

INSPECTION REPORT

Janet Duke Community Infant School
Basildon

LEA area: Essex County Council

Unique Reference Number: 114993

Headteacher: Mrs G Carpenter

Reporting inspector: Mr Paul Missin
19227

Dates of inspection: 11th to 13th October 1999

Under OFSTED contract number: 707310

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
Type of control:	Community
Age range of pupils:	4 to 7 years
Gender of pupils:	Mixed
School address:	Markhams Chase Laindon Basildon Essex SS15 5LS
Telephone number:	01268 543744
Fax number:	01268 490396
Appropriate authority:	The governing body Janet Duke Infant School.
Name of Chair of Governors:	Mr A Johnston
Date of previous inspection:	April 1996

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INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Paul Missin, Rgl	Science, information technology, physical education.	Attainment and progress, Teaching, Leadership and management, Efficiency of the school.
Ron Elam, Lay Inspector		Attitudes, behaviour and personal development, Attendance, Pupils' spiritual, moral, social and cultural development, Support, guidance and pupils' welfare, Partnership with parents, Equal opportunities.
Audrey Quinnell	English, religious education, art, music.	Curriculum and assessment, Special educational needs.
Avril Fanner	Mathematics, geography, history, design and technology.	Children aged under five, Staffing, accommodation and learning resources.

The inspection contractor was:

Phoenix Educational Consultants
"Thule"
60 Joy Lane
Whitstable
Kent, CT5 4LT

01227 273449

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The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

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MAIN FINDINGS

What the school does well

- The behaviour of pupils in class and around the school is very good.
- The headteacher provides the school with effective, caring leadership.
- By the end of Key Stage 1, pupils attain standards in English that exceed national averages. Attainment in reading and writing is well above that expected in similar schools.
- The quality of teaching across the school is good.
- Teachers are well supported by effective learning support assistants.
- The school promotes an effective partnership with parents and the local community.
- Provision for pupils with special educational needs is good.

Where the school has weaknesses

- I. There are shortcomings in the provision for children aged under five.
- II. Procedures for assessing and recording pupils' attainment and progress in information technology are insufficiently detailed.
- III. Procedures for monitoring and promoting good attendance are insufficiently rigorous.
- IV. Pupils are not made sufficiently aware of our own multicultural heritage.

The weaknesses are outweighed by the strengths but they will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school

How the school has improved since the last inspection

The school has made satisfactory improvement since the last inspection. It has responded positively to the key issues which were identified. The school has successfully built on the good partnerships that existed and has refined the school development process well. The presentation of pupils' work now clearly reflects the quality of their achievement. Satisfactory improvement has been made in the provision for more able pupils in writing and mathematics. Since the last inspection, the school has maintained the good quality of teaching and the overall standards achieved remain broadly in line with those expected for pupils' age. However, the low rate of attendance noted at the last inspection has not been improved.

There are several significant strengths of the school. These include the good quality of the teaching, the broad and balanced curriculum planned for Key Stage 1, and the effective management by the headteacher and curriculum co-ordinators. These ensure that the school is well placed for these improvements to be continued.

Standards in subjects

This table shows the standards achieved by 7 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key
			<i>well above average</i> A
			<i>above average</i> B
			<i>average</i> C
			<i>below average</i> D
			<i>well below average</i> E
Reading	C	A	
Writing	B	A	
Mathematics	E	D	

The results of the 1999 tests for mathematics indicate that pupils' attainment is now in line with national averages and is above that expected in similar schools.

The information for 1998 shows that, in comparison with all schools, attainment in writing is above that expected, in reading, it is in line, and in mathematics, it is well below. In comparison with similar schools, attainment in reading and writing is well above that expected, and in mathematics, it is below. Results for 1999 indicate that standards in reading and writing have been broadly maintained, but in mathematics, they have improved significantly. The current inspection findings are that, at the end of Key Stage 1, pupils attain standards in English that are above national averages, and in mathematics, science and information technology, they are in line. Attainment in religious education is in line with that expected in the locally Agreed Syllabus. Standards in history are above those expected for age. In geography, art, music, physical education and design and technology, standards are average.

When children enter the school, they attain standards that are below those expected for their age. By the time they are five, children are attaining standards in language and literacy, knowledge and understanding of the world and in their physical development that are in line with age related expectations. Standards in personal and social development, mathematics and creative development remain below those expected.

Throughout the school, pupils with special educational needs attain good standards according to their previous capabilities.

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• **Quality of teaching**

Teaching in	Under 5	5 – 7 years
English	Good	Good
Mathematics	Satisfactory	Good
Science		Satisfactory
Information technology		Satisfactory
Religious education		Satisfactory
Other subjects	Satisfactory	Satisfactory

During the inspection, 51 lessons were observed. Of these lessons, nine were very good, twenty were good, twenty were satisfactory and two were unsatisfactory. The quality of teaching of pupils with special educational needs is good.

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

• **Other aspects of the school**

Aspect	Comment
Behaviour	This is very good. Pupils behave very well in class and around the school. No pupils have been excluded from school.
Attendance	This is unsatisfactory. The rate of attendance is below the national average. The school is vigilant about unauthorised absences.
Ethos*	This is good. Pupils have good attitudes to work. There are good relationships between pupils and with all adults in the school. The school combines well, care and support for all pupils and a commitment to high standards.

Leadership and management	The headteacher provides good leadership. She gives the school clear educational direction. The whole staff team works effectively to fulfil the school's aims. The governors make a sound contribution to the school's management.
Curriculum	This is satisfactory overall. The curriculum for Key Stage 1 is good, but there are weaknesses in the provision for children aged under five. Assessment procedures are sound. The systems for assessing and recording attainment and progress in information technology are insufficiently detailed. The provision for the National Literacy Strategy is good, and that for the National Numeracy Strategy is sound.
Pupils with special educational needs	Provision is good throughout the school. Appropriate learning targets are set and teachers and learning support assistants give pupils good support.
Spiritual, moral, social & cultural development	This is satisfactory overall. Provision for pupils' spiritual development is sound, for moral and social development, it is good. Provision for pupils' cultural development is unsatisfactory. Pupils have an insufficient appreciation of our own multicultural heritage.
Staffing, resources and accommodation	This is satisfactory overall. Teaching staff are appropriately qualified and experienced, except that no one is specifically trained in the needs of children aged under five. The accommodation and learning resources are satisfactory, but there are shortages in equipment for children aged under five.
Value for money	Good

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school

- V. The good all-round standards achieved.
- VI. The school promotes positive attitudes.
- VII. The school provides good support and guidance for pupils.
- VIII. The pupils' behaviour is seen to be good.
- IX. The headteacher is helpful and approachable.

What some parents are not happy about

- X. More information is required about what

The findings of the inspection confirm the positive views of the school expressed by parents. However, the inspection team considers that the information provided for parents about what is taught at school is comprehensive and thorough.

KEY ISSUES FOR ACTION

The governors, Headteacher and staff should address the following matters in writing the action plan, in order to raise standards and improve the provision the school makes still further.

1. Improve the quality of the teaching of children aged under five by:

1. Paragraphs: 18, 21, 28, 47, 56 - 64

- i) extending teachers' knowledge and understanding of early years learning;
- ii) developing an appropriate curriculum which addresses all the recommended areas of learning;
- iii) providing a balance between structured play activities and those led by the teacher.

1. Introduce effective whole-school procedures for recording pupils' attainment and progress in information technology. Paragraphs: 30, 93

2. Introduce additional measures to improve pupils' attendance by: Paragraph: 19

- i) setting specific and measurable attendance goals;
- ii) agreeing timescales for improvement;
- iii) regularly monitoring the level of attendance throughout the school.

1. Make pupils more aware of the art, music and lifestyle of the other ethnic groups that make up our own multicultural society. Paragraph: 34

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan.

2. Improve the outdoor play and agility provision for children aged under five.

Paragraphs: 51, 58, 63

3. Address the minor health and safety items mentioned in the report.

Paragraph: 39

2. INTRODUCTION

2. Characteristics of the school

4. Janet Duke Infant School is a community school for boys and girls aged from four to seven years. There are currently 192 full-time pupils on roll, 97 boys and 95 girls. There are 65 part-time pupils, 44 boys and 21 girls. The full time equivalent number on roll is 225. This is broadly average for schools of this type. Six pupils are from ethnic minority backgrounds and one is from a home where English is not the first language. This is below average. Twenty-three pupils are on the school's special educational needs register, (12 per cent), and no pupils have statements of special educational need. Both of these are below national averages. Forty-three full time pupils are known to be eligible for free school meals, (22 per cent) which is broadly average. Socio-economic data indicate that the percentage of adults with higher education qualifications, number of children in high class social housing, ethnic minority children and children in overcrowded households is lower than the national average.

5. The school was built about 35 years ago and serves a mainly residential area in west Basildon. The area consists mostly of local authority and housing association properties with some private housing. The school is currently oversubscribed and takes pupils from a wider area than the immediate locality of the school. All children are admitted to the school from the beginning of the school year in which their fifth birthday occurs. Entry into the school is staggered over three terms. Those with birthdays before Christmas attend full time from the beginning of the autumn term; others attend part-time and become full time from the beginning of the term in which their fifth birthday occurs. At the time of the inspection, 87 children were aged under five and these are taught in each of the three Reception classes. The aims of the school are: to give pupils access to a broad and balanced curriculum; to encourage pupils to value themselves as individuals and develop self confidence and self esteem; to encourage pupils to develop socially in order that they can live at peace with themselves and others and to develop a positive attitude to learning. In order to achieve these aims, the school has identified the following priorities for development: to continue to raise standards in reading and writing, to implement the National Numeracy Strategy and to develop further home/school links and links with the wider community.

3. Key indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	97/98	46	39	85

3. National Curriculum		Reading	Writing	Mathematics
Test/Task Results				
Number of pupils at NC Level 2 or above	Boys	33	40	28
	Girls	34	36	31
	Total	67	76	59
Percentage at NC Level 2 or above	School	79 (76)	89 (84)	69 (79)
	National	80 (80)	81(80)	84(83)

3. Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	41	35	37
	Girls	35	36	36
	Total	76	71	73
Percentage at NC Level 2 or above	School	89 (76)	84 (81)	86 (67)
	National	81(85)	85(83)	86(85)

1 Percentages in parentheses refer to the year before the latest reporting year

1

Attendance

Percentage of half days (sessions) missed				%
through absence for the latest complete reporting year: 1998/99	Authorised	School		7.6
	Absence	National comparative data		5.7
	Unauthorised	School		0.2
	Absence	National comparative data		0.5

1

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:			Number
		Fixed period	0
		Permanent	0

1

Quality of teaching

Percentage of teaching observed which is: %

Very good or better	18
Satisfactory or better	96
Less than satisfactory	4

1 PART A: ASPECTS OF THE SCHOOL

1 EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

1 Attainment and progress

6. The results of the 1998 national tests at the end of Key Stage 1 indicate that the percentage of pupils achieving Level 2 and above in reading was close to the national average, in writing, it was above but in mathematics, it was well below. The proportion of higher attaining pupils, those reaching Level 3, was close to average in reading and writing but below in mathematics. When compared with similar schools, attainment in writing was well above that expected, in reading, it was above but in mathematics, it was below. The results of the teacher assessments in science indicate that attainment was in line with that expected in all schools and in similar schools. Preliminary results of the national tests in 1999 indicate that standards have been maintained in reading and writing but that the proportion of pupils achieving Level 2 and above in mathematics is likely to be much closer to the national average than in 1998. Analysis of the changes in average National Curriculum levels attained since 1996 indicates that the standards in reading have remained consistently in line with national averages, writing has been above average, whilst standards in mathematics have remained at broadly average levels in 1996 and 1997, but dipped to below average in 1998.

7. The current inspection findings are that, at the end of Key Stage 1, pupils attain standards in English that are above national averages. Attainment in mathematics, science and information technology is in line with that expected nationally. In religious education, pupils attain standards that are in line with those expected in the locally Agreed Syllabus. Standards in literacy are good and those in numeracy are satisfactory. At the end of Key Stage 1, pupils attain standards in history that are above those expected for their age. In geography, art, music, physical education and design and technology, standards are average for pupils' age. These judgements are broadly in line with the results shown in the 1998 tests, except that in mathematics, the higher judgement of the attainment of the present Year 2 reflects the progress made in numeracy teaching and is closer to the likely 1999 results for the subject. The findings of the current inspection are broadly comparable with those of the previous OFSTED inspection, except that in science and geography, standards then were judged to be good and they are now average, and in history, where standards were in line with expectations and now they are above.

8. By the end of Key Stage 1, in English, pupils listen well and talk confidently about the stories they are reading and the activities they undertake with their families. Most read accurately and fluently from a good range of texts. Most pupils name a favourite author or book title. They write simple sentences and link them together effectively to write stories or poems with good attempts at simple punctuation and spelling. In mathematics, pupils have a sound understanding of numbers to 100 and they double numbers to 20 confidently. Most name common two dimensional shapes and are able to collect, sort and interrogate a range of data. In science, pupils have a good understanding of life processes as they collect and observe the minibeasts they find in the school environment. They know that materials can be changed by various processes and that there are different sources of natural and artificial light. In religious education, pupils are aware of the main Christian festivals of Christmas and Easter, the sacred books and festivals of other world religions and the relevance of some of the parables told by Jesus. In information technology, pupils are able to load computer programs confidently, print their work and close the computer down properly. They write captions, stories and poems using sound word processing skills, and they are confident with computer art programs.

9. By the end of Key Stage 1, in history, pupils know about people and events of the past, such as Guy Fawkes and the Great Fire of London. They make simple maps of their route from home to

school, and compare the geography of their own environment with that of more distant places like Africa and Antarctica. They appreciate the work of well known artists as they paint Irises in the style of Van Gogh and portraits in the style of Picasso. They produce good quality observational drawings of each other. In music, pupils identify some musical instruments by their sounds, sing tunefully and play a range of tuned and untuned percussion instruments. Pupils walk and run confidently around the hall showing appropriate control, and they make and hold a range of interesting balances in their gymnastics work. In design and technology, they understand how to construct and use simple mechanisms, such as levers and joints in their models of puppets and soldiers.

10. The majority of children enter the school with standards of attainment that are below those expected for their age. Most children make good progress in language and literacy, knowledge and understanding of the world and physical development and reach the standard expected in these areas of learning by the time they are five. However, progress made in children's personal and social development, mathematics and creative development is unsatisfactory, and by the age of five, standards remain below those expected for their age. This is largely due to insufficient planned opportunities to work and play co-operatively and independently, and for children to express themselves creatively through music, dance and imaginative play. Children behave well, listen carefully to their teachers and to each other, and take turns appropriately. Most speak clearly and confidently and they enjoy books and handle them considerately. In mathematics, they have practice at counting in a variety of contexts and they count and match dots successfully in an elephant game. However, children have insufficient opportunity to gain a wider experience of shopping, measures, and volume and capacity in structured play activities. They talk confidently about where they live and how they find their way to school, and know the importance of the human senses. Children explore colour and texture in their work in art, using different techniques and materials. They travel confidently and imaginatively around the hall in their physical education lessons, with an increasing awareness of their own space and that of others. However, their further physical development is limited by a lack of appropriate outdoor play and agility equipment.

11. Currently, most pupils make good progress as they move through the school. The overall progress made by children aged under five is satisfactory, but the rate of progress accelerates through Key Stage 1. Most children enter the school achieving standards that are below those expected for their age. By the time they are five, although progress in some areas of learning is good, children overall are still attaining standards below those expected for their age. Progress made through Key Stage 1 accelerates, particularly in English, and the overall standards achieved when pupils leave the school are in line with those expected for their age.

12. By the end of Key Stage 1, pupils make good progress in English, mathematics and history. In science, information technology, religious education, geography, art, music, physical education and design and technology, progress is satisfactory. In English, pupils make progress in their ability to concentrate and in their confidence in speaking in a range of situations. They are able to read more demanding texts and to use information retrieval skills more confidently. They also become more confident in their ability to write creatively and spell simple words. In mathematics, pupils make good progress in their understanding of addition and subtraction processes and in the speed and accuracy of their mental work. As they get older, pupils use a progressively more complex scientific vocabulary and use a wider range of information sources in their work. In religious education, pupils develop a deeper understanding of Christianity and some of the festivals of other world religions. In information technology, pupils' knowledge of computer functions and the speed and accuracy of their keyboard skills increase.

13. In history, pupils make progress in their understanding of chronology and the development of vocabulary concerned with the passing of time. In geography, pupils progress in their understanding of maps and places. They develop their skills in using a range of art media and refine their observational skills with a greater attention to detail. In music, pupils make progress in

their ability to read and use symbols when composing and performing. They develop their appreciation of the importance of exercise for the body and their awareness of the need for safety in physical education. They make progress in design and technology in their ability to make plans of their models before they begin their work.

14. Pupils with special educational needs make good progress and attain good standards for their capabilities. Their individual education plans are appropriate for their specific needs with attainable small steps for improvement. Progress is most marked in reading and writing, but occurs across a range of subjects, as teachers plan well for these pupils and ensure appropriate support for them. The school has a few pupils from ethnic minority backgrounds, who make good progress and attain in line with their capabilities.

12.

Attitudes, behaviour and personal development

15. Pupils' attitudes, behaviour and relationships with each other and with adults are strengths of the school and make a significant contribution towards the standards achieved and the progress made. The positive findings at the time of the previous OFSTED inspection have been maintained. This judgement confirms the parents' overwhelmingly positive views of the school. Pupils with special educational needs also have good attitudes towards learning. Their relationships with adults and other pupils are good and their behaviour is consistently very good.

16. Pupils, including pupils with special educational needs, have good attitudes towards learning. This finding is similar to that of the previous OFSTED inspection. Many examples were seen of sustained concentration, for example, when Year 1 pupils were considering why home is important during a religious education lesson. Across the school, pupils listen attentively to their teachers and, when put into groups, they settle down to work very quickly. This was often seen in the numeracy and literacy lessons. They are proud of what they can do. Year 2 pupils were especially pleased when the teacher recognised how well they were doing on the apparatus during a physical education lesson. Pupils are able to develop their own ideas well. For example, when Year 2 pupils made up questions during a history lesson. However, across the school, many activities are too closely directed by the teacher and the pupils have too few opportunities for independent work.

17. Relationships between pupils and with adults are good and make a good contribution to the quality of pupils' work. They collaborate well with each other in team activities in physical education. For example, when younger pupils were working in pairs developing a sequence of movement as shadows, one closely followed the movements of their partner. A Year 2 history lesson, identifying how people become famous, showed that they are able to work together well in groups. Even the youngest children in the Reception classes are starting to understand the idea of taking turns and putting up their hands to answer questions. They listen respectfully to others' ideas as seen in a Year 2 literacy lesson relating a story to their own experiences. Pupils play well together at break times in the playground and on the field.

18. Overall, pupils' behaviour is very good and it is a significant strength of the school. Pupils behave very well in the classroom, at play and lunch times. This supports the positive comments made by the parents in the questionnaire and at the pre-inspection meeting. Pupils move sensibly around the school, using corridors carefully and considerately, and do not run even when no adult is present. They are pleased to see and welcome visitors. They take care of equipment both in the classroom and when putting away apparatus after physical education lessons. Bullying is not a problem at the school. No pupils have been excluded in the past year.

19. Pupils' personal development is satisfactory. Pupils take responsibility for various daily tasks around the school. In the classroom, they give out and collect books and take the register to the office. At lunchtime, older pupils are monitors and help the midday supervisors. The pupils help each other and were seen to take their friends to an adult when they had a minor injury. Showing their work in celebration assemblies helps their personal development. The pupils collect for various

charities during the year and meet people from the community including visits from the police and the library service.

20. Children aged under five are keen to learn and have positive attitudes towards their work. They sit still and listen quietly to their teacher. Most are eager to contribute their own ideas to class discussion. They behave very well and show respect for each other and the property around them. Children know the difference between right and wrong. However, insufficient opportunities are given for them to gain independence as often lessons are very formal and children have few opportunities to explore and initiate ideas for themselves.

18. Attendance

21. The rate of attendance is below the national average and is unsatisfactory. This was also the position at the last inspection. The current low rate of attendance limits the attainment and progress of the pupils especially in those classes last year where the attendance was below 90 per cent. Absences are mainly due to medical reasons although many parents take their children on holiday in term time. A few pupils have particularly poor attendance records. The level of unauthorised absence is below the national average. The school correctly records as unauthorised any absence due to parents taking their child out of school for unacceptable reasons such as birthday treats or holidays in excess of ten days.

19.

QUALITY OF EDUCATION PROVIDED

19. Teaching

22. Overall, the quality of teaching across the school is good. This is broadly in line with the judgement of the previous OFSTED inspection when teaching was found to be consistently sound or better. In nearly a fifth of the lessons observed, teaching is very good, and in nearly four out of ten lessons, it is good. A small proportion of lessons is unsatisfactory. All the unsatisfactory teaching occurred in lessons to children aged under five.

23. Overall, the teaching of children aged under five is satisfactory. In half the lessons observed, teaching is good or very good, but in over one lesson in ten, teaching is unsatisfactory. The teachers are dedicated but have not received any specific training for teaching children of this age. Very good use is made of the learning support assistants who constantly support and stimulate the children, and extend their knowledge and language with skilful questioning. Planning is done in conjunction with Key Stage 1 teachers and is largely subject based. The teachers meet together weekly and activities are planned encompassing the six areas of learning and the Desirable Learning Outcomes. However, the timetable and teaching are often very formal and are not always suitable for children of this age. Children are expected to sit still and listen for long periods of time and there is not an appropriate balance between structured play activities and those led by the teacher. Where teaching is good, the teacher is enthusiastic and relays the enjoyment of learning to the class. Activities are exciting and relevant and there is a good balance and structure to the lessons. A very good lesson was seen when children were sorting clothes and toys from a suitcase into piles that were suitable for babies or children. Many different tasks and activities were planned and the children thoroughly enjoyed playing at the end, at different tables with different kinds of baby and children's toys. Where teaching is unsatisfactory, explanations are too long, the pace of lessons slows down and planned activities are not appropriate for the age and development of the children in the class. Useful assessments are made as the children enter the school and ongoing assessments are then made in English and mathematics. However, there are no assessments made related to the recommended areas of learning to help build up a whole picture of each child.

24. At Key Stage 1, teaching is good. In the lessons where teaching is satisfactory, teachers'

lesson plans are full and include reference to learning objectives and activities to be followed. Teachers establish good relationships with the pupils in the class. They use praise and encouragement well to interest and motivate pupils, and lessons begin with clear, concise introductions. In the lessons where teaching is good, teachers assemble a good range of interesting and challenging resources, key concepts and specialist vocabulary are appropriately introduced and reinforced, and teachers skilfully use open ended questions to assess and extend pupils' understanding. A history lesson to older pupils, dealing with famous people from the present and the past, illustrated several features of very good teaching. The lesson was very well planned and taught at a suitably brisk pace, specific learning targets and opportunities for assessment were identified in the teacher's planning and the pupils were very involved in the lesson and were well challenged by perceptive and probing questions.

25. Teaching in English and mathematics is good, and in history, it is very good. In English, teachers use questioning well and explain clearly, and activities planned are challenging for pupils of all abilities. In mathematics, lessons are interesting, and are taught at a brisk pace and mathematical vocabulary is introduced, explained and used well. In history, teachers employ very imaginative approaches which make the lessons very interesting and lively. Teachers have good subject knowledge, are enthusiastic and prepare interesting resources. Teaching in science, information technology, religious education, geography, art, music, physical education and design and technology is satisfactory. Teaching in information technology is effectively supported by well-briefed learning support assistants.

26. The quality of teaching for pupils with special educational needs is good. Pupils receive good support within their own class to ensure that they have full access to the curriculum. Pupils' individual education plans have appropriate targets to improve their attainment and work is carefully matched to their needs. Pupils' individual education plans are regularly reviewed and revised. Teachers and special educational needs support assistants work well as an effective team to ensure that support is well targeted and that pupils' knowledge is extended. Assessment is used well to monitor pupils' progress and to plan their future work.

24. The curriculum and assessment

27. Overall, the curriculum provided for pupils at Key Stage 1 is good, but there are weaknesses in curricular provision for children aged under five. Overall, the curriculum includes all subjects of the National Curriculum, together with religious education and personal and social education. Curricular provision is broad and balanced and meets statutory requirements, where these apply, including those for sex education. Weekly teaching hours are satisfactory and time allocations for the different subjects are appropriate. There is daily teaching of literacy and numeracy for which time is appropriately utilised and provision is sound. The school is implementing the National Literacy Strategy successfully and has made a satisfactory start to the implementation of the National Numeracy Strategy. In order to incorporate time for literacy and numeracy, the school has decided to teach history, music, art, geography, information technology and design and technology in blocked sessions, to ensure that pupils are able to have a broad and balanced curriculum. The curriculum generally promotes the aims of the school effectively. In most cases, curricular provision promotes the pupils' intellectual, physical and personal development satisfactorily and prepares them adequately for the next stage of their education. There are good links with the adjoining junior school and opportunities for the Year 2 pupils to visit before they eventually transfer. Teachers of the two schools have opportunities to meet, both formally and informally, to discuss the pupils and the curriculum. There are a few pupils for whom English is an additional language, but they all speak and understand English very well.

28. Key issues arising from the previous inspection report, which related to the organisation of the curriculum, were to extend the provision for higher attaining pupils, particularly in mathematics

and writing, and to ensure that pupils' presentation of their work accurately reflected the quality of their achievement. These have been addressed well. The school has recently established a policy for 'The able child' and the targets set for higher attaining pupils, especially in English, are challenging. Target setting for all pupils for English and mathematics has been beneficial for them. There has been a marked improvement in the standards achieved by many pupils in writing and this is reflected in the presentation of their work across the curriculum. The higher attaining pupils are achieving high standards in writing, although fewer are attaining similarly high standards in mathematics.

29. All subjects have both policies and schemes of work. The school's equal opportunities policy includes all categories of opportunity and all pupils receive full equality of opportunity. The curriculum is enhanced by special events such as visits to museums, a nature reserve, a farm, the local church, drama performances for English and music, visits to the school by the police and road safety personnel and pupils taking part in the local schools' music festival. The school's homework policy has recently changed. Pupils are now set tasks, such as reading, learning spellings and mathematics. The majority of parents are satisfied with the amount of homework set by the school. The judgement of the inspection is that the school makes satisfactory provision for this work.

30. The curriculum for children aged under five is organised from the recommendations of the National Literacy Strategy and National Numeracy Strategy and the schemes of work planned by the Key Stage 1 co-ordinators. Weekly plans then encompass the six areas of learning and relate to the Desirable Learning Outcomes. However, approaches adopted do not consistently meet the needs of the children of this age. Baseline assessments are made as the children enter school and ongoing assessments are then made in English and mathematics. However, there are no assessments made related to the Desirable Outcomes in the six areas of learning to help build up a whole picture of each child.

31. Curricular provision for pupils with special educational needs is good throughout the school. They receive good support within their classrooms and have full access to the curriculum. Targets set in pupils' individual education plans are well thought out and challenging, but achievable, ensuring that pupils feel successful. There are good procedures for the early identification of pupils with special educational needs and for the review of their progress. The school has good procedures for assessment and record keeping for pupils with special educational needs. Learning support assistants conscientiously carry out activities planned by the teachers and keep careful and appropriate records of the pupils' progress. Learning support assistants and teachers work very well together.

32. The school has a detailed policy for assessment, recording and reporting. Overall, there is a good whole-school system of individual assessment and recording, which is thoroughly maintained for all subjects, except for information technology, where there are some shortcomings. In English, reading records are kept for every pupil and standardised tests are regularly administered in each year group. The school sets targets for individual pupils for their end of key stage assessments in English and mathematics. During the autumn term, targets are set for every pupil in the school, both for individual pupils and groups of pupils, in relation to the school's schemes of work. At the end of the summer term, these targets are reviewed to check whether pupils have achieved their targets and to see how staff can help pupils to progress further. Reading tests are carried out every six months for all pupils. The use of assessment to inform future planning is satisfactory. Teachers undertake planning conscientiously and in a detailed way. Marking is regular and is usually encouraging, although its value for developing pupils' work is variable. There is a satisfactory amount of guidance to aid teachers in assessment in the documentation for most subjects, as well as the three main subjects. There are up-to-date whole-school collections of pupils' work at agreed National Curriculum levels. Annual reports to parents about their children's achievements include the statutory information required.

30. Pupils' spiritual, moral, social and cultural development

33. The provision for pupils' spiritual development is satisfactory. Assemblies are used well as an opportunity for increasing spiritual understanding and reflection, and have themes which are effectively planned and structured. This daily act of collective worship meets statutory requirements. In religious education, pupils are taught, and know about, aspects of Christianity and other world religions. Representatives of local churches are actively involved with the school leading some of the assemblies and teaching pupils about Christianity. However, there are insufficient opportunities to meet people from other faiths. Opportunities to reflect on the lives of others occur in lessons. For example, Year 1 pupils were enthralled during a history lesson to see tea being made with tea leaves and, in a music lesson, Year 2 pupils reflected on how the characters in Swan Lake felt.

34. Pupils' moral development is good. The school promotes strong moral values and there are clear expectations of high standards of behaviour and acceptable conduct to which the pupils respond. These standards lead to the pupils having a good awareness of the rules that are displayed in the classrooms. Pupils clearly distinguish right from wrong and know that there is a need to respect the rights and property of others. Adults are good role models and the overall approach of the school in encouraging pupils' moral development is evident in the way that all adults deal with pupils. Classroom discussions in 'circle' time and assembly themes effectively reinforce good moral values.

35. The social development of the pupils is good. As well as being courteous and considerate, pupils are friendly and lacking in self-consciousness. In the classrooms, there are many opportunities provided for pupils to work together in pairs or groups. Pupils of all ages are willing to undertake tasks appropriate for their age both in class and around the school. Pupils in Year 2 are aware of their social responsibility to those younger than themselves, particularly at break times. Fund raising for charity is encouraged and, together with the presentation of harvest festival gifts to older people, provides opportunities for pupils to understand the needs of other people in society. The midday supervisors extend further the pupils' social involvement by encouraging and supporting the playing of games at lunch times.

36. Pupils are made appropriately aware of their own cultural traditions. They visit museums and places of scientific, geographical and historical interest. Work in history encourages an awareness of historical cultures and pupils become aware of more distant places in geography. Art and music lessons and the music played in assembly provide opportunities to develop aesthetic awareness. However, pupils are not made sufficiently aware of the richness and diversity of the cultures that make up our own multicultural society and overall provision for their cultural development is unsatisfactory. The previous inspection report also highlighted the limited multicultural opportunities that were being offered. This is still the case.

34. Support, guidance and pupils' welfare

37. Overall, the school makes good arrangements for the support, guidance and welfare of its pupils and all staff show appropriate concern for their needs. The school has maintained its procedures since the time of the last inspection to ensure that they continue to make a good contribution to the standards that the pupils achieve. Parents are pleased with the level of help and guidance shown by the school, and see it as a caring community promoting good values and attitudes.

38. The procedures for monitoring pupils' progress and personal development are good. Each teacher has an assessment folder to record the progress of pupils in English, mathematics and science. They complete a profile for each pupil every half term and identify targets which are shared with the pupils. Progress in the other subjects is monitored by discussing samples of the pupils' work with other teachers and the curriculum co-ordinators. There are shortcomings in the

assessment procedures for information technology. Personal development is also reviewed every half term. The learning support assistants also contribute to the monitoring of progress as they make their own assessments of pupils' attainment and progress. Parents are also encouraged to comment on their child's reading at home. For pupils with special educational needs, assessments are made weekly to determine how well they are meeting their individual targets. As at the time of the previous inspection, the needs of pupils are effectively identified.

39. The procedures for promoting discipline and good behaviour are very good. The behaviour policy highlights the need to build up the self esteem and confidence of the pupils by appropriate use of praise, and encourages the criticism of inappropriate behaviour rather than the pupils themselves. Each class has its own rules on display and these are well understood by the pupils. The older pupils are also aware of the need to support the younger ones. The pupils acknowledge that the teachers deal appropriately with any occasional misbehaviour. Pupils are praised appropriately and are given star points for helpful behaviour and positive attitudes as well as good work. The learning support staff and ancillary helpers receive training in how to encourage good behaviour. Parents recognise that the school's approach is effective in achieving good behaviour.

40. Overall, the procedures for monitoring and promoting attendance are unsatisfactory. Nevertheless, the school's approach has some excellent features. The school reminds parents of the need for regular attendance and the importance of arriving on time. The school does not accept holidays of more than ten days or being away for day trips or because the child overslept. Any such absences are properly recorded as unauthorised. The registers are checked every day, and the administrative assistant telephones home and writes as necessary if no reason has been received for a pupil's absence. The education welfare officer visits the school every two weeks and contacts families as necessary although that does not always result in any improvement. Registration takes place promptly in all classes, thus ensuring consistency in monitoring punctuality. However, attendance levels have been consistently below the national average for several years and no targets have been set for improvement. The lack of regular statistical monitoring limits identification of the need to give especial attention to particular classes or pupils.

41. Overall, the school provides a safe and caring environment. The headteacher is the designated person for child protection and the rest of the staff have received appropriate guidance. The provision for first aid is good: several staff have been trained, records are kept of any treatment and letters are sent home to parents as necessary. A health and safety policy shows good awareness of the various issues and the school's records show that the policy and risk assessments are reviewed every year. Nevertheless, the headteacher has not yet received appropriate training as identified in an audit by the Local Education Authority. The teachers are diligent in ensuring that pupils have a good understanding of health and safety issues during lessons such as science and physical education. A number of minor health and safety items, which included an unfenced duck pond and an unlocked electrical cupboard, were reported to the headteacher and the governors during the inspection. Visiting speakers make pupils aware of safety on the road and railways. Suitable arrangements are in place for sex education.

39. **Partnership with parents and the community**

42. The school's work to promote partnership with parents is good and maintains the efforts made at the time of the last inspection. This has led to productive relationships which benefit the pupils' attainment and progress. The school makes significant efforts to provide information to parents and to involve them in their children's education. The headteacher regularly sends letters home providing details of meetings on the curriculum, visits and general matters relating to the school. These are supplemented with letters on more specific matters. The school has held meetings to explain literacy and numeracy and, on one afternoon a week, after school finishes, the teachers set aside an hour to talk to any parents who wish to come. Parents are invited to their child's class assembly once a term. Parents of children newly starting full time education are invited to an assembly every week during the first term. The annual report on pupil's attainment and progress is distributed in the summer term and provides a useful summary of the work that has taken place during the year. Although brief, this generally provides a useful summary of what the pupil can do but any targets are few and are expressed in general terms.

43. As they indicated in the questionnaire and at the pre-inspection meeting, parents agreed they are welcomed by the staff who are also very approachable. They are encouraged to help in the classroom and several parents are in the school each week supporting the teachers. Others are willing to help with activities such as trips out of school. The Parent Teachers' Association is active in arranging both social and fund raising events some of which involve both parents and children. The work of the parents is valued and appreciated by the school. The pupils take books home regularly and the parents are encouraged to make notes in the reading record. A few examples were seen of these being used for two-way communication between teachers and parents, although this does not happen very often. Spellings, and sometimes completion of unfinished work, are also sent home. Parents are generally satisfied with the arrangements for homework. Parents of pupils with special educational needs are regularly invited to be involved in the setting and review of their children's individual targets.

44. There are satisfactory links with the community including visits locally to a nature reserve and the library and further afield to Bethnal Green toy museum. These help to enhance the curriculum. Links with businesses enable the headteacher to meet with staff on the local newspaper. Delivering harvest festival gifts to older people, collections for charity and visits from local Christian speakers, police and railway staff help to provide a greater understanding of society at large. Appropriate links have been made with the local playgroups. Most of the children entering the school in the Reception classes come from two nearby playgroups. The pre-school children visit to see plays and the staff meet to discuss the pupils.

42. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

42. Leadership and management

45. The headteacher provides the school with strong leadership which gives the school a clear educational direction. Through its work, the school maintains a very effective balance between a strong, supportive concern for the welfare and well-being of all the pupils, and a determination to raise standards and to promote higher achievement. The headteacher supports teaching and non-teaching staff well and the whole staff team works effectively to fulfil the school's aims. These are concerned with providing a broad and balanced curriculum, valuing each individual and encouraging links with parents and the local community. These aims are addressed well through the work of the school. The headteacher works hard to develop and extend links with parents and the community and the overwhelmingly positive response made by parents at their meeting and through their questionnaire is a measure of the school's success in this area. Staff are well informed about, and involved in, school activities. Regular staff meetings are held and curriculum co-ordinators have responsibility for determining the priorities in their subject areas that are contained within the school development plan. The school provides an attractive and challenging environment which is characterised by good relationships and equal opportunities for all pupils. Statutory requirements relating to the provision of the National Curriculum, collective worship and information for parents are fully met.

46. The headteacher supports teachers well in their work. The decision to use a 'floating' teacher to release co-ordinators to support and monitor their subject areas has worked well. The headteacher has appropriate oversight of planning across the school and she has increased the effectiveness of literacy teaching by careful monitoring and evaluation of teachers' work in the classroom. Curriculum co-ordinators have been given responsibility for their own subject budgets and action plans. This has worked well. The overall effectiveness of the school is well monitored by careful analysis of the results of the tests taken by pupils on entry to the school, by trends shown by the national test and teacher assessment tests at the age of seven and through the yearly setting of achievement targets for individual pupils in English, mathematics and science. The school development plan is thorough, and detailed and it is clearly at the heart of the working of the school. Appropriate priorities have been identified which successfully link overall school aims with national and local initiatives. The process of devising the plan is secure. Curriculum co-ordinators have an important contribution to make as the plan is devised. It is appropriately discussed by staff and governors before being formally adopted. Procedures to monitor its implementation are sound.

47. The governing body provides sound support to the school's management. Through the work of the full body and the well-established committees, governors maintain an appropriate overview of the working of the school. Governors with responsibility for curriculum areas give particularly helpful support and encouragement to teachers in the school. Through their involvement with budget planning and the school development plan, governors give the school sound strategic direction. They maintain a satisfactory overview of the progress through the school development plan each year. There is a lack of specific and routine reference to the school development plan in the agenda of the full governing body. This makes clear and systematic monitoring of the school development plan difficult to assess.

48. The special educational needs co-ordinator very effectively manages the good provision, which the school makes for pupils with special educational needs. She receives regular non-teaching time to undertake her management responsibilities and is able to monitor the provision for pupils with special educational needs within their classrooms.

49. The work of the children aged under five is managed by an early years co-ordinator who leads the planning and organisation. She has not received any specialist training for teaching children of this age group which makes it more difficult for effective leadership to be given. Each class has its own budget but there is no specific money in the budget for the development of early

years.

47. Staffing, accommodation and learning resources

50. The number, qualifications and experience of the school's teaching staff meet the needs of the curriculum satisfactorily. There are eleven full time teachers who provide the school with good expertise at Key Stage 1 in all subjects. However, there are no staff who are specifically trained in the provision for children aged under five. One teacher does not have full-time class responsibility and this is a great advantage to the school as she is both able to monitor and support teachers in their classrooms and to release them to enable them to have regular non-contact time to develop their own subject co-ordinators' role. The quality and provision of learning support assistants have a very positive effect upon pupils' learning especially for those with special educational needs. The support staff are very experienced and dedicated, and work closely and very well with the class teachers. The level of support is good. There is a learning support assistant for each class for every morning. The use of midday assistants is good. Many learning support assistants are also midday assistants and stay with their own class throughout the lunch time break. This is also very effective in ensuring good behaviour and stability for the pupils through the day. The learning support assistants are also well qualified to support pupils with special educational needs.

51. The school's arrangements for the professional development of teachers and support staff are good. There is a clear staff development policy which outlines the procedures to be followed. Training is related both to the priorities identified in the school development plan and to targets identified by teachers for their own professional development. Teachers have received appropriate training for the National Literacy and Numeracy Strategies. The school's arrangements for the statutory appraisal of teachers meet requirements. Its induction arrangements for supporting newly qualified teachers are good and teachers receive effective support and guidance from their mentors. However, training needs in the education of children under five have not yet been addressed.

52. The school's accommodation is satisfactory. The classrooms are spacious and well organised with good storage space and easy access to individual cloakrooms and toilets and access to the outside. Displays are bright and stimulating and enrich pupils' learning. The hall space is good and is used for physical education, assemblies and lunches. Increasing numbers in the school have caused significant pressure on the accommodation. Separate areas that had been used for the school library and computer suite have since had to be used as extra classrooms. The present use of the entrance area as the library is unsatisfactory. This does not provide an area where pupils can discover information, or sit quietly and read. Although the computer suite is temporarily housed in a corridor which is an important thoroughfare in the school, it is used well. The school has good grounds which contain a large playing field, ample hard surface play areas and an exciting adventure playground.

53. The accommodation for children aged under five is very good. The rooms are spacious and attractive. Displays are stimulating and some resources are good. There is an easily accessible outside area which consists of both grass and hard surfaces. This, however, lacks excitement and there are no areas for children to explore and develop for themselves. There are no large wheeled toys or climbing equipment. Inside role play and imaginative areas are insufficiently developed.

54. Overall, the quality and quantity of the school's resources are satisfactory and meet the requirements of the National Curriculum. There is a good range of resources for pupils with special educational needs but shortages for children aged under five. There are very good resources for music and resources are good in English, mathematics, information technology and history. The findings of this inspection are broadly in line with those of the school's previous OFSTED report.

52.

The efficiency of the school

55. Overall, the management of the school's resources is good. The priorities in the school development plan are soundly costed and there is a clear link between the school development plan and budget planning. The process of devising the annual budget is secure. The draft budget is appropriately devised by the headteacher and the senior school assistant, discussed by the finance committee and confirmed by the full governing body. Appropriate delegation and accountability have been assured by the governors' decision to allow the headteacher to spend up to £1,000 without reference to the finance committee. Curriculum co-ordinators' awareness of value for money has been encouraged well through their management of their own subject budgets. The previous rollover and present carry forward have been well above recommended levels. However the school has a clear view of future financial planning and priorities for spending include continued use of the "floating" teacher, internal redecoration and building improvements. The present negative budget will be phased out as numbers on roll increase. Money identified for staff training and for pupils with special educational needs is used well.

56. Effective use is made of teaching staff across the school. The use of the 'floating' teacher to support the work of colleagues and to release co-ordinators for their own support and monitoring roles is good. Support staff are used well and make an important contribution to the overall standards achieved, and, in particular, the good progress made by pupils with special educational needs. Despite pressure caused by increasing numbers in the school, the school uses its accommodation well. For example, corridor and entrance hall spaces are used for the computer bank and the library area respectively, and the use of the hall is maximised by careful timetabling. Overall, learning resources are used well by teachers. Good use is also made of the extensive school grounds, which includes an attractive duck pond. The school administration is helpful and efficient. The senior school assistant has a clear view of her duties, she is well trained and supports both the headteacher and the teaching staff as they undertake their duties. The most recent financial audit in October 1998 judged the overall procedures to be very good, and the minor recommendations made have been put into operation.

57. Pupils generally enter the school attaining standards that are below those expected for their age and, by the age of seven, most achieve standards that are in line with age-related expectations, and several are above. In terms of the quality of education provided and standards achieved, in relation to its context and income, the school provides good value for money. This was also the judgement of the last OFSTED inspection.

55. **PART B: CURRICULUM AREAS AND SUBJECTS**

55.

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

58. The school admits children into the three Reception classes from the September of the school year in which they are five years old. These arrangements mean that the children benefit from a whole year's education in the Reception classes. Children attend full-time in the term in which they are five. One class of children attends full-time this term. The rest of the children attend for half a day alternating between morning and afternoon sessions. Both sessions offer a similar curriculum. At the time of the inspection, 87 children were aged under five. Induction procedures are thorough and parents and children are invited to visit the school in the summer term. Parents may also request a home visit. These arrangements help the children to settle quickly and happily as they enter the routine and formality of school life.

59. Children enter the school with standards of attainment that are below those expected for their age. By the time they are five, most make good progress in language and literacy and in their knowledge and understanding of the world and attain standards that are in line with those expected for their age. In physical development, attainment is in line with age-related expectations, although children have limited opportunity to use large outdoor play and agility equipment. In personal and social development, mathematics and creative development, the rate of progress that children make is not sufficient to enable them to reach expected standards in these areas of learning by the time they are five. This is mainly because of a lack of opportunity for children to participate actively, to reinforce their learning through imaginative and structured play activities, and to have regular access to appropriate resources and equipment in order to develop aspects of their creative and physical development. Children with special educational needs make good progress as they are continually supported by the learning support assistants.

60. In the lessons seen, teaching overall is satisfactory. In just over half the lessons, teaching is good or very good. However, in one lesson in ten, it is unsatisfactory. The teachers are dedicated but have not received any specific training for the teaching of children of this age. Very good use is made of the learning support assistants who constantly support and stimulate the children and extend their knowledge and language with skilful questioning. Teachers meet together weekly and activities are planned encompassing the recommended areas of learning. However, children are often expected to sit still and listen for long periods of time and there is not an appropriate balance between structured play activities and those led by the teacher. Accommodation is very good. The rooms are spacious and attractive. Displays are stimulating and some resources are good. There is an easily accessible outside area which consists of both grass and hard surfaces. A shortcoming in classrooms is a lack of opportunities for children to explore and develop for themselves. There are no large wheeled toys or climbing equipment. Inside, role play and imaginative areas are insufficiently developed.

58.

Personal and social development

61. Children make satisfactory progress in some aspects of their personal and social development but they are not on course to reach the expected outcomes in some areas due to the formality of the curriculum. Children come from a variety of backgrounds. They soon establish and enjoy good relationships with each other and with adults. They behave very well and are taught to respect each other and themselves and are taught the difference between right and wrong and the older children have established their own class rules. They are beginning to listen to each other's ideas and are learning to take turns. Most are keen to join in discussions and answer questions. However, children do not have sufficient opportunities to choose materials and equipment for themselves. Provision for structured play activities, role play and imaginative play which supports personal and social development is unsatisfactory. These activities are very limited and infrequent. Therefore, there are insufficient opportunities for the children to play co-operatively and to learn how to work and play collaboratively and independently.

59.

Language and literacy

62. In language and literacy, the majority of children are on course to meet the expected standards for their age when they are five years old. Progress is good. The children benefit greatly from the strong emphasis placed upon the development of oral communication and many are confident and articulate speakers. They are encouraged to speak and widen their vocabulary through every aspect of the curriculum. However, insufficient opportunities are provided through role play for children to act out life in everyday situations. There is also little time given to listening to stories, acting out stories and joining in nursery rhymes. The school has introduced a shortened literacy session to these classes where children enjoy joining in, looking and talking about the pictures in the "Big Book". They are learning to handle books and turn pages correctly. However, children have too few opportunities to browse in the book corner and enjoy books for themselves. Often, they have to sit still for long periods of time listening to the teacher without any real active participation. About a third of pupils recognise a few words and half know the names and sounds of some letters. Three-quarters of the children hold a pencil effectively and a quarter write their own names.

60.

Mathematics

63. In mathematics, children are making unsatisfactory progress and few are on course to reach the expected standard by the time they are five. Children are encouraged to count in many everyday situations, such as when taking the register or standing in a line when they count to ten and sometimes beyond. They match numbers of counters to objects but few recognise the numbers. Children throw large dice with their teacher, and count and match the dots with elephants on cards. They match one to one and draw three beds and chairs in the Three Bears' house. They recognise colours and some know the names of simple two dimensional shapes. Some good work has been done learning about circles and cutting out circles to make caterpillars in the story of the Hungry Caterpillar. However, although there is some good quality direct teaching, there are few opportunities for children to gain a wider experience of shopping, measures, volume and capacity in structured play activities. This limits the development of appropriate mathematical language and the understanding of important mathematical concepts.

61. Knowledge and understanding of the world

64. In this area of learning, children are making good progress and are set to reach the Desirable Learning Outcomes by the age of five. The children show curiosity in the world around them. They talk about what they see and provide simple explanations for what they notice. They ask questions about their experiences and about how things work. Their knowledge of their environment is increasing, for example, some interesting work was done when the children went on a “touch” walk around the school with their teacher. They were stimulated to think and touch and to extend their vocabulary. Other children talk about where they live and are finding their way about the school. They recognise that humans have senses to enable them to be aware of the world around them. They know the names of some body parts and enjoy singing “Heads, shoulders, knees and toes”. The children are gaining a good knowledge of the past. They talk about their families and their own past life, what they did and enjoyed as a baby. The children are developing their skills of cutting and sticking but have few opportunities to select and explore materials for themselves as often activities are too directed by the teacher. They are gaining confidence in using computers and are becoming adept when using the computer mouse.

62. Physical development

65. In physical development, children are set to reach the appropriate standard by the age of five in most areas. They make sound progress overall, but, in some aspects, progress is good. They use space well in the hall and are becoming aware of their own space and of others around them, and travel confidently and imaginatively in different directions. Children run, jump, hop and some can skip. They walk quietly on tip toe, can change speeds and are learning to move mats safely and sensibly. The outside area provides opportunities for children to develop their skills with bats and balls and to use hoops and other small apparatus. However, equipment is limited and there are no opportunities for pupils to use large wheeled toys, such as bicycles and scooters, or to use balancing and climbing apparatus. All children have opportunities to develop their physical co-ordination. They use pencils, brushes and scissors sensibly and with increased dexterity.

63.

Creative development

66. Attainment is below what is expected for their age in creative development, as the children have insufficient opportunities and experiences. Therefore, progress is unsatisfactory. Owing to the constraints of the timetable, children use art materials for only a short time each week. When they do, they explore colour and texture using different techniques and materials. They paint with brushes and their fingers and enjoy printing to make different circles. Some good work was achieved when children drew and painted their faces and added wool for their hair. They use playdough and plasticine and, last year, made some interesting animals with clay after their visit to a farm. Often, however, tasks are very directed by adults which does not allow the children freedom to investigate and create for themselves. There are limited opportunities for children to express themselves through music, dance and imaginative play.

64. ENGLISH, MATHEMATICS AND SCIENCE

64. English

67. The results of the 1998 national tests at the end of Key Stage 1 indicate that the percentage of pupils achieving Level 2 and above in writing was above the national average, and that in reading was close to it. The proportion of pupils reaching Level 3, was close to the national average in reading and writing. When compared with similar schools attainment in reading and writing was well above that expected. The results of the teacher assessments for 1998 were broadly in line with the results of the national tests. The current inspection findings are that pupils are attaining above national expectations for writing and close to them for reading at Level 2 and above. Standards in literacy are good. Pupils with special educational needs attain well for their capabilities and more able pupils are suitably challenged.

68. In the previous inspection report, attainment in English, at the end of Key Stage 1, was judged to be above national expectations and the findings of this inspection show that standards are similar. However, a key issue was to improve the presentation of pupils' written work and the school has addressed this issue well, as pupils now have a good standard of presentation across the curriculum. Realistic targets for improvement have been set in English and the school is making consistently good progress towards achieving them.

69. Overall, standards in speaking and listening are satisfactory by the end of Key Stage 1. Pupils listen well throughout the school. They listen attentively and with increasing attention to detail as they get older. They are able to describe, converse and narrate at levels appropriate for their age, and several are confident speakers. They talk about stories they are reading and enjoy describing activities undertaken with their families. Pupils are making good progress in speaking and listening.

70. By the end of Key Stage 1, most pupils attain average standards in reading. The emphasis in the first few years at school is successful in developing positive attitudes towards books. Most pupils read accurately and fluently and read a range of texts with understanding. Many work out new simple words by splitting them into sounds, and nearly all have a store of memorised words to call upon. They read simple stories and understand simple information books. Most can name a favourite book or author, such as Eric Carle and Rob Lewis. More able pupils read challenging text, which they enjoy discussing with adults. They indicate their thorough understanding of the plot by sensitively describing events in the stories and how the illustrations add greater depth of meaning to stories. They can give a brief resume of a book and predict events likely to happen later in stories they are currently reading. Pupils enjoy reading and take their books home every day to practise their skills. Progress in reading is good throughout the school.

71. By the end of Key Stage 1, standards of attainment in writing are good. Pupils write simple sentences and put them together to form a story or poem, making a good attempt at simple punctuation and spelling. More able pupils use neat, joined writing, write at length and for a variety of purposes, such as poetry, book reviews, their feelings in religious education lessons and a scientific experiment about which materials reflect light best at night. They use imaginative vocabulary for their well-sequenced stories, which sustain the reader's interest. Progress in writing is good throughout the key stage. The use and acceptance of emergent writing is encouraged and valued, and is helping to improve standards, as this enables pupils to express their thoughts in writing freely, creatively and at length. Most pupils learn to spell simple words increasingly well. The good focus on the quality of pupils' writing in all subjects has a positive effect on their work across the whole curriculum.

72. Overall progress throughout Key Stage 1 is good. Pupils attain satisfactory standards in English by the age of five, make good progress during the two years of Key Stage 1, and attain good standards by the end of it. Reading is at least sound and writing is good by the end of Year 2.

Pupils with special educational needs make good progress for their capabilities.

73. Pupils' attitudes to their work are good throughout the school. They are polite, courteous and very well behaved. They settle to their work quickly and concentrate well, especially when work is challenging. They are interested, attentive and collaborate well together, which is conducive to learning. Pupils are eager to question and reply. Most are able to work independently on individual tasks and, generally, there is a good working atmosphere in the classes.

74. The quality of teaching is good. All lessons, throughout the school, are at least satisfactory and seven out of ten are good. Teachers have a good rapport with pupils. All teachers use good effective questioning, coupled with clear explanations, which enables pupils to learn. Pupils' comments and questions are responded to well and careful listening skills are encouraged. All lessons are well planned with clear learning objectives, which are successfully put into practice. Work is suitably challenging for pupils of different abilities within each class. Assessment information is satisfactorily used in order to plan pupils' work. In the best lessons, there is an enthusiasm for the subject; the teachers' knowledge is good and they have a thorough understanding of National Curriculum requirements, which enables pupils to attain high standards, which are in line with their ability. Reading and writing skills are taught well during the literacy hour. A cursive style of writing is taught and joined writing is taught in Year 2. In order to help more pupils attain higher standards in writing, staff are considering teaching joined writing to younger pupils in the school. The quality of teaching for pupils with special educational needs is good throughout the school.

75. There is a sound policy and a good scheme of work for the subject. Two co-ordinators share responsibility, both having their own aspects of the subject. Both are enthusiastic about their role, have good knowledge of the subject and manage it efficiently. They have a clear direction for the subject and are able to monitor the teaching and standards across the school through classroom observations, teachers' planning, looking at pupils' work and informal discussions with staff and pupils. Satisfactory provision is made for in-service training. These are mainly linked to the focus in the school development plan, although teachers are able to attend courses for their own professional development. Assessment and recording in the subject are good. The use of information from recorded assessments is good. Resources for English are very good. The school library is well stocked with good quality, interesting books. The library has recently been relocated to the main entrance area of the school, which is light, but is not conducive to encouraging pupils to browse and enjoy books. Although pupils can use the library for research purposes, this was not seen during the inspection.

76. The school's strategy for literacy is good. Literacy is taught daily and is appropriately developed throughout the curriculum. Time is used well. There is good opportunity for literacy skills to be developed across other curriculum areas and the school has made good progress in improving the presentation of pupils' work since the last inspection. The school has adopted the National Literacy Strategy well.

74. **Mathematics**

77. The results of the 1998 national tests at the end of Key Stage 1 indicate that the percentage of pupils achieving Level 2 was well below the national average and that the proportion of pupils reaching the higher Level 3 was below average. When compared with similar schools, attainment was also below that expected. The results of the teacher assessments for 1998 indicated that the percentage of pupils reaching expected levels was close to the national average. Results for 1999 show that there has been an improvement in attainment in the percentage of pupils who achieved Level 2 and above. This improvement has been achieved as a result of the focus placed on mathematics in the school. The findings of the current inspection indicate that the percentage of pupils who are on course to attain Level 2 and above by the end of Key Stage 1 is in line with what is expected nationally. This judgement shows significant improvement as compared with the 1998 scores and is in line with the results for 1999. The school is now following the guidelines of the National Numeracy Strategy this term and this is continuing to have positive effects upon pupils' learning and understanding of mathematics.

78. By the end of Key Stage 1, most pupils have a sound knowledge of numbers to 100 and of place value. They can work out one more and one fewer. Through the daily oral and mental introduction to each lesson, they are gaining a good understanding of addition and subtraction using different strategies. Pupils know how to double numbers to 20 and add one more. The majority of pupils accomplished some good work in one lesson when older pupils were introduced to discovering ways in which to add two consecutive numbers. Pupils explained confidently to the rest of the class how they achieved their answer. Higher attaining pupils calculate and work with numbers to 100. Pupils name simple two dimensional shapes and identify and tabulate how many sides, corners and edges each has. A few pupils recognise the net of a cube. Pupils measure using both non standard measures such as multilink blocks and standard measures of centimetres and metres. They understand hours and what happens during the day and are gaining knowledge of the passage of time and what they can achieve in one minute. Much of the pupils' learning this term is achieved orally through whole-class activities and group games and is not recorded in pupils' books. From a scrutiny made of last year's work it can be seen that pupils gain a good understanding of money, simple fractions and the collecting, sorting and interrogation of data. Pupils with special educational needs attain good standards according to their capabilities. They are well supported by learning support assistants. These adults are very skilled in supporting and encouraging pupils in whole-class lessons, and in helping them with their learning in small groups by providing them with appropriate oral and written work planned by the class teacher.

79. Pupils of all abilities make good progress. When they enter Key Stage 1 from the Reception classes, attainment is below what is expected for their age. Some pupils have received only one term full-time education and have very little knowledge of the number system. Through systematic teaching and the good use of specific and relevant vocabulary, pupils are gaining a good knowledge of number and shape. Pupils in Year 2 are making good progress in developing and using mental strategies. This is new approach promoted by the National Numeracy Strategy and it is working well.

80. Pupils have good attitudes to learning. They sit quietly, listen and respond enthusiastically to their teacher's questions. They are keen to contribute and many are able to generate and explain their own strategies to the others in whole-class activities. Some pupils spot patterns using numbers before the teacher has even asked the question. They also are open to discussing the problems they have encountered. Pupils work constructively in pairs and groups in games and tasks set by the teacher.

81. Overall, the quality of teaching is good. In two-thirds of lessons seen, it was good or very good. Teachers have a good knowledge of mathematics. They are, at present, working hard to adjust to the new and different approach that the National Numeracy Strategy requires. They work well together in year groups, planning each week's activities. Where teaching is good, lessons have

clear learning intentions and these targets are made clear to the pupils at the beginning of the lesson. A good lesson was seen in a Year 1 class, when pupils were constructing number sentences, counting on using a number line and learning how to record the sum on the class board. Other good lessons are exciting and well paced and teachers have appropriate expectations of what each pupil is able to achieve. There is a good balance to each lesson with lively introductory sessions to enable pupils to learn and develop skills mentally. Mathematical vocabulary is introduced, explained and used well. Individual and group times are used to reinforce learning through challenging games or written recording tasks. Activities are appropriately matched to the differing abilities of the pupils. This was evident when some higher attaining pupils worked together in a Year 2 class selecting number cards to create their own sums. There are very useful plenary sessions at the end of lessons. These are used well to bring the whole class together and enable both teachers and pupils to assess what has been learned and what difficulties have been encountered.

82. The co-ordinator is new to her role this term and is keen and enthusiastic. As she does not have full-time class teaching responsibility, she is able to monitor and support teaching very well. With the help of the headteacher, the co-ordinator is encouraging the staff as they introduce the National Numeracy Strategy, and analysing and supporting any difficulties that arise. Topics and work are now blocked according to the suggestions made in the file. Assessment of pupils' achievement is on-going and the school intends to use the key criteria in the National Numeracy Strategy for each age group to assess pupils' attainment. Attainment targets for individual pupils are now being set. Resources are good and each class has a basic supply of equipment. However, few classes have vibrant and stimulating mathematics areas to encourage and stimulate learning. The subject meets the requirements of the National Curriculum.

83. At the previous OSTED inspection, standards were judged to be in line with national expectations, although more able pupils were not being consistently stretched. The curriculum was well planned and teaching was sound with some good features. Since then, many of these positive features have been maintained, and the overall standards in the subject have been raised significantly, particularly since 1998.

84. The school's strategy for developing numeracy skills is satisfactory. The National Numeracy Strategy is being soundly implemented and aspects, such as oral ability, are beginning to improve. Some opportunities are taken to develop numeracy skills in other curriculum areas, for example, in science, older pupils tabulate the data they get from food packages. Also, younger Year 1 pupils sort materials into natural and artificial fabrics and they are introduced to odd and even numbers when looking for a partner in a physical education lesson. Homework tasks are planned to be introduced after half term and this will help to provide a practical link with real-life problem solving. The first sheets deal with money activities and are suitable for each year group in the school. However, numeracy throughout the school is not sufficiently structured and integrated into other subjects.

82.

Science

85. The results of the 1998 teacher assessments at the end of Key Stage 1 indicate that the percentage of pupils achieving Level 2 and above was in line with the national average. The proportion of pupils reaching Level 3 was above average. When compared with similar schools, attainment was in line with that expected. The current inspection findings are that, by the end of Key Stage 1, pupils attain standards that are in line with national expectations. This judgement is in line with the results of the 1998 assessments. Pupils are given some opportunity to undertake investigations, for example, older pupils test materials for their waterproof qualities, and other pupils investigate which toys might move the furthest when pushed. However, opportunities to reinforce and develop investigative skills are not always taken, and pupils are given insufficient opportunity to undertake open-ended investigations. Pupils' understanding of life processes is developed well. As they compile their 'Spiders Fact book' and a book of minibeasts, older pupils become aware of the range of animal life in the school environment. Pupils develop a satisfactory understanding of materials and their properties as they discover which materials are attracted to magnets and how different materials can be changed by processes such as bending, twisting and squashing. Pupils' work on physical processes is satisfactory. They know some of the sources of natural and artificial light and that a complete circuit is required to make a bulb light. Pupils with special educational needs attain good standards according to their previous learning and make good progress towards their own learning targets.

86. Pupils make satisfactory progress. As they get older, they are introduced to progressively more complex work, and a wider range of technical vocabulary. For example, younger pupils learn that materials have different characteristics, such as hardness, smoothness and shininess, whilst older pupils appreciate that materials' characteristics determine their use, such as metal for nails and glass for jars and bottles. Pupils also make progress in the confidence with which they talk about what they know and in their developing awareness of the effect of science in everyday life. As they get older, pupils use a wider range of information sources in their work. For example, older pupils use the labelling on a variety of food packages as a useful source of data in their work.

87. Pupils respond positively to the subject. They settle quickly to their activities as they begin work after break-times or as they change groups. They contribute willingly to class discussion and make sensible comments. Most maintain their interest and concentration well and try their best in all activities. Several are engrossed in their work, but stop appropriately when asked by their teacher. Pupils are willing to help to clear away equipment at the end of a lesson, and do so reliably and conscientiously. Only occasionally do pupils lose concentration and call out inappropriately.

88. Overall, the quality of teaching is satisfactory, but, occasionally, it is good or very good. In the majority of lessons where teaching is satisfactory, teachers' planning is detailed and contains reference to clear learning objectives and activities to be followed. Teachers develop good relationships with their pupils, introduce work clearly and use praise and encouragement to interest and motivate pupils. Where teaching is good, interesting and challenging resources are provided, learning support assistants are well briefed and effectively used, and key scientific principles are introduced and regularly reinforced through the lesson. A lesson to older pupils, who were analysing the content of different food packages, illustrated several features of very good teaching. The teacher asked probing questions which challenged pupils' understanding of the data they had collected, she made very effective interventions in the groups as they worked, and a useful plenary session was organised at the end of the lesson. Shortcomings that limit the effectiveness of otherwise satisfactory lessons include introductions that are too long and insufficient opportunity for pupils to undertake open-ended investigations or to discover a wider range of ways to present scientific information.

89. Teachers are supported in their work by a useful policy and guidelines statement. This

provides helpful advice on the aims and objectives for the subject, planning and classroom organisation. The subject is well led by an experienced co-ordinator. Planning is secure. It follows a key stage curricular plan that shows when the elements of the subject are to be taught to each year group. A detailed and thorough scheme of work has been devised, which identifies the required science to be taught as well as suggesting activities to follow. Teachers meet in year groups to plan each termly unit. This helpfully ensures a consistency of coverage and approach across different classes in each year group. Monitoring is effective. The co-ordinator attends some year group planning meetings, has regular non-contact time to monitor and support teachers in their work, and checks the standards achieved in each class by sampling all pupils' work. A very thorough and useful 'record of learning outcomes' has been assembled. This contains examples of pupils' work for each element of the subject, which have been assessed according to National Curriculum criteria. This helps the teachers to appreciate the different levels of attainment in each class. Assessment procedures are sound. Teachers make regular assessment of pupils' attainment at the end of each topic. Resources for the subject are satisfactory. They are well organised and maintained and contain an appropriate range of equipment to support teachers in their work. Educational visits enhance the subject well. Younger pupils visit a local farm, whilst older year groups visit a conservation and wildlife centre. The local environment, including the nearby duck pond, are used well.

90. At the previous OFSTED inspection, standards were judged to be above national averages. Although the standards achieved by the current Year 2 are in line with national expectations, several of the positive features of the subject have been maintained. The subject continues to be well led, planning remains thorough and teaching is still mainly sound with good features.

88. OTHER SUBJECTS OR COURSES

88. Information technology

91. By the end of Key Stage 1, pupils attain standards at the level of the national expectation. This was also the judgement of the previous OFSTED report. Pupils have appropriate experience of a range of information technology equipment which includes computers, videos and cassette recorders. They are also aware of some of the wider uses of information technology systems in the school and in the home. By the time they leave the school, they have a satisfactory understanding and control of the basic keyboard and mouse functions. They know how to load programs by clicking on the screen icon, understand that different icons represent different programs, and are taught the importance of carrying out proper close-down procedures. Pupils develop sound word processing skills. They use computers to write for a satisfactory range of purposes including captions for pictures, news, poems and nursery rhymes. As they compile their workbooks on butterflies, older pupils bring together text and pictures from a clip-art selection, and then print their work using different sized fonts. Computers are used well to develop art and design skills. Older pupils design their own Christmas cards, and across the school, pupils generate pictures and patterns using art and drawing programs. Pupils use CD-ROMS to access information, for example, to illustrate their work on penguins and Antarctica. Pupils have sound opportunity to use data handling facilities as they draw computer generated graphs to show the different hair colours represented in the class. Pupils with special educational needs attain sound standards according to their capabilities.

92. Pupils, including those with special educational needs, make satisfactory progress as they move through the school. They make progress in their appreciation of the uses of information technology, and in their knowledge on keyboard functions. As they get older, they are introduced to more complex work. For example, younger pupils, with help, write their own names on the computer screen and print them out, whilst older pupils write longer pieces of text for their stories and news. As they get older, pupils become more confident in their computers skills and their speed and dexterity with the keyboard increase.

93. Pupils respond positively to the subject. They listen attentively to their teachers' instructions and concentrate well on the tasks that they have been set. They show enjoyment in their work and are keen to talk about it and demonstrate what they can do. They have a good sense of achievement at the end of their work session. Pupils work well together, waiting for their turn, and helping and encouraging each other. They are not discouraged by the mistakes that they make, they ask for help and then persevere to complete their work.

94. Because of the way in which the curriculum is organised, it was not possible to see any class teachers teaching information technology during the period of the inspection. Judgements about the effectiveness of teaching have been made with reference to previous work, teachers' planning and from observing the work of groups of pupils working at computers supervised by learning support assistants. The evidence from these sources indicates that, overall, teaching is satisfactory. Teachers introduce appropriate work and this was developed and reinforced satisfactorily by learning support assistants. Learning support assistants are used well. They have been well briefed and know clearly what is expected of them. They show good subject knowledge, give clear instructions to pupils establish good relationships with their groups and manage pupils well.

95. Teachers are supported by a sound policy and guidelines statement and the subject is well led by an enthusiastic co-ordinator. Planning in the subject is secure. From the beginning of the present term, planning is based on the nationally recommended scheme, which replaced one which the school had devised. Units of work are planned for each term and the necessary concepts and skills are introduced by each class teacher in blocked units at the beginning of the unit. Further opportunity is provided for reinforcement and practice. This method of organising the curriculum is effective. Useful non-contact time is provided for the co-ordinator which is used to support and monitor work done throughout the school. Resources for the subject are good and are used well. Each class has an up-to-date computer and colour printer, and there is, in addition, a bank of computers in the resource area. Each computer has an appropriate range of infant software that has been pre-loaded and this is supplemented by a good range of additional programs, including dictionaries, encyclopaedias and role-play games. A useful collection of work has been assembled which has been assessed according to National Curriculum criteria. Assessment procedures are unsatisfactory. There is no agreed, whole-school procedure for assessing pupils' achievement and measuring their progress. There are useful links with a local supermarket which has provided hardware and software for the school.

93.

Religious education

96. At the end of Key Stage 1, pupils attain standards that are in line with those expected in the locally Agreed Syllabus. This is similar to the findings in the school's previous OFSTED inspection report. Although religious education was not a key issue in the previous report, the school has made good progress by addressing the comment in the report that the school should consider further how to complement the curriculum by including more teaching of other faiths. All pupils now have a good understanding of Christianity. Older pupils know that the parables told by Jesus were stories with a meaning to help people understand God. Pupils also develop a sound understanding of aspects of other world faiths such as Judaism, Hinduism, Sikhism, Islam and Buddhism. Older pupils know some of the similarities and differences between these religions, For example, that they have special books such as the Bible, the Torah and the Koran, that Hanukkah and Devalue are two festivals of light and that there are other festivals and symbols associated with worship and weddings.

97. Pupils make good progress. They make progress in their knowledge and understanding of stories from the Bible and in their appreciation of the importance of Christian festivals and celebrations, such as Christmas, Easter, weddings and baptism. They also make good progress in their understanding of aspects of the belief and custom of other faiths. For example, older pupils

give reasons why homes are important to families as they learn about family life of people of different faiths.

98. Most pupils are interested in the subject, are attentive and concentrate well. They listen well and are respectful of others' ideas and faiths. Pupils are very well behaved and have a good rapport with adults, as well as with other pupils.

99. The quality of teaching is satisfactory. All lessons are well planned, with clear objectives, which are successfully related to the ability of the pupils. Teachers use effective questioning techniques, combined with clear explanations, which enable pupils to learn. There is good pace to the lessons and teachers have a good rapport with the pupils and the use of stimulating resources heightens the pupils' interest in the subject.

100. The subject is ably led by a well qualified co-ordinator, who has attended in-service training to ensure that she provides good leadership of the subject within the school. She has led some in-service training for the staff and for teachers from other schools. There is a sound policy for the subject and the school has recently bought a published scheme of work for religious education, which covers all aspects of the locally Agreed Syllabus. The new scheme of work ensures progression in the pupils' learning and includes work on the main faiths in Britain today. The co-ordinator monitors the teaching of religious education in the school, and provides good support for teachers. Although there are some artefacts for the various religions, these are insufficient to enable pupils to get a clear appreciation of the elements of the different religions. Visits to places of worship enhance the provision of religious education within the school and local clergy visit the school to speak about aspects of their churches. Some of the school's pupils and their parents from other religious faiths contribute to classwork on beliefs, practices and traditions. This helpfully enhances pupils' understanding of these different faiths. Religious education makes a good contribution to pupils' spiritual, moral, social and cultural development.

98. Art

101. Because of the way in which the timetable was organised, it was not possible to see any teaching of art during the time of the inspection. Evidence from the work on display and from teachers' planning indicates that, by the end of Key Stage 1, most pupils attain standards that are average for their age, with some evidence of higher attainment by a few. This is broadly in line with the judgement at the previous OFSTED inspection. Pupils produce a variety of sound work in both two and three dimensions, using different media and techniques. Their response to the work of other artists is good. They mix colours to paint effective irises based on the work of Van Gogh, and use tissue paper to create sunflowers. They use their knowledge of the works of Picasso and Turner to produce successful paintings and weaving. Pupils produce effective three dimensional work. They push and pull clay into the shape of pots, teddy bears and animals, with varying degrees of success. Others use modelling materials to create three dimensional sculptures of leaves and flowers, heads and figures. Older pupils produce good quality observational pencil drawings of portraits of their classmates, with attention to proportion. They link these skills to observational drawings of artefacts, in work related to history. Younger pupils use pastels well to draw realistic pictures of peppers. The use of sketch books enables pupils to experiment with colours and techniques. Pupils undertake rubbings and printing to good effect, for example, in producing block printing using polystyrene tiles. Many pupils use computer programs to generate simple, colourful pictures. Pupils' good work is well displayed around the school.

102. All pupils, including those with special educational needs, make good progress. They are developing their skills with a range of media and techniques. Pupils are making good progress in refining their observational skills and their accuracy and attention to detail. They are developing well their knowledge of a variety of famous artists.

103. Pupils enjoy their art lessons and show good attitudes towards them. They talk readily about

their work and appreciate the work of other pupils, when it is displayed. The good quality of the work on display indicates a willingness to complete work to a high standard and a sense of achievement in a good finished product.

104. The quality of teaching is satisfactory. Teachers' planning shows that lessons are well planned, with clear learning objectives and appropriate activities to achieve them. Teachers have secure subject knowledge, which enables them to provide a rich variety of artistic experiences. They create relevant links with other subjects, such as history and music. Good use is made of voluntary helpers, which has a particularly good effect on the progress of pupils with special educational needs.

105. The subject is well led by an enthusiastic co-ordinator. She has written a sound policy document and a good scheme of work, which includes comprehensive guidelines for teaching drawing, painting, printing, and three dimensional work. The co-ordinator has monitored classroom teaching of art, sees teachers' planning, and offers good support to colleagues. The co-ordinator is developing a useful school portfolio of art work. The subject has a good range of resources. Art makes a positive contribution to the pupils' spiritual, moral, social and cultural development.

103.

Design and technology

106. No lessons were seen during the course of the inspection as this subject is taught in blocked units during the spring and summer terms. Judgements about standards achieved have, therefore, been made from evidence gained through scrutiny of last year's work, photographs, teachers' planning and discussion with the co-ordinator. The evidence indicates that standards are in line for the age of the pupils at the end of Key Stage 1. This is similar to the judgements made in the previous OFSTED inspection. By the end of Key Stage 1, pupils have experience of working with a range of tools and materials. They know how to use and construct simple mechanisms and joints, such as levers and hinges, and they make moving soldiers and a variety of puppets. They use different textiles to construct purses and bags. They measure accurately and use a saw carefully to make a wooden picture frame and know how to make the structure more stable by strengthening the corners. Year 2 pupils produced some good work when they designed their picture frames and patterns and made recordings of what they wished to accomplish. Pupils have limited experiences in food technology owing to the constraints of the time allocation within the curriculum. Pupils with special educational needs attain standards that are in line with their previous capabilities.

107. Pupils of all abilities make satisfactory progress. As they move through the school, pupils undertake an increasingly wide variety of designing and making activities using different materials and techniques. They are beginning to think, plan and design before making their models.

108. From the scrutiny of previous work and the photographic evidence of models made and displayed, it can be seen that pupils enjoy their work. They are keen to learn, concentrate and take care to produce articles of a good standard.

109. From evidence gained, it can be judged that teaching is satisfactory. Teachers have a sound subject knowledge and they plan carefully together in year groups. The school has a clear plan for the teaching of design and technology and has had to amend the time spent on it to meet the requirements for the teaching of literacy and numeracy. However, planning shows that there is sufficient breadth and balance to allow pupils to develop appropriately through the school.

110. The co-ordinator is new to the role this term and is keen to take on the responsibility for the oversight and support of this subject. Planning is sound. It is currently based on a Local Education Authority published scheme, but the school intends to transfer to the nationally recommended scheme of work. Resources are satisfactory, easily accessible and adequately support teachers in their work.

111. Because of the way in which the timetable is constructed, it was not possible to see any teaching of the subject during the period of the inspection. Judgements about attainment and progress are, therefore, based on the scrutiny of current and previous work, discussion with teachers and the headteacher and planning documentation. By the end of Key Stage 1, pupils attain standards that are average for their age. This was also the judgement of the previous OSTED inspection. By the time they leave the school, pupils have acquired a sound vocabulary about their surrounding area. They undertake field work around the school and within their own locality that includes a visit to the local supermarket. They make simple maps of their route from home to school, using pictures and symbols, and they are introduced to plotting symbols on a map using simple grid references. Their knowledge and understanding of more distant places are developed as they follow a letter sent to Edinburgh and as they learn about hot and cold deserts in Africa, Australia and the Antarctica. Younger pupils are encouraged to take Barnaby Bear with them on their holiday and write and illustrate a booklet for him. Pupils with special educational needs attain sound standards and make satisfactory progress towards their own learning targets.

112. Pupils make satisfactory progress. As they get older, they develop a deeper appreciation of their own environment and are increasingly able to compare and contrast it with more distant places. Their knowledge of the way that places can be represented on maps and pictures increases. Pupils are beginning to make comparisons of different areas and how people live and the effects of weather on those people and their surroundings.

113. From observation of the pupils' work and from talking with pupils, it is clear that pupils are very interested in the world around them. They show curiosity and are keen to learn. They can talk about where they live and use positional language well. The presentation of their work is neat and careful.

114. Evidence from a scrutiny of pupils' work, displays around the school, and teachers' planning indicates that the quality of teaching is satisfactory. Teachers have a sound subject knowledge. The subject is planned in blocked units using the nationally recommended scheme of work. Teachers plan and discuss ideas together well and the different levels of knowledge and skills are built into the planning.

115. The headteacher co-ordinates the subject effectively and undertakes some useful monitoring of teaching and planning. Geography is planned in blocked units of work and is not planned to be taught until the next term. A very good collection has been compiled to show pupils' previous work. Resources are adequate, such as books, atlases and maps, of good quality and easily accessible. Some interesting visits are integrated into the curriculum to stimulate and extend pupils' learning, such as a visit to the Tilbury environmental centre. Visitors to the school, such as the police, help pupils to understand different people's jobs.

116. By the end of Key Stage 1, most pupils achieve standards that are above those expected for their age. This is an improvement on the standards achieved at the time of the last OFSTED inspection when attainment was judged to be satisfactory. By the time they are seven, pupils distinguish between past and present and are beginning to demonstrate a sense of chronology. They identify objects from the past and sort objects, such as clothes and toys, into old and new. Pupils know about aspects of the past through famous stories, such as Guy Fawkes and the Great Fire of London. Their historical enquiry is very good for their age. They are stimulated to find out about aspects of the past from a range of sources including artefacts, pictures, old photographs and books and to generate their own questions. The subject is brought alive very well by inviting friends of the school to come and talk of their experiences. For example, during the inspection period, some very good work was achieved by Year 1 pupils who were introduced to artefacts from the home of over fifty years ago by the headteacher who talked about her Nan and the way she washed her clothes using a wash board and soap and made a cup of tea by boiling water in an old teapot and using tea leaves. Pupils were then stimulated to look at different kinds of houses. Pupils with special educational needs make good progress and attain good standards according to their previous learning.

117. The progress made by pupils of all abilities is good. As they move through the school, pupils' knowledge and understanding of life in the past increase in depth and breadth and their skills in using and researching historical information develop. They gain confidence in their use of common vocabulary relating to the passing of time and in their ability to talk about pictures they observe. As they get older, pupils begin to realise the changes in their own lives and those of their family.

118. Pupils are very interested in the world around them and are keen to learn and understand about the past and how their grandparents used to live. They listen attentively and respond enthusiastically to teachers, questions. When handling artefacts and looking at pictures, pupils ask interesting and relevant questions. They work very well together in groups.

119. The quality of teaching is very good. Planning is careful and the teachers' knowledge of the subject is good. Some imaginative approaches are employed which make lessons very interesting and lively. Teachers' enjoyment is relayed to the pupils and all lessons are very well paced and structured, considering that lesson blocks last for nearly two hours. A very good lesson was seen when Year 2 pupils were invited to compile their own questions from pictures of famous people both past and present. They worked in groups with a scribe and, from the questions that were generated, the class were able to draw conclusions and eventually discover who the person was. One group recorded the questions on the computer.

120. The subject is planned in blocked units during two terms. The teachers plan together in year groups using the suggestions in the nationally recommended scheme of work. Visits, such as a visit to the toy museum at Bethnal Green, enrich curricular provision. The headteacher co-ordinates the subject and monitors and supports teaching and planning well. Resources are good. There is a wide selection of books, photographs, pictures and artefacts to extend learning.

Music

121. Because of the way in which the timetable was arranged it was only possible to see one music lesson during the period of the inspection. Judgements about standards achieved have been made from a scrutiny of teachers' planning and overall scheme of work, one hymn practice session and music in assemblies. By the end of Key Stage 1, pupils attain standards that are average for their age, with some evidence of higher attainment by some pupils towards the end of Year 2. Although the previous OFSTED inspection report stated that it was not possible to make firm judgements about music, due to timetabling arrangements, that inspection found some outstanding attainment and progress. This differs from the findings of the current inspection. The difference in the findings

is due to there being a different group of pupils in the school and changes in staff. Pupils identify some instruments by their sounds, sing tunefully and play a range of tuned and untuned percussion instruments. They sustain a good rhythm, when singing and playing musical instruments, are developing their skills of listening to and appraising music, and use simple terms to describe their thoughts. From evidence of pupils' previous work, they are able to plan together, and can read and use symbols, when composing and performing. Some pupils take part in the local schools' music festival, which enhances their self esteem. After their performance, they sing the songs learned for the festival to the school and to their parents.

122. Indications are that pupils make satisfactory progress. As they get older, pupils demonstrate an increasing awareness of what is expected in their music lessons. They consolidate their previous learning well and build on it by learning new skills in listening and performing. They make progress in the way in which they record their musical work. For example, towards the end of Year 2, some pupils record their ideas using correct musical notation, and several use their skills in information technology to create computer generated musical notation, adding their own words to their composition.

123. Pupils generally participate with enthusiasm and enjoy their music lessons. Most listen attentively and work well together, when required. They are very well behaved and are respectful of others' efforts. There are good relationships between pupils and staff.

124. The quality of teaching is satisfactory, which is similar to the findings of the previous inspection. Lessons are well planned, with clear learning objectives. The good scheme of work provides teachers with good support which enables them to teach music with confidence. They have satisfactory knowledge and understanding of the subject.

125. The co-ordinator provides good leadership. She has written a sound policy and a good scheme of work, which provides good continuity for the pupils' learning. The co-ordinator is able to observe classroom teaching of music and has been observed by other teachers to demonstrate good practice. She arranges for visiting musicians to give live performances to pupils, which extends their appreciation of music. Resources are very good, with a wide range of good quality instruments which make a very good contribution to the pupils' learning. Music makes a good contribution to the spiritual, moral, social and cultural development of the pupils, when they compose and perform together, and learn music from different cultures.

Physical education

126. By the end of Key Stage 1, pupils attain standards that are average for their age. This was also the judgement of the previous OFSTED inspection. Pupils are introduced to games skills as they walk and run around the hall, avoiding each other and developing an awareness of their own space and that of others. In gymnastics, they practise stretching up and down and sideways, and they make and hold a range of balances, using different parts of their bodies. Pupils first walk varied dance sequences, and then move along them to music. They join separate dance sequences together to produce effective finished performances. Pupils with special educational needs attain satisfactory standards according to their previous learning.

127. Pupils, including those with special educational needs, make satisfactory progress. They make progress in their understanding of the importance of exercise to the body and the need to warm up at the beginning of each activity. As they get older, they become more aware of the importance of safety when using and moving equipment, and of responding promptly to their teachers' instructions. They also make progress in their ability to respond to more complex tasks. For example, younger pupils move to a rhythm created by a tambourine, whilst older pupils move to the more complicated rhythms of recorded classical music.

128. Pupils respond well to the subject. They change quickly for their lessons, and enter the hall in a sensible and controlled manner. This ensures that lesson time is fully used. Pupils listen well to

their teachers' instructions and are keen to try activities and to do their best. Most demonstrate great care and attention as they are asked to assemble and clear away equipment required for the lesson.

129. Overall, teaching is satisfactory, but with several good features. This was also the judgement of the previous inspection. Teachers' lesson planning is detailed and includes reference to appropriate learning objectives and activities to follow. Teachers show sound subject knowledge and praise and encouragement are consistently used to good effect. Across the school, lessons begin and end with appropriate warm-up and cool-down activities. An expressive dance lesson for older pupils in which they were building up sequences of movement to the music of Peer Gynt illustrated several features of good teaching. The teacher was confident and enthusiastic, explained carefully what was required and pupils were told clearly how to improve their performance. Shortcomings in otherwise satisfactory lessons are that sometimes pupils are inactive for too long and the introduction to lessons lacks suitable pace.

130. Teachers are supported by a thorough policy and guidelines statement, which helpfully gives guidance on all elements of the subject. Planning is based on a whole key stage curricular plan and follows a detailed scheme of work which the school has devised. Year group teachers meet to plan the activities for the term. The co-ordinator gives appropriate support and advice to colleagues. Some monitoring time has been provided and this has been used recently to revise the policy and to monitor the coverage of the elements of the subject across the key stage. At the previous inspection, teachers also planned a balanced programme of work. There is a large hall, which has a good range of fixed and moveable gymnastics apparatus, and a large field for outdoor use. There is appropriate small apparatus and equipment to support teachers in their work. Assessments of pupils' achievements are recorded by individual teachers and are used to inform the end-of-year reports to parents. There are currently no lunchtime or after school sports clubs.

128. PART C: INSPECTION DATA

129. SUMMARY OF INSPECTION EVIDENCE

The inspection was carried out by a team of 4 inspectors who spent a total of 12 inspector days in the school. Time spent observing teaching, 29 hours 30 minutes. 10 hours 0 minutes at Pre-Key Stage 1, and 19 hours 30 minutes at Key Stage 1.

- 51 lessons or parts of lessons were observed.

In addition, a further 26 hours 15 minutes were spent on the inspection activities listed below.

- a number of registration periods, assemblies, playtimes, lunchtimes were observed;
- scrutinising the work of pupils and checking their attainment by working with them during the inspection;
- discussions were held with all teaching staff and some non-teaching staff;
- many pupils were heard to read and were questioned about their mathematical knowledge and understanding;
- three samples of pupils' work across the full range of ability in all year groups were inspected in addition to work examined during lessons;
- all available school documentation was analysed;
- attendance records, pupils' records kept by the school and teachers' planning documents were examined;
- the budget figures were inspected;
- discussions were held with pupils, parents and governors;
 - a parents' meeting was held and the views of the 6 parents at this meeting and those of the 51 families who responded to a questionnaire were taken into account.

130. DATA AND INDICATORS

130. Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y2	225	0	23	43

130. Teachers and classes

Qualified teachers (YR – Y2)

Total number of qualified teachers (full-time equivalent):	11
Number of pupils per qualified teacher:	20.5

130. Education support staff (YR – Y2)

Total number of education support staff:	18
Total aggregate hours worked each week:	146

Average class size:

25

130. Financial data

Financial year: 1997/98

	£
Total Income	410548
Total Expenditure	414235
Expenditure per pupil	1704.67
Balance brought forward from previous year	71016
Balance carried forward to next year	67329

130. PARENTAL SURVEY

Number of questionnaires sent out: 216
Number of questionnaires returned: 51

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	37	53	10	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	61	39	0	0	0
The school handles complaints from parents well	27	43	27	2	0
The school gives me a clear understanding of what is taught	29	55	14	0	2
The school keeps me well informed about my child(ren)'s progress	45	39	12	2	2
The school enables my child(ren) to achieve a good standard of work	47	51	0	2	0
The school encourages children to get involved in more than just their daily lessons	16	49	31	4	0
I am satisfied with the work that my child(ren) is/are expected to do at home	35	53	8	4	0
The school's values and attitudes have a positive effect on my child(ren)	37	57	6	0	0
The school achieves high standards of good behaviour	37	51	10	2	0
My child(ren) like(s) school	59	37	2	2	0

130. Other issues raised by parents

1. Parents thought that the transition from playgroup to school was handled very well.
2. Parents would like more information about what is taught at school.