There are no subjects now judged to have unsatisfactory standards.
2. Pupils for whom English is an additional language attain good standards throughout the school because of the support provided by additional adults, and the awareness of all teachers of the need to meet their needs. There is a clear focus on specific language learning, with additional support appropriately targeted towards a small group of pupils. When pupils are in the final years of school, aged ten or eleven, there is a small difference in attainment in English for these pupils, but it is much reduced due to the work of the teachers and support staff. Pupils with special educational needs attain standards in line with expectations based on their prior attainment and their individual education plans. There are no significant differences in the standards achieved by boys and girls.
3. Children in the reception classes reach good standards in the areas of learning for the foundation stage. The good standards recorded in the previous inspection have been maintained and improved. In personal and social development, communication, language and literacy and mathematics children are likely to exceed the expected standards. They are well prepared for the Year 1 work and many are already capable readers, able to answer questions about their reading and recount stories. They are confident when counting, many to one hundred, and are familiar with money and shopping. This reception year work builds well on the very good start pupils have in the nursery. Standards are high in the nursery where most pupils are about average levels on admission, although a significant minority do not speak English as their first language and are well below average in their English speaking and listening skills. Opportunities to develop their social skills mean pupils have good standards in this area. They are polite to each other generally and have a well-established knowledge of what is good and bad behaviour. The children have a developing knowledge about books and stories, can recite simple rhymes and songs and play number games. To be invited to sit with the children and join in the singing of number songs was one of the pleasures of the inspection.
4. In the previous inspection, the standards of the seven year old pupils were judged to be good and very good in the English and mathematics test results. In science, teacher assessments also showed high attainment. These standards have been maintained in English. The number of pupils attaining standards in line with national expectations in reading and writing are above average. The number of pupils who attain higher levels is about the national average in reading but above in writing. In science, the teacher assessments show pupils' attainment to be in line with the national average, which represents a slight fall since the last inspection. The seven year olds' results in mathematics in the 2000 tests show all pupils' attainment to be very high compared to the national averages. Seventy five per cent of the pupils attained the level above

the national expectations in mathematics. Overall standards since the previous inspection have been maintained and improved in English and mathematics but in science there has been a slight decline from above the national average, to in line with it.

5. When compared to schools with a similar intake, the performance of the seven year olds in the national tests is above average in reading and writing and very high in mathematics.
6. For eleven year olds the previous inspection reported that attainment in English was at the national average for the expected level but below at the higher level. In the 2000 national tests pupils attained above average results at the nationally expected level and well above average results at the higher level. In mathematics the school maintained the above average attainment at the nationally expected level. The school has improved at the higher level and pupils now attain well above the national average. In summary, improvement in attainment has been very good in English and good in mathematics. In science, the test results show pupils to be attaining in line with the national averages at both the expected and higher levels. This is a slight decline in science standards since the previous inspection when they were judged to be above the national averages at both levels.
7. The performance of the eleven year olds when compared to similar schools is well above average in English, above average in mathematics and close to the average in science. Overall the performance of the eleven year olds in all core subjects is above average.
8. The school has introduced and maintained the literacy and numeracy strategies very well. The staff have made great efforts to ensure that the pupils' standards have risen as a result of this work. Teachers and support staff have been well trained and are confident in the work they undertake. As a result pupils are well taught and attain high standards. The targets for English were exceeded in 2000 and for mathematics not quite achieved. However, targets are demanding and appropriate and for the 2001 Year six pupils they are set at a higher level than previously and well above the national levels.
9. During the inspection, lesson observations and work seen showed that the standards in English and mathematics are being maintained and improved. In Key Stage 1, pupils are developing good speaking and listening skills, which are enhanced by the opportunities, provided in assemblies and role play activities in drama. Pupils' writing is well presented and they are developing a clear script with the use of joining. The eleven year old pupils are showing standards that are at least above average with many that are well above. Writing is appropriately emphasised in Years 5 and 6 and is good. Pupils are able to produce neat, well-presented and accurate work for a variety of audiences. Computers are used in class for drafting, redrafting and final copy work. The pupils are able to use various writing styles; for example the work observed on persuasive writing was excellent. They understood the requirements very well and read back their letters to a 'lazy' friend with enthusiasm and some style, drawing on the nuances they had written to great effect.
10. In mathematics, the seven year old pupils are using the skills they have acquired very effectively in mental and oral work. They can calculate the multiples of doubled and halved numbers and partition numbers when adding and subtracting. Pupils' standards are at least above those expected at this age and in many cases higher. In Key Stage 2 the skills and knowledge acquired is built upon so that standards observed are above average or better in Year 6. In Year 4, pupils were observed using compass points to describe movement across a grid. There was a high level of cooperation amongst all pupils in this mixed ability group. The more able pupils

were beginning to identify patterns and calculate the number of moves available across larger grids, moving from what they knew to establish new understanding.

11. The standards in music, geography, history, physical education and art have been maintained since the last inspection. There have been improvements in standards in design technology, notably in Key Stage 2, where pupils enjoy their work particularly when using textiles to good effect. Information and communication technology has improved well since the last inspection when it was judged unsatisfactory in both key stages. The ICT suite has contributed to this improvement in standards and Year 6 pupils were observed working confidently, writing and developing their own web sites. Standards in science are satisfactory and represent an area where the previous above average standards have not been maintained. This situation is connected to the amount of time apportioned to this core subject and the decision to allocate more time to the literacy and numeracy strategies over the past two years. There is a lack of care in a few cases when changing from one lesson to another. This reduces the time available in some lessons and subjects. The school is intending to address this issue.
12. There are no significant differences in the attainment of boys and girls in the under fives, Key Stage 1 or Key Stage 2.

Pupils' attitudes, values and personal development

13. Pupils enjoy school, and their good attitudes to the school contribute positively to the quality of education. A vast majority of parents feel that their children like coming to school. Pupils arrive on time and are waiting in the playground for their teachers to collect them in the morning. Attendance is above the national average with no unauthorised absence.
14. The attitudes and behaviour of children under five are good. Children in nursery quickly settle to the interesting range of tasks that greet them each session, are eager to explore new tasks, and treat resources sensibly. Children in the Reception are equally keen and curious. They cope well with life in school and have a well-established sense of routine. They make good progress in personal development and mix well together and are able to form constructive relationships with staff.
15. Pupils are developing good work habits, and are enthusiastic about lessons. Their response is mostly very good in lessons, particularly in Years 1, 2 and 6, and in English lessons; it is good in Years 3, 4 and 5. They listen to their teachers' instructions carefully and this helps them in completing their task efficiently: a good example was seen in a Year 3 English lesson where pupils were completing alliterative poems. Pupils take part in discussions eagerly, as was the case in a Year 6 debate. Many persevere well in lessons, making an effort to get all of their work done; a good example of this was seen in a Year 4 mathematics lesson where pupils were working out directions, using four compass points. Another example of pupils' positive attitudes is their participation in outside lesson activities. Pupils with special educational needs respond well to the support that they receive and take part in their own learning. Pupils attend the school regularly and promptly, and no pupils have missed their national tests. Very good relationships and good teaching have positive impacts on pupils' attitudes and there are no differences between boys and girls achievements.
16. Pupils behave very well in class and so lessons proceed at a good pace and productive work is achieved. Their behaviour is equally very good around the school and at break times, even wet breaks spent inside. They understand school rules and the difference between right and wrong. Discipline is well established; for example, the playground at the end of breaks or lunch times is

clear within minutes of the whistle. All groups of pupils work together well, happily sharing resources. In lessons and discussions, they respect others' views and feelings and listen courteously to the contributions made by their peers and adults; a good example was seen in a Year 6 PSE lesson where a visiting judge was speaking to pupils about his role and pupils were asking him questions.

17. A few parents expressed their dissatisfaction with the standard of behaviour outside lessons. Inspectors found that behaviour throughout the school is very good. Pupils are friendly and helpful; the atmosphere is very good. They treat the school's property with good care. Pupils are considerate to each other and adults, holding the door open for those following behind and are polite and confident when speaking to visitors. Pupils move in an orderly manner: for example, when going to the hall for assembly or to physical education lessons. Relationships are very good. No incidents of oppressive behaviour or the use of racist abuse were seen during the inspection. Bullying is not an issue. Exclusions are not a feature of the school. Pupils respond well to opportunities for personal development, willingly undertaking duties such as classroom helpers, taking registers to the office, participating in the school council, and older pupils hearing younger readers. Year 6 pupils enjoy residential trips and organise themselves well.
18. All positive features of pupils' behaviour and attitudes at the time of the last inspection are evident this time round with an improvement, in that pupils' response to their work, good then, is now mostly very good.

HOW WELL ARE PUPILS TAUGHT?

19. Teaching has improved since the previous inspection. At that time only eighty-five per cent of the teaching was judged to be satisfactory or better with the best teaching being in the nursery and Key Stage 1. Poor planning, lack of challenge for pupils and lack of subject knowledge particularly in physical education and information technology typified the unsatisfactory teaching. Now, no teaching is unsatisfactory. Seventy five per cent of the teaching is good or better and thirty-four per cent is very good or excellent. This demonstrates a very good improvement in teaching.
20. In the foundation stage, the nursery and reception classes, teaching is good or better in eighty-two percent of the lessons. In the nursery, the teacher and the nursery nurse work well in partnership and provide consistently good quality teaching, positively aiding children's learning. In the reception classes, the teaching is good and is a significant factor in the learning of the pupils. Across the foundation stage the teaching of children's physical development is particularly good. Teaching of this is carefully planned and good use is made of the limited space and resources so that children are developing their skills and abilities. The teaching in the foundation stage is ensuring that children are able to attain good standards in the early years and are fully prepared to begin the national curriculum work in Year 1.
21. In Key Stage 1, the teaching is very good overall. Eighty per cent of the lessons are good or better and forty-five per cent are very good. This quality of teaching has improved on the high standards identified in the previous inspection. In Key Stage 2, there has been considerable improvement since the last inspection and teaching is now good throughout with no unsatisfactory teaching. Seventy-one per cent of the lessons are good and twenty-seven per cent are very good or excellent. Teachers' joint planning has led to more consistent teaching and ensures that pupils have equal opportunities within each age group.

22. There is flexibility in the groupings used in mathematics and English and this means that teachers are much more able to direct the style of teaching to the particular needs of pupils. This is particularly good for pupils in the lower attaining groups in numeracy and literacy where work is targeted at their needs and supported by the teacher or learning assistants. A good example was observed in Year 2 where the teacher based the drafting of a piece of biographical writing on the pupils' visit to a museum. Each group worked with the teacher at levels appropriate to their abilities. Teachers are confident and the improvements being implemented in subject co-ordination means that they are better supported in areas where their own subject expertise may not be so strong.
23. The literacy and numeracy strategies are well taught throughout the school. Training has been regularly employed to maintain teachers' skills, knowledge and understanding of the strategies. For example the national drive to improve writing has been well supported by the teachers. Handwriting and grammar are taught well and pupils benefit from the teachers' subject knowledge. In Year 6, pupils were able to discuss ways of improving writing through the evaluation of each other's work and use appropriate technical terms such as connectives, adjectives and clauses, which were clearly understood by colleagues. In numeracy, the same high quality teaching is apparent and the best lessons maintain a pace and challenge for the learning of the pupils. Most mental mathematics sessions provide good examples of this pace. In a very few cases, the lessons were too long and the pace was diminished. In these lessons, teachers need to ensure that the time is more carefully planned and lessons finish on time rather than continue to fill time available. This would also help to make more of the timetable available for other subjects in the curriculum currently squeezed through time constraints.
24. Classroom assistants are well trained, many having had the opportunity to attain a qualification in classroom work. They play a significant role in the teaching and learning of the strategies. For example, assistants commonly sit with the special needs pupils or those who are less secure in their English language during whole class discussions. They check that these pupils grasp what is being taught and enable them to focus and participate in the question and answer session.
25. The support provided by the ethnic minority teachers from the Local Authority's Ethnic Minority Achievement Service (EMAS) is planned efficiently. A very good policy for the teaching of bilingual pupils is well implemented by staff. The co-ordinator works very closely with class teachers to assess pupils' progress and specific needs, and provides very good support. This includes assisting teachers by providing in-service training, advising on additional resources, and working alongside teachers to support target groups or individuals in class. The analysis of results of formal assessments of bilingual pupils shows that they make similar progress to other groups of pupils within the school. Inspection evidence supports these findings, with bilingual pupils well represented in all ability groups in classes throughout the school where they learn effectively.
26. Teacher planning throughout the school reflects individual education plans (IEP) for pupils with special educational needs (SEN). Good attention is given in lessons to implementing suggested strategies and providing suitable work and support for learning. Early identification of pupils with special needs begins in the nursery with skilful observations from the teacher and nursery nurse. The special educational needs co-ordinator becomes involved immediately a child is identified through the school's assessment process and supports teaching very well. Behaviour is well supported where needed and work of these pupils is fully incorporated into normal lessons. There are no significant gender matters for special needs pupils. In lessons, special needs pupils make good progress overall in core and foundation subjects in accordance with the level of their abilities.

27. Pupils' learning is good and matches the improvements in teaching. Teachers set clear objectives in lessons and regularly refer pupils to these during lessons. In the best lessons pupils are able to describe what is expected of them and how they can improve their work to meet the lesson objectives.
28. The teaching in science is satisfactory with much that was observed good. Teachers plan effectively and set out clear objectives based appropriately on the scheme of work. The teachers' subject knowledge has improved since the last inspection. In science the learning observed matches the requirements of the national curriculum and the quality of teaching. Teaching and learning of investigations and experimentation is limited in Key Stage 2 by the shortage of timetable time for science. In design technology and history little teaching was observed. From the survey of pupils' work and teachers' lesson plans, pupils' learning is satisfactory. The pupils' learning in art is satisfactory with some good work being undertaken, particularly linked to the improving teachers' knowledge of the subject. This was most notable where older pupils were extending their knowledge and understanding of various artists under the expert guidance of the teacher. In physical education, music and religious education teaching and learning is good. Pupils in physical education were using their knowledge of the history of Pompeii to devise dances in co-operative groups. This good work encouraged useful evaluations by pupils of other groups' work. Teachers in religious education are using thoughtful questioning to extend pupils' learning and understanding. Considerable improvement has occurred in the teaching of information communication technology. The school has undertaken a full training programme for staff and introduced the new computer suite. This targeted support for teachers has had clear benefits and the pupils' learning is now good across the whole school with much that is very good. The recent addition to the suite of a data projector means that many lessons begin with a clear exposition from teachers, demonstrated on the large screen.
29. Over the whole school teaching is now mostly good and pupils' learning is significantly improved and is also good.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

30. Since the last inspection there have been significant improvements in the curricular opportunities offered by the school. Schemes of work are in place for all subjects; in particular the curriculum offered in information communication technology and religious education has improved markedly. A whole school curriculum map is in place to ensure systematic coverage of the curriculum. Teachers plan in year groups and these plans are monitored by the Headteacher and Deputy Headteacher.
31. The school curriculum provides a good range of worthwhile opportunities for learning which meet the pupils' interests, aptitudes and their particular needs. The curriculum meets the requirements in the core subjects of English, mathematics and science, the foundation subjects and the locally agreed syllabus for religious education. There is suitable provision for sex education and health education; guidance has been provided on the dangers of drug misuse.
32. The school has effectively implemented the national strategies for literacy and numeracy. A strong focus is placed on these areas of pupil learning and significant proportions of time are devoted to these subjects. As a result standards in English are very high and they are above average in mathematics.

33. The curriculum requirements of pupils with special educational needs are well met by learning support assistants and by a learning support teacher. Teachers and support staff work hard to ensure that these pupils are given effective help, particularly in literacy. Consequently, they make good progress throughout the school in meeting the targets identified in their individual education plans. Provision for pupils learning English as an additional language is very good and the school is successful in ensuring that they have full access to the curriculum. Provision for gifted and talented pupils is satisfactory; one particularly gifted mathematician is effectively supported through links with the local grammar school. The curriculum provides equal opportunities for boys and girls.
34. The curriculum time apportioned to some subjects is low, and the school is aware of the need to redress the balance in respect of science, geography and history. This is particularly so in Key Stage 2. The Foundation Curriculum is effectively established in the nursery and reception classes, providing adequate breadth and balance for children in this foundation stage.
35. Links with the community are good and make a clear contribution to children's learning. The police have been invited into school to talk to pupils about health and safety issues. Young people undertaking work experience come into school and support work in the classrooms. Senior citizens are invited to school events and hear pupils read. The school contributes to raising funds for charities such as Red Nose Day.
36. There are satisfactory links in place with the secondary school. Year 5 and Year 6 pupils visit the secondary school and teachers from the secondary school liaise with Gilbert Colvin teachers in respect of pupils' individual needs. These links help ensure that pupils are well prepared for their transfer at eleven. The vast majority of pupils attend the school nursery. The arrangements for settling into the nursery are good and this includes a home visit, which is carried out by the Nursery teacher. The arrangements for liaison between the nursery and reception classes are also good and include activities such as joint assemblies.
37. The provision of extra curricular activities is good. Sporting and musical opportunities include music, choir, netball and orchestra. In addition art, gardening, computers and maths games clubs are also run. Pupils in Key Stage 1 are able to attend some lunchtime clubs and a good proportion of the pupils attend.
38. Provision for spiritual development is satisfactory. Assemblies provide a time of quiet reflection and prayer. Pupils come into assemblies quietly and sensibly while music is played. The pupil's attention is drawn to the music being played. Its title and other information about the composer is shared. In a Year 6 assembly, the teacher led a discussion on a caring profession -nursing - and told the story of Mary Seacole. Pupils were spellbound by her story and the description of a day in her life. Across the curriculum, such opportunities for spiritual development are not always fully exploited.
39. Provision for moral development is very good. Planned lessons in personal and social education help pupils to develop an understanding of the differences between right and wrong. In one very effective lesson, complex issues to do with protecting the environment were skilfully explored with Year 2 pupils. Members of staff promote a strong climate of care and respect and thereby set good examples. Codes of behaviour are evident and are frequently displayed in classrooms. There is a calm, purposeful atmosphere throughout the school, which is conducive to learning.
40. The school makes very good provision for social development. Pupils are encouraged to take responsibility for routine tasks in classrooms and a range of opportunities is given to older pupils

to take responsibility around the school. For example during wet lunchtimes, older pupils care for younger pupils and run clubs for them. The school encourages social responsibility and awareness beyond the immediate environment. A teacher talked to pupils about the earthquake in Gujarat in India and the devastation affecting the people there. The teacher linked this to the actions being taken by the relatives of the earthquake victims who lived in the locality of the school.

41. The provision for cultural development is good. Visits are made to places such as the Globe Theatre in London, and a local Synagogue. The pupils learn about different authors and about some famous artists and composers. Cultures linked to other world faiths are fully covered. Books and artefacts relating to Hinduism, Christianity and Sikhism are displayed. The school promotes respect and understanding of diverse cultural and ethnic groups and so effectively prepares pupils for living in a diverse society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The school has developed good procedures to care for its pupils. Admission arrangements, including home visits, are well established and help children to make a confident transition from home to school and then onto mainstream school. Pupils are adequately supervised, and play in areas designated for their use only. Welfare assistants care for sick or injured pupils and first aid practice is good. All accidents are recorded, and where necessary, reported to parents. Risk assessments are carried out regularly. However, there are some minor health and safety issues in the nursery. Teachers know their pupils well and are trusted by them to deal effectively with any problems. Relationships are very good. Teachers also ensure that pupils are learning about safe working practices in class, and issues about personal health and safety - are dealt with on a whole-school basis, as in science, and by receiving talks from a local police officer and a fire officer. Child protection guidelines are in place and support services are used well when necessary. The school has not yet developed a policy about pupils in public care, and there has been no whole school training on child restraint.
43. Procedures for ensuring good attendance and behaviour were effective at the time of the last inspection, and they remain so. Registration procedures are efficient and records of attendance are properly maintained; reporting requirements are generally met. Absences are promptly followed up by contacting home the same day, and regular contact with the education welfare officer is maintained. Good attendance is well acknowledged: for example, at the 'Friday achievement' assemblies. Pupils' attendance is good.
44. The school obtains very good behaviour. Discipline is well established. Pupils show good understanding of the 'Six Golden Rules' and enjoy being rewarded for good performance. Expectations of good behaviour are high and management of behaviour is very good in lessons; as a result, there are hardly any disruptions and this helps maintain a good pace of learning. Bullying or other forms of oppressive behaviour are not an issue and any such incident is dealt with effectively. Pupils' personal development is well supported through pastoral care and the curriculum. Arrangements for monitoring pastoral concerns and pupils' personal development are good: rewards, support and reporting systems are most helpful in this respect.
45. The previous inspection judged the procedures for assessment to be satisfactory with development work required in using assessment for planning and target setting. There has been satisfactory progress towards full improvement in these areas. Most notable improvements have occurred in English and mathematics following the introduction of the literacy and numeracy strategies.

46. Assessment of children's learning while they are under five is very good. Baseline assessment is undertaken in the first half term of their entry into the reception class and the results are used to identify and address their individual needs. Pupils in Years 3, 4 and 5 undertake national, non-statutory tests to check that yearly progress is being made. These test results are carefully analysed and the school identifies the levels of attainment pupils gain between the ages of 7 and 11. They monitor these levels of attainment for differences between groups of pupils. Use of monitoring information to plan, to guide pupils and help them to improve is good in some subjects but inconsistent. The information is very well used in planning the next stage of pupils' learning in English, used well in mathematics but not so effective in science, ICT and DT.
47. The monitoring of pupils' academic progress through target setting and tracking individual progress has improved since the last inspection. It is very good in English for example, individual targets in writing, good in mathematics but only satisfactory overall. Senior managers sample pupils' work and the headteacher meets staff twice yearly to discuss each pupil's progress in English and mathematics; any targets for improvement so identified are discussed with parents at the consultation evenings. Provisions such as grouping older pupils by ability in English and mathematics and extended writing schemes help pupils to improve their academic performance. Pupils are well prepared for national tests and this helps them to do well. Individual education plans for pupils with special educational needs are used well and help them to make good progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. Partnership with parents was good at the time of the last inspection and this is still the case. Parents are very supportive of the school's work and their involvement in the life of the school is good. Their support for their children's education has a positive impact on standards; for example, they cooperate well with the school in maintaining good levels of pupils' attendance and as a result, no pupils have missed the national tests.
49. Parents are well satisfied with the teaching, which is good, and pleased with the school's expectations, which are high. They are satisfied with the progress that their children make and the support for their children's personal development, which are good. Some parents are less satisfied with the amount and consistency of homework. Inspectors found that pupils, including the nursery children, usually take work home and the amounts are appropriate. Similarly, the inspection evidence does not support some parents' concern about the range of outside lesson activities; provision for extra-curricular activities is good. The school could helpfully explain to parents better what constitutes the homework or the extra-curricular activities offered. Some parents are unhappy about the information they receive regarding their child's progress. The annual progress reports are informative. Information about what pupils should be doing or what their parents can do to improve academic standards and the setting of subject specific targets for improvements are provided at parents' evenings.
50. The governors fulfil their responsibility and publish a prospectus and report to parents, though the quality of the information is only satisfactory. The prospectus does not contain pupils' absence rates and national comparators for the statutory tests at present. The governors' annual report does not include a statement on progress in implementing the action plan drawn up following the last inspection.
51. Overall, parents' involvement in the education of their children at the school is good. They attend meetings and school activities such as celebration assemblies well. Parents' participation in

social and fund-raising events is good. There is an active and supportive parents' association that raises funds for the school. Some parents assist in the school. A grandparent visits the school regularly, hears children read and talks about her past experience to highlight the difference between the living environment in her youth and now. Parents of pupils with special educational needs are appropriately involved in the IEP process.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The leadership and management skills of the headteacher are very good. She provides clear direction for the school's future progress and has clearly been a major influence in the school's improvement since the last inspection. The headteacher has high expectations of her self, the staff and pupils and leads through personal example. She values the staff highly and ensures that appropriate training and support is provided to develop their skills. This has been especially effective in improving the teaching and learning in literacy, numeracy and information communication technology. This is also seen in the opportunities provided for support staff to study for qualifications in learning support work. The deputy headteacher is an excellent practitioner and provides a good example to other teachers. The management role of the deputy is now being developed to complement her other skills. The partnership between the head and deputy is a strong one and contributes to the school's effectiveness. A strength of their work together is the inclusion of all pupils from different backgrounds and of differing abilities in the academic and social life of the school. Their commitment to including all pupils in this way is a significant contribution to the attainment and progress of special needs pupils and of those with language backgrounds other than English.
53. The headteacher has moved to delegate more of the writing of the school development plan to co-ordinators giving them responsibility for subject action plans. This requires some attention, as there is inconsistency in the quality of the plans. Criteria for judging how successfully the plan has been actioned are not always clear or specific enough. This makes monitoring and evaluation more difficult for some co-ordinators. The summary of the development plan sets clear priorities, the timescale and resource implications.
54. The governing body provides strong support for the school. Governors undertake their statutory responsibilities very well and have produced the relevant policies required. These are reviewed and updated appropriately. The chair of governors visits the head and school regularly and works in partnership with the head in the school improvement process. The governing body has established the statutory committees and has developed other committees with delegated powers that make decisions on behalf of the governors on financial, personnel, property and curriculum matters. There is a process of change in the governing body with new governors recently joining the team. This has led to governors becoming more involved with the monitoring of aspects of the school. Link governors have been appointed to participate in the monitoring of the subjects in the national curriculum. Governors have contributed to the governors' knowledge and understanding of the literacy strategy and the foundation stage by making monitoring visits and feeding back on these observations.
55. Much of the monitoring of the teaching and pupils' attainment and progress has been undertaken by the headteacher since the previous inspection and the action plan produced after that event provided the basis for the improvements noted. The literacy and numeracy co-ordinators have undertaken monitoring of teaching and learning and have fed their findings back to senior managers and staff. Following these activities action has been taken to improve classroom practice. The co-ordinators in other subjects have not been so involved in monitoring teaching and progress, as the school has prioritised literacy and numeracy. Also several of them are new

to their posts. The main focus of their work has been to ensure appropriate schemes of work are in place and to support the development of teachers' subject knowledge, particularly in information communication technology, religious education and physical education. The newly qualified teacher has been observed as part of the school's good induction programme and has received feedback and support. The monitoring and evaluation of the teaching and learning in other subjects, although improved since the last inspection, remains an area for further development.

56. The financial administration and budgetary controls are very good. The governing body's finance committee works in partnership with the headteacher to ensure that funding is appropriately directed to priority areas. The governors have taken on the concept of 'best value' and have endeavoured, where possible, to seek quotations from various providers when planning spending. This has been particularly successful in the refurbishment programme governors have been leading. There has been good use made of specific grants to raise standards. The National Grid for Learning (NGFL) funds have been used to develop the computer suite and grant aid for teacher training now means that standards in information communication technology are good. The school also ensures that pupils who have first languages other than English are well supported through good deployment of the Local Authority staff.
57. The school's administrative staff provides good service and support. The day-to-day management of the finances is very good and the monitoring of the spending means that the headteacher is able to keep governors informed on the progress of the budget. The staff in the office are very efficient and ensure a friendly and helpful welcome to the school. The school is clean and the site efficiently managed by the site manager and cleaning staff.
58. Resources for mathematics, science and the under fives are satisfactory. Some development work in extending the outside activity area and improving the equipment for under fives is required. In information communication technology the resources in the IT suite are very good. Around the school the class provision of computers is less effective and requires attention. All other subjects have good resources although there needs to be some improvement to the book resources as a number of well used books require replacement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. The school is effectively addressing improvement throughout its practice. There are still two main issues to which governors, headteacher and staff should turn their attention to maintain the momentum for improvement which has already been successfully established:
 1. Although identified in the previous inspection and much improved there are two aspects of assessment that still require attention.
 - The school needs to be more effective in the use of Key Stage 1 assessment information so that mathematics work in Year 3 matches pupils' abilities better. Paragraph 91
 - Assessment in science, ICT and some foundation subjects needs to improve so that there is a clear understanding of pupils' learning and progress. The use of the lesson objectives and the pupils' success in achieving those should be more used in the assessment process. Paragraphs 46, 123, 129, 130.
 2. The school has to ensure that the new National Curriculum introduced in Autumn 2000 is given the appropriate coverage and time. Science and some foundation subjects require more time to maintain complete coverage.

- In order to progress with this aspect there needs to be a thorough time audit and improvements in the efficient use of time, particularly reducing the slippages when changing from one lesson to another. Paragraphs 11, 23, 28, 34, 98, 101, 106, 112, 115, 142.

Although not a major issue, the governors and staff also need to consider the way pupils are helped to develop their investigational and experimentation skills across the curriculum. Further time for science and improved use of the non-fiction library for research would be appropriate starting points. Paragraphs 28, 88, 98, 115, 117.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	80
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	31	41	25	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	402
Number of full-time pupils known to be eligible for free school meals		47

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	2	86

English as an additional language	No of pupils
Number of pupils with English as an additional language	107

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.2

Unauthorised absence

	%
School data	0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	37	24	61

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	35	34	37
	Girls	23	23	23
	Total	58	57	60
Percentage of pupils at NC level 2 or above	School	95 (92)	93 (98)	98 (100)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English		Science
Numbers of pupils at NC level 2 and above	Boys	34	36	34
	Girls	23	23	22
	Total	57	59	56
Percentage of pupils at NC level 2 or above	School	93 (97)	97 (98)	92 (97)
	National	84 (82)	88 (86)	90 (87)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	29	30	59

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	24	25
	Girls	29	23	27
	Total	51	47	52
Percentage of pupils at NC level 4 or above	School	86 (73)	80 (82)	88 (83)
	National	75 (70)	72 (69)	85 (78)

Teacher Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	22	22
	Girls	25	24	24
	Total	45	46	46
Percentage of pupils at NC level 4 or above	School	76 (75)	78 (73)	78 (75)
	National	70 (68)	72 (69)	80 (75)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	6
Black – African heritage	10
Black – other	5
Indian	42
Pakistani	12
Bangladeshi	0
Chinese	5
White	266
Any other minority ethnic group	18

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	18.2
Number of pupils per qualified teacher	449
Average class size	32

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	133

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	2
Total aggregate hours worked per week	42.5

Number of pupils per FTE adult	9
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FTE means full-time equivalent.

Financial information

Financial year	1999 - 2000
	£
Total income	795278
Total expenditure	804975
Expenditure per pupil	1797
Balance brought forward from previous year	7974
Balance carried forward to next year	-1723

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	428
Number of questionnaires returned	207

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	35	0	0	1
My child is making good progress in school.	53	43	2	0	2
Behaviour in the school is good.	56	39	2	1	1
My child gets the right amount of work to do at home.	37	46	13	1	2
The teaching is good.	61	36	2	0	0
I am kept well informed about how my child is getting on.	40	47	10	1	1
I would feel comfortable about approaching the school with questions or a problem.	60	35	3	1	0
The school expects my child to work hard and achieve his or her best.	62	36	0	0	2
The school works closely with parents.	48	41	7	2	2
The school is well led and managed.	62	32	4	0	1
The school is helping my child become mature and responsible.	50	47	1	0	2
The school provides an interesting range of activities outside lessons.	20	40	17	8	15

PART D: THE STANDARD S AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

60. At the time of inspection there were 141 children in the Foundation Stage nursery and reception classes of whom a significant number have English as an additional language.
61. The children in the nursery class are following an appropriate curriculum for the early years. The school has introduced the national strategies for literacy and numeracy in the reception classes. The standards achieved by most pupils at the end of the foundation stage are in line with the expectations for this stage. Most children enter the school with average skills although some enter the nursery with limited basic skills. In the lessons seen in reception classes during the inspection, pupils show good attainment in speaking and listening, writing and mathematical skills with some pupils on course to be working within aspects of the curriculum for Year 1. The initial assessment carried out at the beginning of the reception year confirms that the weakest areas are recognition of letter sounds and rhymes and counting and writing to 10. Self-help skills are the strongest. Children make good progress in nursery and reception so that by the time they start Year 1 they achieve well in important areas of learning. This is due to the very good, skilful and sensitive teaching they receive. Attainment in the new Foundation Stage is good, maintaining the standards achieved in the last OFSTED inspection.

Personal, social and emotional development

62. Children come into a caring, well-prepared and welcoming learning environment. Skilful observation identifies individual strengths and needs which staff plan to meet. Good relationships with families are established through home visiting done by the nursery teacher before children start at nursery. Children make good progress in becoming confident learners within this secure and stimulating setting. They learn to relate to each other, to take turns, share and to play co-operatively with others. Opportunities for play both indoors and outside develop awareness of safety and increasing self-control. Increasingly they manage their clothes and help others, select and use a variety of resources appropriately and begin to understand what is right and wrong. Looking after pets and plants and sharing in the customs and celebrations of different faiths establishes a growing sensitivity to the needs of others. Listening to stories, children learn to sit together, ask and answer questions and think. They learn to relate awareness of safety rules to stories they hear as when a nursery child thought that Goldilocks should not have entered the Bears' house. The children behave very well in response to the clearly explained high expectations of the staff and their very positive and individual approach to each child.

Communication, language and literacy

63. A significant number of pupils have English as an additional language when they join the nursery. Extra support is given to them and they quickly learn to listen and take part in the full range of activities such as role-play, cooking or construction. Later on the children enjoy learning songs and rhymes, listen attentively to stories and most can articulate clearly their needs and thoughts. Planning and assessment is of high quality and skilful questioning helps ensure appropriate activities are provided at the right level to each child. The literacy strategy is in place in the reception classes and is well used by the teachers to develop a good understanding of phonics. Teaching is structured to ensure that writing has meaning for children and they record with increasing skill and confidence. In the nursery, a child looks at a flower and draws it and then 'writes' that it needs 'sun' to grow. In reception, children can identify and write a number of words beginning with the same sound and start to compile a 'dictionary'. Well-developed home-

school links support parental involvement in learning and good progress is made in acquiring early reading skills. The majority of children are enjoying simple books and in reading, writing and speaking are on course to attain the early learning goals identified for them.

Mathematical development

64. Many opportunities are taken to provide children with rich mathematical learning experiences in the Foundation Stage. A topic on the three bears provided much scope for mathematical language and exploration in the nursery. In reception classes, shopping was the focus for learning about money in an excellent activity well prepared and clearly explained to the pupils. The numeracy strategy format is in place here and is working well to extend learning in numeracy skills. Most children in reception can count to 100 using a number grid and many can name one more/ less than a given number. Children are enthusiastic learners in mathematics and enjoy talking about what they are doing. They can recite number rhymes and songs and clearly enjoy these. Games on the computer reinforce number, shape and space skills. Playing with construction and other toys also allows exploration of shape and space so mathematical learning is consolidated.

Knowledge and understanding of the world

65. A broad range of experiences is provided, starting in the nursery, which sets the scene for helping children explore and understand their world. Seeds are sown, plants watered, holes dug, pets fed, watered and scrutinised through magnifying glasses, buildings constructed, materials demolished, fabrics glued, all using a large array of implements for cutting and sticking successfully and often with support from adults. The children look at photos of themselves as babies and hear stories about their growth and that of others, relating this to their brothers and sisters and changes in their neighbourhood. They learn to make connections between events they have experienced and places they have seen or visited. They are curious and want to find out about things in the classroom and outside. In the reception classes, exploration extends to recording weather and careful measurement of growth. Teachers plan carefully to ensure that children can find answers to questions, which extend their knowledge and understanding.

Physical development

66. Through the Foundation Stage, the children's physical development is good. Children are encouraged to manage their own personal care and develop independence accordingly. Through a range of activities such as cutting, gluing, hammering and bead threading, fine motor skills improve. Teachers plan to enable children to develop physical skills through using different parts of the body to move and controlling small apparatus such as bean-bags and balls. Outdoor play in the nursery provides opportunities for developing large motor control through bikes, scooters, tractors, and carts, which require hard physical effort. Pulling and pushing, balancing, sliding and jumping are also actively developed on apparatus in the nursery garden. The adults have a very good understanding of the importance of physical activity for children of this age and have ensured that all reception children in turn have some access to an outdoor play provision. At present this is limited by the quality and size of the space and resources available but the school has plans to improve this shortly.

Creative development

67. The children have many opportunities to develop creative skills through access to good quality materials and resources. In the nursery, drawing, painting, collage, woodwork and modelling are evident. A board in the main school displays a range of creative work done by nursery children

including types of printing. Good resources allow children to learn about making appropriate selection of materials for their purposes. They enjoy singing and can accompany songs with simple percussion and take part in mime often linked to stories they have heard. They respond enthusiastically to hearing music and to making it themselves. They use technology to make pictures and illustrate stories with paintings and collages. By the end of the Foundation Stage, they handle materials, tools and simple instruments safely and with confidence, showing that they can manage these competently and creatively.

68. Teaching is of a high standard. The adults have a good understanding of the needs of young children, are fully committed to meeting these and have high expectations that individual potential will be achieved. They have planned an interesting and balanced curriculum in accordance with the requirements of the areas of learning and to ensure that all children have opportunities to meet the nationally identified goals for learning. The learning environment in both nursery and reception classrooms is attractive, reflecting considerable care and thought on the part of the staff. An excellent range of activities is provided in the nursery; in reception classes this provision is limited by the requirements of the national strategies. Children with special needs and those for whom English is an additional language make good progress and are well supported by adults. There are no significant differences in attainment between boys and girls.
69. The role of parents as partners in education is recognised and many parents come into the school to help. Good information is provided for them so they can help their children learn. Children enjoy coming to school and there are no problems as they come into school and settle to the range of challenging activities ready for them. Visits between nursery and the main school are made weekly for lessons and assemblies so that transfer into the reception classes is smooth.

ENGLISH

70. By the time pupils are eleven, results in the National Curriculum tests show that their performance is very high compared to the national average. The results of the tests in 2000 at Key Stage 1 indicate that the performance of pupils at seven is above the national average. When 2000 results are compared with similar schools, the pupils' performance in Key Stage 2 was very high and, in Key Stage 1, it was above the national average. Inspection evidence shows that standards are above average by seven and eleven.
71. In 1999 English results at Key Stage 2 were below the previously high levels. The school undertook a close analysis of the test results, and set specific targets for individual pupils. Strategies were put in place in 1999 to improve the monitoring and evaluation of teaching and learning and these have positively impacted on the progress and subsequent attainment of pupils. The school has concentrated on improving standards in the basic skills and this has a positive effect on pupils' reading and writing skills. The overall progress made by pupils is good throughout the school, and builds well on the average language skills evident when they enter the reception class.
72. Pupils with special needs are well supported and they make good progress towards their targets. The support offered by the teachers and other staff helps to improve the weaknesses in their literacy skills. The performance of both boys and girls over the last three years exceeds the national average at both key stages and there are no significant differences in their attainment. Pupils' learning English as an additional language make good progress in English. The setting arrangements for literacy lessons at Years 5 and 6 promote pupil attainment successfully.

73. By the end of Key Stage 1, the pupils' standards of speaking and listening are above average. The pupils are becoming confident and fluent speakers. This helps them to cope with their work in other subjects and enables them to articulate their thoughts in class and in assemblies. The opportunity to role play in a drama lesson which tackled issues to do with the environment provided an excellent opportunity for pupils to develop their speaking and listening skills.
74. Eleven year olds achieve good standards in speaking and listening. It is evident that pupils' responses to questions show that they have listened attentively and this contributes well to their progress. Year 6 pupils conducted a debate connected to their work on persuasive writing. The debate was prepared as a homework task and the result was a well-organised activity leading to structured speaking and listening.
75. By the age of seven, pupils' attainment in reading is good. In Reception and Year 1, they develop a sound knowledge of 'phonics', which they use to good purpose in their reading of unfamiliar words. Pupils enjoy reading and are developing the ability to use punctuation as a guide to expression when reading aloud. Teachers keep careful records of guided reading sessions, and the home-school reading record shows that most parents also play an important part by regularly hearing their children read at home.
76. Standards in reading at eleven years of age are above the national average, and the higher attaining pupils are accurate and fluent readers who demonstrate an interest in books and literature. The pupils often choose books by author and by the end of the key stage, they have experienced a wide and varied range of literature including poetry. Limited use is made of the non-fiction library and so opportunities for pupils to locate and abstract relevant information to support their work is not fully exploited.
77. By the end of Key Stage 1, the pupils' competency in writing is above average. The majority of pupils write confidently and fluently for different purposes. They have experience of different types of writing including stories, poems and factual writing. Handwriting is neat, letters are of even size and joined. Pupils are beginning to punctuate their work with full stops, capital letters and there is some use of inverted commas.
78. By the age of eleven, pupils have a good understanding of correct punctuation and they can write in a variety of styles. They show the confidence and understanding to produce work using a wide vocabulary that is arranged in a way that captures and holds the reader's attention. There are good examples of extended writing, which is organised into paragraphs. In a Year 6 lesson, pupils were given persuasive writing task, pupils were thoughtful in their approach to the task and developed their ideas in an interesting way - the work was organised effectively for the reader's purpose. Spelling was usually accurate. Most pupils have mastered a well-formed, joined style of writing.
79. The overall quality of English teaching is good throughout the school; indeed at Key Stage 1, sixty-seven per cent of teaching was very good and thirty-one per cent was very good at Key stage 2. The good and very good quality of teaching has clearly had a positive effect on standards, which are very high at the end of Key Stage 2. Where teaching is particularly good, these lessons are characterised by enthusiasm, energy, clear explanation and high expectations. The pupils respond to the teaching by striving to do their best, the work ethic is strong.
80. Teachers are knowledgeable about what pupils know and understand and use this information to influence their teaching, by helping the pupils to extend their knowledge and skills in English. Clear targets are set for improvement for each pupil. Planning is thorough and systematically

builds on pupils' knowledge and skills. The National Literacy Strategy is being successfully implemented throughout the school.

81. The English curriculum is enriched in a number of ways. Year 6 pupils visited the Globe theatre in London, in connection with their work on Macbeth. During the visit they had an opportunity to act out a scene from the play on the Globe stage. This experience was enjoyable and served to heighten pupil interest in Shakespeare and theatre.
82. The English co-ordinator provides good leadership, is knowledgeable and keeps up to date with training opportunities. She has observed colleagues teach and has provided feedback and is planning to undertake work scrutiny in the future. The link Governor for literacy has also visited classes during literacy lessons and prepared written reports. She is aware of the issues relating to the English curriculum.
83. The limited use of the non-fiction library has a negative effect on pupils' research skills.

MATHEMATICS

84. At the end of Key Stages 1 and 2, attainment is above average. There are a significant number of eleven year olds whose attainment is well above average. The work seen during the inspection and the achievement in lessons was not as good as the Year 2000 National Curriculum test results, which show pupils' attainment at the end of Key Stage 1 to be very high when compared to the national average. The results in Key Stage 2 show attainment to be well above average and well above those achieved by pupils in similar schools.
85. Standards have improved since the previous inspection. This indicated insufficient challenge of the more able pupils, an issue that has been very successfully addressed. Booster classes, regular homework and teaching to ability groups have ensured pupils are challenged to achieve high standards. Pupils, including those with special educational needs and English as an additional language make good progress. There is no significant difference between the attainment of boys and girls.
86. The school's successful implementation of the National Numeracy Strategy is having a positive impact on raising standards. Appropriate training has been provided which has helped teachers ensure pupils receive a well-balanced curriculum. However, in some lessons the mental starter could be improved by more challenging and brisk activities. A weakness is the lack of using mathematics across the curriculum. Pupils have few opportunities to develop their mathematical skills in science and foundation subjects.
87. By the end of Key Stage 1, pupils develop a secure understanding of number. They recognise place value to beyond one hundred and know how to partition numbers to aid subtraction and addition. They apply these skills when solving money problems and calculating change from 50p and £1. Mental skills are developed by daily practice. Pupils confidently double and halve numbers and show good understanding of multiples of 2, 5 and 10. They recognise and name a variety of shapes, including cubes, pentagons, hexagons, cuboids and cylinders. They do not have sufficient opportunities to collect data and use information technology to present their findings in relation to problem solving and real life mathematical activities.
88. By the end of Key Stage 2, pupils are able to solve number problems using the four operations. They have a secure understanding of multiplication tables but are less confident when using this knowledge to solve division problems. Pupils understand the relationship and difference between

perimeter and area. They recognise the mathematical formula for finding the area of a rectangle. Most pupils can interpret graphs and diagrams. The more able pupils show a good understanding of how to use a straight-line graph to aid currency conversion. They confidently use a calculator to check calculations. All pupils have a good knowledge of shapes and their properties. They understand how to use a protractor and describe acute, right and obtuse angles. There are not enough opportunities to extend learning by using information collected in other subjects.

89. The quality of teaching throughout the school is good. It varies between excellent and satisfactory with many lessons having very good features. The best teaching is supported by a brisk approach, a high level of interest and challenging tasks that are well matched to pupils' attainment. For example, in a Reception class, the teacher introduces the use of a role-play shop to develop pupils' understanding of money. When pupils have difficulty using different coins, the teacher explains how to use a till. Pupils recognise the need to keep different coins in separate compartments.
90. In Year 1, the teacher uses a large tin of chocolates to develop an understanding of multiples. She encourages pupils to work together in a sweet factory, putting chocolates in packets of five. The pupils are highly motivated by the activity and begin to understand the concept of remainders. In Year 6, the teacher gives clear explanation of how graphs can be used to calculate the exchange of currencies. Pupils confidently use the graphs and show a clear understanding of decimals.
91. Teachers plan their lessons well and ensure pupils understand the main target of the lesson. They use the plenary session to assess if pupils have understood and achieved the target. In most classes, teachers use assessment to ensure work is matched to prior attainment. There are weaknesses in the transition between Key Stage 1 and Key Stage 2. Teachers in Year 3 do not make sufficient use of pupils' records and some work is repeated.
92. All teachers have secure class management skills and have high expectation of application and behaviour. Pupils show enjoyment in learning and remain on task throughout lessons. They take care with recording and show pleasure when their work is celebrated. In a few lessons, learning is hindered by the lack of emphasis on completing work within a given time. Teachers make effective use of homework to reinforce learning. Pupils diligently complete their work and have a clear understanding of the targets that are set.
93. In all lessons, teachers make very effective use of support staff who are well informed and make a significant contribution to pupils' learning. They give very good support to pupils with special educational needs and ensure they make good progress. Most of these pupils achieve the standard expected of their age by the end of Key Stage 2.
94. The co-ordinators' role has been effectively developed since the previous inspection. She has monitored planning, teaching and learning and has identified strengths and areas that could be improved. The school has ensured the Numeracy Strategy has been effectively resourced. All resources are accessible and used effectively to enhance learning.

SCIENCE

95. Results of the 2000 teacher assessments for seven year olds were in line with the national average at the expected Level 2 of attainment, but below the national average at the higher

Level 3. Compared with schools in similar social circumstances, the proportion of pupils reaching Level 2 was average, and the proportion reaching Level 3 was below average.

96. Attainment in the current Year 2 is close to national expectations. Year 1 pupils explored sources of light, and used torches to decide whether different surfaces were shiny or dull. They recognised that some light sources were brighter than others, and discussed the differences between light generated by a candle and that of a torch. Year 2 pupils understand that pushes and pulls are examples of forces. They tested four different surfaces, running a car down a slope to compare each surface, and understood that the cars travel further on a surface that creates little friction. They put together simple electrical circuits using batteries, and understand that some materials conduct electricity and others do not. Most pupils can sort objects into natural and man-made materials correctly. There is an appropriate emphasis placed on scientific enquiry in Key Stage 1, with pupils in all classes engage in practical activities. Most pupils start Key Stage 1 with a sound knowledge and understanding of the world. Pupils, including those learning English as an additional language and those with special educational needs, make satisfactory progress across the key stage.
97. Results of the 2000 national assessments at the end of Key Stage 2 were average, both at the expected Level 4 and the higher Level 5. These results were also average when compared with those achieved by schools in similar social circumstances.
98. Attainment in Year 6 matches national expectations. Pupils understand that the earth orbits the sun once a year, and how day and night are linked to the earth spinning on its axis. They extend their knowledge of electricity, building circuits with a range of switches to make simple devices function. They understand that some substances dissolve in water, and that the change may be reversible in some cases. Pupils use correct terminology when describing scientific processes. Their skills in planning and carrying out experiments are only satisfactory, as they have insufficient opportunities to conduct and organise their own investigations on a regular basis, and a restricted amount of time to record their work. In one Year 6 lesson observed, the pupils spent their time engaged in practical activities, and were told that they would write up their investigation in the following week's lesson. As a result of pupils having only one 75-minute lesson each week, they have a limited amount of recorded work in their books. Pupils of all abilities make satisfactory progress in Key Stage 2. There are no significant differences between boys and girls attainment in either key stage.
99. The quality of teaching is satisfactory overall, and it was good in half of the lessons seen during the inspection. Teacher's planning is detailed and identifies precise learning objectives. These are made clear to pupils at the start of the lesson and re-visited at the end to identify whether or not they have been achieved. Teachers have a sound subject knowledge, which enables them to explain concepts clearly and question pupils carefully using correct terms. For example, in one lesson pupils are made to think carefully about the processes involved in separating two different substances from a solution. In some lessons, higher attainers are not always challenged sufficiently because expectations of what they can achieve are too low. This is illustrated by examining the recorded work of pupils of different abilities, which shows that very few extension tasks are set for most able pupils.
100. In some lessons activities are too teacher directed and offer insufficient opportunities for pupils to use their initiative and investigate things for themselves. For example, in a Year 2 lesson, each group had to wait until other groups had completed their task before commencing the next part of their investigation. Teachers manage pupils well, make good use of resources, and make helpful comments when marking completed work. There are insufficient planned links with mathematics and ICT, to ensure a good range of graphs, tables and research software are used in lessons. Pupils enjoy science lessons, particularly those involving practical activities. They apply

themselves well, show respect for equipment, work well co-operatively, and present their work neatly.

101. The curriculum is based on nationally recommended guidance but the time allocated to science varies between classes and is generally insufficient in Key Stage 2. As a result, pupils do not fully develop their skills in scientific enquiry. Teachers are beginning to assess pupils' progress and attainment but insufficient use is made of assessment data to inform future planning. The newly appointed co-ordinator has not yet had opportunities to evaluate teaching and learning in lessons, and there has been little monitoring of other aspects of the subject to evaluate the standard of pupils' work. An outline action plan has recently been drawn up as part of the school development plan, to address these issues. Since the last inspection, the school has introduced a new scheme of work and has maintained standards in the subject.

ART AND DESIGN

102. Pupils achieve the standards expected of their age at the end of both key stages. The standards reported at the time of the previous inspection have been maintained. There are no significant differences between the attainment of boys and girls.
103. By the age of seven, pupils develop skills in observational drawing. They show confidence in control of a pencil when drawing symmetrical Olympic figures. When drawing pictures of British wildlife, they enhance their drawings by using watercolours and a variety of brushes to add detail. They enjoy working with different media and understand the importance of removing air from clay when making models of fish. Printing skills are not developed from the Foundation Stage where pupils learn to print with a variety of objects.
104. By the age of eleven, pupils show confidence in working in two and three dimensions. When studying Macbeth, they use paper mache to make witches' masks that show attention to detail. Pupils have some knowledge of artists and their work. They describe how Ferdinand Hodler painted mountains. They recognise he chose colours that would reflect the cold and icy climate of the mountainside. In their own work, they use pastels to produce a mountain landscape. This work confirms pupils take time and care in producing a quality picture. Skills in painting and printing are not well developed through Key Stage 2.
105. Pupils, including those with special educational needs and English as an additional language make satisfactory progress through both key stages. In Year 1, pupils investigate ways of weaving and use a computer program to support their learning. In Year 2, pupils develop an understanding of detail when making models. In Year 3, as part of their Tudor project, pupils make models of Tudor monarchs. They use wine bottles for the base and newspapers and fabric to add features and clothing. Pupils are proud of their models that are attractively displayed in the school entrance. In Year 4, pupils design Celtic patterns using pen and ink. They develop painting skills by painting portraits of themselves in the style of Picasso. In Year 5, pupils' drawing skills are developed and they show understanding of light and shade.
106. The quality of teaching is satisfactory. The lessons observed varying between very good and satisfactory. When teaching is very good it is directly related to teachers' subject knowledge and enthusiasm. In a Year 6 class, the teacher challenges pupils to consider the different styles of Turner and Constable. The teachers' own enthusiasm is reflected by her pupils who confidently give their opinion and express preferences. The teacher encourages pupils to experiment with pastels and to produce their own masterpiece. Pupils show a very positive response and a high degree of concentration during the activity. All teachers show good class management skills.

They plan lessons effectively but because of the restrictions in the timetable are unable to provide pupils with sufficient time to complete work.

107. Pupils' work is well displayed in classrooms and central areas. The displays make a significant contribution to creating a stimulating school environment. Sketchbooks have been provided for pupils in Key Stage 2. They are not used effectively or consistently throughout the key stage. They contain few examples of work or development of skills. Work is often not dated and not commented upon by teachers.
108. The co-ordinator has clear vision and enthusiasm but has not had the opportunity to monitor teaching and learning. She has produced a Development Plan and established an Art Club. Pupils have produced some good observational drawings of bottles and pictures in the style of Van Gogh.

DESIGN AND TECHNOLOGY

109. There was little opportunity to observe direct teaching of the subject. Assessment of standards is based on examining pupils work, displays around the school, discussions with the co-ordinator and documentation. Standards are broadly average at the end of both key stages, which is an improvement on the judgements made at the last inspection when attainment of pupils at the age of 11 was below national expectation. Pupils with special educational needs and those with English as a second language make good progress within the subject. There are no significant differences between the attainment of boys and girls.
110. By the time pupils reach the end of Year 2 they have a basic understanding of the design process, producing simple design drawings with appropriate labelling. The items made by pupils resemble their designs. For example, when developing candleholders in Year 1, pupils considered their function and worked on possible designs using plasticine. They understood the requirement for the holder to stand straight. In Year 2, having produced items with simple mechanisms, pupils were able to evaluate the product saying whether or not the making process was a success.
111. At the end of Year 6 pupils have experienced a range of materials including food and textiles. Pupils work effectively with reclaimed materials, card and some construction kits, but have less opportunity to develop their skills with wood and the range of hand tools available within the school. However, the work seen, for example masks produced by Year 6 pupils match expected standards. Pupils enjoy the work they do being keen to explain the design process and proud to display the outcomes of the making.
112. The subject is beginning to develop well under the guidance of a recently appointed, enthusiastic co-ordinator, who is revising schemes of work to meet the current curriculum requirements. She recognises that assessment is underdeveloped realising that further work is necessary to enable appropriate pupil targets to be set. Improvement since the last inspection is satisfactory. The time allocated to the subject is insufficient and therefore there is a lack of extended work affecting the overall standards attained.

GEOGRAPHY

113. Little teaching was observed in either key stage, and this report is based on discussions with pupils and teachers, and the scrutiny of a limited amount of recorded work. At the end of both key stages, pupils' attainment is broadly in line with that expected at seven and eleven. Pupils in

Year 2 learn to plot simple route maps, using symbols and a key. They use a study of the locality to plot their route to school and other local places. They learn about cold and hot deserts and some of their main characteristics. They can also name some different animals found in each of these regions, and suggest how they adapt to extreme conditions. Year 6 pupils can locate mountain ranges using atlases, and find the heights of main peaks. They learn how mountains are formed. They show a sound basic geographical knowledge, and develop appropriate research skills. Pupils of all abilities, including bilingual pupils and those with special educational needs, make satisfactory progress throughout the school. There are no significant differences between the attainment of boy and girls.

114. In one Year 2 lesson, pupils showed that they could compare and contrast some main features relating to hot and cold deserts. Their work on cold deserts was well supported by a visit to the National Maritime Museum to see the Race to the South Pole Exhibition. A superb classroom display was created to follow up the visit, incorporating photographs, pupils' writing, key words, and reference books. In a Year 3 lesson, pupils investigated some features of their local area, and made some comparisons between Ilford and Devon. They demonstrated some awareness of localities beyond their own area, and know that places may contain similar and different characteristics. Some good links are made to other subjects, for example, Year 4 pupils also develop their map skills during their local history topic. Teachers encourage pupils to adopt an enquiry approach during their work, posing and answering key questions relating to a particular study.
115. Since the last inspection, the school has adopted a new scheme of work, based on nationally agreed guidelines. The time allocation for geography is small, particularly in Key Stage 2, which limits opportunities for independent study for older pupils. Good use is made of maps and posters on display throughout the school, and resources are well organised for each topic.

HISTORY

116. No history teaching was observed in either key stage during the inspection. This report is based on discussions with pupils, teachers, and a scrutiny of teachers' plans and pupils' work. At the end of both key stages, pupils' attainment is broadly in line with that expected at age seven and eleven. Pupils in Year 2 can talk about past times, and most are able to explain how homes and toys have changed. They are also able to put some events into a sequence, and to recognise some of the differences in the way the past can be represented. Pupils in Year 6 can describe some of the changes, events and people associated with the Victorian era, and are able to start to select and link information from a variety of sources. Their knowledge and understanding of important historical events are in line with national expectations. Pupils of all abilities, including bilingual pupils and those with special educational needs, make satisfactory progress across the school. There are no significant differences between the attainment of boys and girls.
117. In Key Stage 1, Year 1 pupils learn about Norman castles, and why particular sites are chosen for castles. Good use is made of their visit to Stanstead Mountfitchet, to learn about life in Norman times, and see a re-creation of a castle. Year 2 pupils learn about old toys, using primary sources of evidence and an illustrated talk from a visitor to discuss how toys have changed. In Key Stage 2, pupils record work in a variety of ways. For example, in their topic on the Aztecs, Year 5 pupils draw up a menu, create a newspaper front page about Montezuma, and make comparisons between the lives of boys and girls within the Aztec civilisation. Pupils generally present their work neatly, and notes on different topics contain good information and

detail. However, there are limited opportunities for pupils to develop their independent study skills within the subject, and research topics of their own choice. For example, all Year 6 pupils completed the same three pieces of work in topic books in their Victorian study, and they covered exactly the same topics in their summer term project on seafarers. Some good links are made to other subjects, especially literacy and geography. For example, Year 2 pupils learn about different accounts of Amundsen and Scott in their geography topic on Antarctica. Similarly, Year 6 pupils study accounts of the mystery of Mallory and Irvine, during their geographical study on mountains.

118. At the time of the last inspection, standards were below national expectations at the end of Key Stage 2, teachers' planning was inadequate, and there was no detailed scheme of work in place. An enthusiastic co-ordinator has worked hard to provide teachers with good support and advice. A detailed planning framework now gives clear guidance to teachers, including a good programme of visits and visiting groups. The co-ordinator has begun to monitor standards, and give teachers some feedback on their work. Resources are now good, and very well organised in topic boxes.

INFORMATION AND COMMUNICATION TECHNOLOGY

119. Standards in information and communication technology are above those found nationally at the end of both key stages. Evidence of information and communications technology being used across the full range of subjects is surprisingly limited given the well-established pupil capability, for example in science, mathematics, music and design and technology. Some work is carried out in classes using the older Acorn equipment.
120. By Year 2, pupils develop good skills across a range of software applications and they can explain their work using appropriate technical language. Pupils who enter the school either at the nursery stage or reception experience working with computers. During Key Stage 1 their knowledge and understanding is developed further. Pupils in Year 1 are very confident users of the technology, displaying a competence with the mouse as well as a good knowledge of the keyboard. They are able to manipulate the full range of features in Talking First Word, for example when working on a history topic about Normans. Their understanding of the need to save and retrieve information storybook, changing fonts as required and creating pictures to illustrate the story. They readily explain the nature of the task and understand the needs of the intended audience.
121. By the time pupils are in Year 6, they are knowledgeable and responsible computer users. The amount and range of work produced demonstrate their enthusiasm for the subject. They are very familiar with the main applications, producing word-processed documents related to a number of subjects. They have a sound understanding of spreadsheets, being able to insert formulae and display data in various forms. Pupils take advantage of the internet access to gather information and communicate with others using the web page for children, "Think.com", where they are able to develop their own site, pose questions of others or join in debates. Using multimedia applications pupils in Years 5 and 6 design and build their own websites. They demonstrate an awareness of the challenges of website safety and security and can talk knowledgeably about these issues.
122. All the teaching observed was at least satisfactory and mainly good. Since the previous inspection considerable effort has been made to improve teachers' knowledge and understanding in the subject and, despite the developing skills of some teachers, all those observed in the ICT suite were competent in their teaching and understanding of the applications in use.

Demonstrations are used well, with the aid of a recently acquired projector, to help pupils understand the tasks. Opportunities are provided for pupils to demonstrate their work, or that of others using this equipment. Teachers work effectively with classroom assistants and ensure that pupils receive clear guidance, and that those with special educational and language needs, have good support. Relationships are good; pupils work co-operatively and share resources with minimum fuss.

123. The subject has the benefit of an experienced and enthusiastic co-ordinator who supports the teaching staff well. Planning has been updated with the school making extensive use of the national schemes of work. Assessment within the subject is underdeveloped and although evidence of pupil achievement is retained both electronically, and to a lesser extent in hard copy, there is not a systematic approach to assessment. Similarly whilst some monitoring of teaching takes place this is not formalised.
124. Improvement since the last inspection is good. Standards have moved from being below national expectations to exceeding them. The introduction of a computer suite and discrete time for ICT have clearly aided the advances in standards. Whilst the ratio of computers to pupils is still behind the nationally recommended figure, the school has made very good use of the resources available.

MUSIC

125. Music is an important feature of the school and pupils throughout Key Stages 1 and 2 attain standards expected for their age. It is timetabled for all classes and in those lessons seen, it was often linked to the class topics or stories and clearly enjoyed by the pupils. A special board in the hall features the composer of the month whose music is played to pupils.
126. The quality of teaching throughout the school is satisfactory overall and good in the lesson taught by the co-ordinator. All teachers plan opportunities for pupils to create and develop musical ideas through using a variety of imaginative prompts. In all lessons, pupils are taught to listen actively and respond to the musical ideas of other pupils. Younger pupils learn, through selecting and playing percussion instruments, to tell a musical version of a favourite story. They learn the sound values of different instruments. In their improvisation they show that they understand the expressive quality of their music and learn about controlling the dynamics.
127. In one lesson, older pupils were invited to paint a picture in sound having studied a picture by a famous artist. They were encouraged to use their voices as well as instruments. They planned their responses through practising with various instruments and evaluating the effectiveness of each. Making a final selection and recording of ideas in groups, they performed their music for the class. The teacher then invited the class to offer constructive comments to each group in turn. Some thoughtful contributions were noted. In all classes pupils with special needs make good progress.
128. Visiting music teachers provide good teaching for some pupils in woodwind, strings and brass. This enables a number of pupils to make good contributions to the musical experience of the school through playing in the school's orchestra, which is strong. It builds on the developing skills of the instrumentalists, plays for a variety of musical events during the school year and regularly for assembly. Every class provides a special assembly for parents once during the year and there are sometimes performances of musicals. The school choir is a club activity, practising in the lunchtime. They sing a good range of songs from different traditions such as calypsos and

English folksongs, they tunefully maintain two parts successfully and are learning to produce their voices effectively.

129. The school has maintained the importance and standard of music in the curriculum. Policy has recently been reviewed and the national planning format adopted. This helps all teachers set out what the pupils will learn in lessons. At present, assessment of progress during lessons is not included which is a weakness the co-ordinator recognises needs improving. Teachers have been asked to identify where they need support in teaching music so that appropriate assistance can be provided. The school has planned training for teachers to continue to develop their skills in the subject.
130. The co-ordinator has undertaken training and monitors planning across the school. As yet, she does not monitor teaching and learning so that her role is limited to personal support when requested. This does not impact fully on standards.

PHYSICAL EDUCATION

131. In the previous inspection physical education was judged to be satisfactory but some development of teacher knowledge and understanding of the subject was required. Also the extent and range of the national curriculum needed further action. In this inspection there was a limited number of lessons observed across the school due to the very poor weather conditions that led to the cancellation of outdoor sessions. The improvements since last time were clear and have been good. A scheme of work is now in place and the co-ordinator is knowledgeable in the subject and provides good support to colleagues.
132. Teaching seen was good overall with some very good features. Teachers' planning reveals greater confidence with all aspects of the curriculum. The teachers are ensuring that pupils are active and building on the skills acquired previously. In Year 6, the teacher took the pupils outside for a games lesson despite the 'doubtful' weather. The lesson was very active. Pupils built on their knowledge about defence and attack and were able to keep the activity going for sustained periods. Passing and supporting play skills were displayed at speed. The teacher balanced the tuition between whole class and groups so that activity was maintained. At the end of the lesson learning had been very good and the pupils had clearly warmed up and 'steamed' their way back to the school building.
133. In Key Stage 1 gymnastics, pupils are able to warm up at the beginning of lessons so that they are prepared for the main teaching session. They demonstrate the ability to use basic skills of balance and movement to form linked activities. Throughout both key stages teachers ensure that opportunities are provided for pupils to evaluate their work against clear objectives. In most lessons these evaluations lead to improvements in pupils' activities and learning is good. In some cases the evaluation was too long and not followed up. This reduced the learning opportunities for pupils.
134. Pupils with special educational needs joined fully in the physical education curriculum and achieved in line with their abilities. There were no observed differences of achievement of pupils from different language or ethnic backgrounds or in the attainment of boys and girls.
135. There is a full range of physical education activities required by the national curriculum planned by teachers including, dance, gymnastics and games. Opportunities for Year 5 pupils to learn to swim, provided by the LEA, are used to the full by the school. Year 6 pupils still without the basic skills in swimming are added to the classes. The outdoor and adventurous activities are

developed mostly as part of the older pupils residential breaks. Teachers are looking for cross-curricular links with PE and history is linked to dance in a creative way. As yet links to information communication technology, science and numeracy have not been developed.

136. The PE co-ordinator has produced a useful action plan for further development of the subject. A resources audit has been undertaken and a replacement and renewal programme built into the school development plan. Resources are good and well used. Monitoring of the newly qualified and other new teachers to the school has taken place and they have each received feedback. Assessment in lessons is good and teachers modify and develop pupils' work appropriately. The way this information is recorded and passed on to the next teacher requires development. It is identified by the co-ordinator as a priority. The policy for PE is appropriate. The scheme of work in place is the national scheme produced by the Qualifications and Curriculum Authority (QCA), but the co-ordinator has plans to revise this to more meet the needs of the school.

RELIGIOUS EDUCATION

137. In the last inspection, attainment in religious education was below national expectations and the subject was not planned to cover fully the locally Agreed Syllabus. Now, the school has incorporated this syllabus into its policy and practice. Only one lesson was seen in the infant department but several were seen in the junior part of the school. From work seen and lessons observed it is possible to judge that standards are good overall throughout the school. By the age of eleven, their attainment is higher than is expected in the locally Agreed Syllabus.
138. The quality of teaching is predominantly very good. Planning for lessons sets out clearly what the pupils will learn although at present this does not include assessing what pupils have learned. Skilful, confident teaching includes role-play and group discussion. Teachers brief support staff that work with pupils with special educational needs so they can help these pupils learn successfully. A feature of the best lessons is the good questioning skills of teachers who probe the understanding of pupils, challenging them to develop their own thoughts on aspects of the lessons. The visits made by ministers and others to the school support teaching and learning. They provide opportunities for discussion of the special places and books of other faiths and cultures.
139. Through taking part in visits to churches and synagogues, celebrating festivals such as Eid or Chinese New Year, pupils at different ages and stages learn, at an appropriate level, to reflect on the importance and relevance of symbols to religious beliefs.
140. In their written work pupils show increasing awareness of and competence in expressing thoughts on prayer, the quality of their life and places special to them. Their writing also shows that they learn about the beliefs, customs and practices of different religions as they grow up during their school life. In discussion, they show that they are thinking about and learning from their experiences.
141. During the inspection period, the oldest pupils visited a synagogue and afterwards were able to describe key parts of Jewish faith, having gained a sound grasp of the significance of these to practising Jews. They were able to use technical words to explain the special books and places they had seen. The pupils had been well prepared for the visit, which had prompted many questions, and they were able to build on previous knowledge to good effect.
142. The school has worked hard to improve the quality of religious education since the last inspection although curriculum pressure has meant that time allowed for teaching the subject is restricted.

The co-ordinator has undertaken training. She has worked with groups of pupils across the school to raise the profile of the subject and develop the confidence of staff in teaching it. The school has recently provided training in the subject for teachers. The Locally Agreed Syllabus is implemented as part of the school's scheme of work; the co-ordinator monitors planning and has provided information sheets on specific topics and improved resources support teaching.