

INSPECTION REPORT

Clarendon Community Primary School

Middlesex

LEA area: Surrey

Unique reference number: 125088

Headteacher: Mrs Elizabeth Lodh

Reporting inspector: Mrs Patricia Davies
22460

Dates of inspection: 27th - 31st March 2000

Inspection number: 189264

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

© Crown copyright 2000

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	5 to 11
Gender of pupils:	Mixed
School address:	Knapp Road Ashford Middlesex
Postcode:	TW15 2HZ
Telephone number:	01784 253379
Fax number:	01784 421745
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Elizabeth Jervis
Date of previous inspection:	September 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Patricia Davies	<i>Registered inspector</i>	English; Art; Design and technology; Religious education.	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
Bob Miller	<i>Lay inspector</i>		Pupils' attitudes, values and personal development; How well does the school care for its pupils? How well does the school work in partnership with parents?
Thelma Edwards	<i>Team inspector</i>	Mathematics; Information technology; Physical education; Pupils with special educational needs; Pupils with English as an additional language.	How good are the curricular and other opportunities offered to pupils?
Margaret Lygoe	<i>Team inspector</i>	Science; History; Geography; Music; Under fives; Equal opportunities.	

The inspection contractor was:

*Westminster Education Consultants Ltd
Old Garden House
The Lanterns
Bridge Lane
London
SW11 3AD*

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London
WC2B 6SE

REPORT CONTENTS	Page
PART A: SUMMARY OF THE REPORT	1
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	7
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	10
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	12
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	14
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	16
HOW WELL IS THE SCHOOL LED AND MANAGED?	16
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	20
PART C: SCHOOL DATA AND INDICATORS	21
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	25

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Since the last inspection, the school has reduced to one form of entry, with the last large year group of pupils having left in 1999. There are 197 pupils in total, which is about the same size as other primary schools, and some classes have a larger number of boys than girls. The percentage of pupils eligible for free school meals is broadly in line with the national average at 18 per cent. The percentage of pupils with special educational needs is slightly higher than the national average at 23 per cent, and a significant proportion of these have emotional and behavioural difficulties. There is a small percentage of pupils with English as an additional language, some of whom receive support through extra funding. A few pupils are from ethnic minority backgrounds. The movement of pupils in and out of the school has affected some year groups in Key Stage 2, for example the current Year 6. When pupils enter compulsory education at the age of five, their attainment is broadly in line with what is nationally expected. Staff changes have affected groups of pupils in both key stages.

HOW GOOD THE SCHOOL IS

Clarendon is a happy and caring school, which actively seeks success. The staff are lively and hard working, and most pupils behave well and have good attitudes to their learning. By the end of Key Stage 2, pupils achieve standards in English, mathematics and science which are generally in line with national expectations. The vast majority of teaching is satisfactory or better, although there are some weaknesses in the effective management of the challenging behaviour of a minority of pupils. The school is generally effectively led and managed. Taking all these factors into account, together with high spending costs per pupil, the school is currently giving satisfactory value for money.

WHAT THE SCHOOL DOES WELL

- Standards have steadily improved over time in the National Curriculum tests for pupils aged 11 years, particularly in English and mathematics;
- The National Literacy Strategy has been very effectively introduced throughout the school;
- Children have a secure start to their education in the reception class, and make good progress in their language and literacy skills, and in some aspects of their creative development;
- The quality of teaching is good in Key Stage 1;
- The school has good provision for pupils with special educational needs, and particularly through the Reading Recovery Programme;
- There are good systems for monitoring the quality of teaching, and for the professional development of staff;
- Parents have very positive views of the school, and there are effective links between home and school;
- The provision for extra-curricular activities is good.

WHAT COULD BE IMPROVED

- The behaviour of a minority of challenging pupils with emotional and behavioural difficulties, and their understanding of the impact of their behaviour on others;
- The effectiveness of managing difficult behaviour, so that strategies are consistently successful in all lessons;
- The curriculum for information technology, so that it meets statutory requirements at Key Stage 2.

The school has already identified these issues in its development planning, and the school has good capacity for improvement. The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Following its last inspection in September 1996, the school moved fairly swiftly to make improvements, and has worked hard to raise standards. Schemes of work were completed for all subjects, and the way in which the curriculum was taught was considered carefully, particularly with regard to the continuing development of Key Stage 2. The quality of the management structure and of delegation, were also thoughtfully improved as soon as it was appropriate. The analysis and use of national test and assessment data have developed well and targeted support both on areas needing improvement and on particular groups of pupils, less successfully in the case of higher-attaining pupils. Some more recent assessment strategies have yet to make an impact on standards. However, as a result, the school has succeeded in raising test standards over time at the end of Key Stage 2, and the implementation of the National Literacy Strategy has been very well introduced and promoted. The school is well aware that the curriculum now needs further improvement to keep abreast of national initiatives, particularly with regard to information technology. The conspicuous sharing of learning goals in lessons encourages pupils to take more responsibility for their own learning, but there are limited opportunities for personal research or for pupils to plan investigations in science. The school has already taken steps to meet the increased challenge from a minority of pupils with emotional and educational difficulties, but has yet to use effective strategies consistently throughout the school. The school's good links with its parents have been maintained. Taken overall, the school has made satisfactory improvement since the last inspection.

STANDARDS

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

Performance in:	compared with				<i>Key</i>
	all schools			similar schools	
	1997	1998	1999	1999	
English	D	C	B	B	well above average A
Mathematics	D	C	A	A	above average B
Science	D	A	C	C	average C
					below average D
					well below average E

These results show that pupils' attainment in the national tests in 1999 was well above the national average in mathematics. They were above the national average in English, and broadly in line with the national average in science. The comparisons were the same for national averages relating to similar schools. This represents a considerable rise in test standards over time, particularly in English and mathematics. The school is appropriately concentrating on particular groups of pupils in order to meet its targets for 2000. Inspection evidence shows that pupils are currently achieving standards which are in line with national expectations at the end of Key Stage 2, in English, mathematics and science. The present Year 6 has a higher than usual proportion of pupils with special educational needs. In addition, these pupils have experienced a number of staff changes and a significant proportion of pupils has moved in and out of the group during Key Stage 2. At the end of the key stage, standards are below national expectations in information technology and below expectations in religious education and design and technology, but are satisfactory in art. There was not enough evidence to make overall judgements about pupils' achievement in all other foundation subjects. Key Stage 1 standards of achievement are similar to those in Key Stage 2, although pupils are meeting expectations in information technology and religious education.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils enjoy coming to school, show enthusiasm for their work and apply good effort.
Behaviour, in and out of classrooms	Behaviour around the school and in lessons is generally satisfactory, but there is a minority of pupils with challenging behaviour who disrupt some lessons, and this adversely affects the learning of other pupils.
Personal development and relationships	Relationships are satisfactory overall. Most pupils are polite, friendly and respectful towards adults and each other. The majority of pupils respond well to opportunities to take responsibility and initiative, particularly through the School Council.
Attendance	Similar to the national average. Punctuality is good.

TEACHING AND LEARNING

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

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

Of the lessons seen during the inspection, 94 per cent were satisfactory or better, with 32 per cent good and 16 per cent very good. Six per cent were unsatisfactory overall. The strongest teaching occurred in Key Stage 1, where there was no unsatisfactory teaching. A significant strength of the teaching is the good quality planning of lessons. There are clear learning intentions which are comprehensively shared with pupils so that they understand the purpose of their learning. In many lessons, interesting and practical activities are used effectively to engage the pupils' attention and concentration. Where teaching is strongest, pupils are well managed and as a result, they behave and achieve well. However, this strength is not consistently found in all lessons. English is often well taught. Mathematics and science are taught satisfactorily overall, with the occasional weakness in science.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is a satisfactory curriculum for children aged under five and for pupils in Key Stage 1. In Key Stage 2, the school is not yet fulfilling its statutory requirement to teach all aspects of information technology. There has been good improvement to the art curriculum since the previous inspection. There is also a good range of extra-curricular activities.
Provision for pupils with special educational needs	Good, and overall pupils make satisfactory progress towards the targets in their individual education plans. The small group of pupils who take part in the Reading Recovery Programme make good progress in improving their skills.
Provision for pupils with English as an additional language	The very few pupils with English as an additional language make satisfactory progress in lessons and with specialist support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school has improved the opportunities for cultural experiences, and this provision is satisfactory. Provision for pupils' spiritual, moral and social development is also satisfactory, and circle time gives pupils valuable opportunities to explore feelings and moral ideas.
How well the school cares for its pupils	The school has satisfactory procedures for pupils' personal welfare and development, and for monitoring attendance. Assessment systems have been improved and are beginning to focus more sharply on individual pupils, but some systems, like the setting of specific targets for each pupil, are new and have not yet begun to fully influence standards, particularly for higher attaining pupils.

The school works well with parents, and provides them with good quality information.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
---------------	----------------

Leadership and management by the headteacher and other key staff	The headteacher and senior staff lead effectively and supportively, and there is a clear understanding of the school's strengths and weaknesses. A particular strength of the leadership is the opportunity for teachers to take responsibility for initiatives. There is a lively ethos amongst staff, who are committed to raising standards, and the capacity for improvement is good.
How well the governors fulfil their responsibilities	The governing body is well-organised and very supportive, and many governors help in school. New governors, some of whom occupy key positions, are keen and enthusiastic, and understand the need to develop further the governors' role in monitoring and evaluating the work of the school and the standards it achieves.
The school's evaluation of its performance	There are good systems for monitoring the quality of teaching, and of shorter term planning. The school has improved its analysis of national test and assessment data, and has used this with some success to focus on areas needing development. The school's priorities for improvement are appropriate.
The strategic use of resources	Administrative systems are well managed and financial planning is sound. Overall, the school makes good use of all its resources. There is satisfactory progress in the use of the principles of best value.

The school has a good level of staffing. Support staff are effective and many are well trained. Both the school's accommodation and learning resources are good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school expects children to work hard and achieve their best. • The school works closely with parents, and they feel comfortable about approaching the school with questions or problems. • The good teaching. • The progress children make. • Children are helped to become mature and responsible. • The good leadership and management; • Children like coming to school. 	<ul style="list-style-type: none"> • The amount of work children are asked to do at home, although views varied as to how much. • How well they are informed about how their child is getting on.

Inspection findings largely support the very positive views expressed by parents, particularly with regard to the quality of the links between school and home. Most children enjoy coming to school and strive to achieve well, but there is a minority of pupils who have challenging behaviour, and who do not always respond with maturity or responsibility in lessons, particularly where they are not well managed. Arrangements for pupils to do work at home were found to be satisfactory, and systems for keeping parents informed about their children's progress are good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. By the time children enter compulsory education at the age of five, standards are broadly in line with those expected for these pupils, and some exceed the national learning outcomes in language and literacy, and in the art aspect of their creative development. Children make satisfactory progress overall during their time in the reception class.

2. In the most recent national tests at the end of Key Stage 1 in 1999, standards were broadly in line with the national average in writing and mathematics, but below the national average in reading. When compared with those of similar schools, standards in writing and mathematics were also in line with national averages, but were well below in reading. Few pupils achieved the higher level in reading. These test standards were lower than those in 1998, which the school explains as being mainly due to changes in staff. Teacher assessments for science showed standards to be close to the national averages in comparison both with all schools and with similar schools.

3. In the national tests at the end of Key Stage 2 in 1999, standards were well above the national average in mathematics, above the national average in English and broadly in line in science for both all and similar schools. The results in the national tests in 1999 were better than those in 1998 in English and mathematics, but not as good in science, where few pupils achieved the higher level. There has been a considerable improvement in test standards since 1996, particularly in English and mathematics. The school is aware that boys are not achieving as well as girls in English in either key stage, and has tackled this with some success.

4. Inspection evidence shows that pupils are achieving standards which are in line with national expectations in English, mathematics and science at the end of both key stages. This largely reflects the findings of the previous inspection report, with improvements in the standards of pupils' number skills in mathematics, and in science at Key Stage 2. However, there is limited evidence of pupils achieving at the higher levels, particularly in English, and in some aspects of science. The current group of Year 6 pupils has a higher than usual proportion of pupils with special educational needs, including those with emotional and behavioural difficulties. In addition, this group has been disrupted both by changes in staff and by a significant proportion of pupils leaving and joining the group during Key Stage 2. The school has set challenging targets for this class, which they are working hard to meet. Particular groups of pupils have been targeted for extra support, including higher attaining pupils. There has also been a high priority given to the development of literacy skills throughout the school, and the National Literacy Strategy has been effectively implemented, thanks to very good leadership and support.

5. In many lessons during the inspection, pupils achieved well in response to strong teaching. However, pupils' learning was adversely affected in a minority of those lessons where challenging behaviour was not well managed.

6. Those pupils with special educational needs make satisfactory progress overall against the targets in their individual education plans. Some pupils, particularly those receiving help

with reading and writing development through the Reading Recovery method, make good progress. There is also some extra group support for higher attaining pupils in English and mathematics. Some pupils with emotional and behavioural difficulties do not make sufficient progress in some lessons where they are disruptive. Those few pupils with English as an additional language also make satisfactory progress.

7. Pupils achieve satisfactorily in all aspects of English as they move through the school. Whilst most pupils enjoy reading, they have a limited knowledge of books beyond those they meet in school, and less familiarity with non-fiction texts and their use for personal research. Although the work of some higher- and average-attaining pupils has some interesting content, generally written work lacks this quality. Most pupils listen with interest in lessons, and talk with ease and confidence. However, there is a minority of pupils who find it difficult to sustain concentration, or to listen politely to others, particularly during whole group sessions. Towards the end of Key Stage 1, higher attaining pupils read accurately, with growing expression and with a good understanding of the text. They use full stops and capital letters confidently, and join their writing. Whilst average-attaining pupils have more than one strategy to tackle independently unfamiliar words when they are reading, lower-attaining pupils need adult support. Average-attaining pupils use full stops most of the time, but their work is sometimes untidy and spelling is less confident. Lower-attaining pupils are not yet secure in their use of punctuation or sentence construction. Towards the end of Key Stage 2, higher-attaining pupils are accurate readers, and are beginning to infer information from the text. Their written work is well constructed and interesting. Many pupils organise their work into paragraphs and use some punctuation within sentences, and middle attaining pupils extend their sentences with simple connectives. However, handwriting skills are not well developed. The opportunities to develop and use literacy skills across the curriculum are largely satisfactory, and good in relation to speaking and listening skills. However, in some classes, there is not enough written work in some subjects, for example religious education.

8. Pupils make satisfactory progress in mathematics in both key stages, although the needs of higher-attaining pupils are not always identified in lesson planning, to ensure that they receive sufficient challenge. By the end of Key Stage 1, pupils have had experience across all aspects of the subject. They confidently perform the four operations of addition, subtraction, multiplication and division, and higher-attaining pupils work with two-digit numbers. Most pupils use different strategies for working out their calculations. They recognise different shapes and their properties, use some standard measures with reasonable accuracy, and collect and interpret data in graph form. By the end of Key Stage 2, pupils have extended their knowledge appropriately in all these areas to solve problems. Most calculate five-digit numbers and explain how they have arrived at their answer, whilst some work with even larger numbers. They use their knowledge of the twenty four hour clock to interpret timetables, and their understanding of money to calculate costs and change within a budget. Numeracy skills are satisfactorily used across the curriculum, for example in information technology.

9. Taken overall, pupils achieve satisfactorily in science, particularly in relation to their knowledge and understanding of life processes and living things. Pupils also benefit from learning which is based securely on practical observations. However, they do not achieve so well in the development of investigational skills, as there are not enough opportunities for them to take part in independent experiments. The quality of written work also varies across the school, and there is an over-dependence on the use of worksheets. By the end of Key Stage 1, pupils are developing early observational and recording skills, and higher-attaining pupils extend their knowledge with the use of reference books. They have studied different materials and their properties and made observations of materials through microscopes. By the end of Key Stage 2, pupils have learned about sound and vibration and explored the properties of magnets. By the end of the key stage, most pupils know some of the classifications of mammals and have gained a good scientific vocabulary.

10. By the end of Key Stage 2, standards in information technology are below expected levels because all aspects of the subject are not being taught effectively. In addition, the impact of the new computer suite, and the teaching of the subject in its own right have not yet had an impact on standards. Neither are pupils meeting the learning objectives of the local Agreed Syllabus in religious education at the end of Key Stage 2. Levels of achievement are satisfactory in art, but unsatisfactory in design and technology. There was not enough evidence to make a judgement about pupils' achievement in all other foundation subjects.

Pupils' attitudes, values and personal development

11. Taken overall, pupils' have satisfactory attitudes to school life, and the behaviour of the majority of pupils reflects the positive picture outlined in the previous report. Most pupils enjoy coming to school, and many parents endorsed this view in their responses to the questionnaire. Pupils readily take part in extra-curricular activities, and often show considerable interest in their work, particularly when their enthusiasm is captured by interesting strategies and activities in lessons. For example, during a design and technology lesson in Year 4, when pupils were making construction kit models of equipment for an Adventure Playground, there was a busy and industrious atmosphere in which pupils showed high levels of interest and concentration. Behaviour around the school is generally satisfactory, and most pupils also behave well in lessons. There is, however, in both key stages, a minority of pupils with emotional and behavioural difficulties, who disrupt some lessons as a result of their challenging behaviour. Where this occurs, the learning of other pupils in the class is also adversely affected. The school is well aware of this issue and has made it an area for urgent attention.

12. Children aged under five in the reception class have good attitudes to their learning. They are lively and well-involved in their activities, and proudly share their achievements with the rest of the class. They have good relationships with adults, and are friendly and confident with visitors. Occasionally they become restless and silly, for example towards the end of the day.

13. Pupils with special educational needs respond well in small support groups withdrawn from the classroom, where they concentrate well and are sometimes keen to continue even when the lesson ends. These pupils also work well in lessons, when they have focused help from support staff. Pupils with behavioural problems take a full and positive part in lessons when teaching is lively, or when quiet interventions from support staff during whole group sessions effectively draw back their attention.

14. Pupils play well together at breaktimes, and most move around the school and up the stairways sensibly. The absence of bullying was endorsed by parents at their meeting. In lessons, the majority of pupils are well behaved and co-operative, particularly when they are motivated by interesting or practical activities. Indeed, the good behaviour of these pupils makes a significant contribution to their learning. Relationships are generally satisfactory. Pupils are polite towards adults and visitors, and work well with each other in paired discussion or on shared tasks. In many lessons where behaviour is effectively managed, pupils are attentive, interested and show respectful behaviour towards others. However, in a minority of lessons, when behaviour is not well managed, some pupils become noisy and are occasionally unkind towards other pupils and to adults. Sensitive counselling of pupils involved in some more difficult incidents helped those pupils to understand their actions, but in many cases these pupils do not fully understand how their behaviour adversely affects the learning both of themselves and of others. There have been a small number of pupils who have been excluded from school over the past two years both permanently, and for fixed periods of time, and the school has dealt appropriately with these incidents.

15. The school continues to give the older pupils opportunities to display initiative and take responsibility, and most pupils respond well. Prefects from Year 6 help prepare the hall for assemblies and clear away afterwards, and some look after younger pupils at lunchtime. A school council helps pupils from Year 3 onwards to contribute ideas to improving conditions at the school generally, and pupils are already beginning to design features for their proposed Adventure Playground. The opportunities for personal study have been improved since the previous inspection. Pupils are given homework, sometimes with a research element. However, although the library and the computer suite are available to assist their studies, the school does not yet make full use of these resources to develop research skills.

16. The school's attendance rate, at around 94 per cent, is in line with the national average. Pupils are punctual, and lessons start and finish on time.

HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching at the time of the previous inspection was found to be satisfactory or better in 78 per cent of lessons. Evidence from this inspection found that the percentage of satisfactory or better teaching had increased, but that there was a small percentage of unsatisfactory teaching. Of the lessons seen during this inspection, 94 per cent were satisfactory or better, with 32 per cent good and 16 per cent very good. Six per cent of lessons were unsatisfactory overall. The strongest teaching occurred at Key Stage 1, and particularly in Year 1. In Key Stage 1, 58 per cent of lessons were good or better, with 8 per cent very good, and there was no unsatisfactory teaching. The overall quality of teaching was satisfactory at Key Stage 2, and for those children aged under five.

18. Many of the strengths outlined in the previous report remain. A significant strength of teaching in most lessons continues to be the good quality of teachers' planning. Learning objectives are specific and clearly identified, and these are effectively shared with pupils so that they fully understand what they are learning and the purpose of their activities. Teachers often revisit the objectives during the lesson, and return to them at the end of the week to remind pupils how their work has developed. Teachers are also aware that the attention of their pupils is captured by interesting activities and approaches. In the most effective lessons, teachers use a range of strategies to keep pupils motivated and engaged. First hand experiences or practical activities are particularly successful. For example, pupils at Year 2 used the school's environmental area well to investigate insect and plant life, and despite the freedom of the activity, they were fully engaged in their tasks. In other successful lessons, short bursts of activities with clear time limits maintain a good pace, and pupils apply sustained effort. The content of these lessons is often relevant to the pupils' experience, and this also maintains their interest. For example, in a very effective literacy lesson at Year 5, the teacher chose amusing and everyday examples of signs and notices to illustrate ambiguity. Energetic and lively teaching in this lesson, with good questioning, and an effective use of voice and movement around the room, firmly maintained the pupils' attention and ensured that the more challenging pupils within this group were kept on task and behaved well. This approach was also very successfully used in a literacy lesson at Year 6, and the management of behaviour in these lessons is a considerable strength. However, these effective strategies are not consistently used in all lessons.

19. Where weaknesses occur in teaching, the pace of whole group sessions is slowed by teachers stopping to recall the attention of some pupils. When this happens, the thread of the lesson is sometimes lost and pupils' progress is inhibited. In a small minority of lessons, restlessness and noise levels rise, so that progress is unsatisfactory. The school has given individual teachers good support in developing effective strategies for ensuring that pupils are well managed in lessons. In addition, all staff have already received training to help develop a consistently effective approach throughout the school, and more is planned.

20. The quality of teaching for those children aged under five is satisfactory overall, with some examples of very good teaching, for example of language and literacy skills. One physical education lesson was unsatisfactory. Where subject knowledge is particularly strong, engaging and interesting activities are chosen and resources are very well prepared. As a result, children are fully involved, make good gains in their learning and are proud of their completed work. Weaknesses relate mainly to the organisation of physical activities, when children have to wait for too long to take part.

21. Pupils with special educational needs are well supported both in lessons and in small withdrawn groups with support and specialist staff. Overall, these pupils respond satisfactorily, and sometimes well. Sometimes the restlessness and inattention of some pupils with emotional and behavioural difficulties are effectively prevented by the unobtrusive intervention of support staff during lessons. In small withdrawn groups, pupils settle promptly to their tasks, in response to well established routines. Clearly structured lessons

and focused teaching help these pupils to have frequent practice of their skills and to make satisfactory progress. The Reading Recovery technique employs a good variety of strategies, and these are well used to address the particular needs of individual pupils. Consequently, these pupils make good progress. The few pupils with English as an additional language also receive satisfactory support, particularly from specialist support staff.

22. The teaching of English is often good or better because the National Literacy Strategy has been well introduced, and there continues to be high levels of focused support for staff. There are also suitable levels of challenge for all pupils, in both whole group sessions and in group activities. However, although the teaching of mathematics is satisfactory, overall, planning for group work often does not contain enough challenge for higher-attaining pupils. Information technology skills are also well, and sometimes very well, taught in information technology lessons, although pupils receive limited opportunities to use information technology in other subjects. Music and physical education are taught effectively by teachers who have particular expertise in these subjects. The teaching of science is satisfactory, although again there is insufficient planning to meet the needs of individual pupils. There was insufficient evidence to make overall judgements about the quality of teaching in religious education and all other foundation subjects.

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

23. A suitable curriculum is provided for those children aged under five, which is conscientiously planned to include all the recommended areas of learning, as well as aspects of the National Curriculum which are appropriately introduced to meet the needs of individual children.

24. In keeping with its aims, the school generally has a broadly based and balanced curriculum, and actively seeks to develop in pupils a lively interest in the world around them, for example by basing its work in science on practical activities. Following the previous inspection, the school made good progress in improving the whole school curriculum. They carefully considered ways of effectively organising the curriculum with a mixture of topic work and discrete teaching of subjects. There are now schemes of work for all subjects, and the National Strategy for Literacy has been effectively implemented. The school is; however, well aware that it needs to undertake a further review of its practice in response to national initiatives, and has this as a major school priority. In order to keep abreast of the increasing demands of information technology, the school has recently created a computer suite, which has started to have an impact on standards. The school is not yet fulfilling statutory requirements to teach fully all aspects of the subject, and to give pupils enough opportunities to practise their skills or to use them in other subjects.

25. Lesson and weekly planning is detailed. The school has successfully given priority to the identification and communication of clear learning objectives and this is effectively monitored by the headteacher and some subject co-ordinators. Some schemes of work, such as those for English, mathematics, art and physical education, give good guidance to teachers,

but others, for example history and geography, do not give enough support to teachers, as they seek to plan the systematic development of pupils' knowledge, skills and understanding. Some schemes of work, for example in design technology, are helpful but have not yet had enough impact on standards.

26. Satisfactory attention is given to pupils' personal development. Sex education is appropriately taught and the school has a good personal, social and health education programme, with links to work in science. Older pupils are taught about the dangers of drugs misuse.

27. Pupils have equality of access to the whole curriculum. There are some suitable arrangements for particularly talented and gifted pupils, for example in mathematics, to join classes with older pupils for some lessons. The school ensures that pupils who are withdrawn for additional help do not always miss the same lesson.

28. There is good provision for pupils who have special educational needs both in the classroom and in small withdrawn groups. This is an improvement since the last inspection. Pupils benefit from sensitive teaching and consistent support. Programmes of work in individual education plans have clear, specific targets which cover a good range of areas of need, and define the work and activities to be covered. Regular reviews are undertaken to assess progress. A small group of pupils continues to receive good support through the Reading Recovery programme. The few pupils who are learning English as an additional language receive useful extra specialist teaching through the local education authority.

29. A good range of extra-curricular activities allows older pupils to participate in gymnastics, and sports and team games, sometimes against other schools. There are also opportunities for pupils to extend their understanding of art, pottery, cookery and information technology through after school clubs. The two residential visits, which pupils undertake in Key Stage 2, enrich their experience, as do visits to local places of interest in connection with school work. The school welcomes many visitors to enrich the curricular provision, such as representatives from religious communities, drama and music groups. The school also benefits from the coaching in cricket provided by the County Cricket Club.

30. The links with the local community are satisfactory and they suitably enrich pupils' learning. Good links have been made with local churches, shops and homes for the elderly. Some laptop computers have been provided by a large store. The contact with local playgroups aids a smooth entry into the school for the youngest pupils, and there are good transitional links with local secondary schools.

31. The spiritual development of the pupils is satisfactory overall. The acts of collective worship, both in their content and delivery, meet statutory requirements and give a moment of quiet prayer. Circle time discussions also give pupils opportunities to think about feelings, but opportunities for reflection and discussion about deeper issues of life's experiences are limited both in assemblies and across the curriculum.

32. The school's behaviour policy and classroom rules, form a firm foundation for the moral development of most pupils. As a result, most pupils have a clear idea of the difference between right and wrong and understand that thoughtless actions upset or hurt others. However, challenging behaviour is not consistently well managed throughout the school, and as a result, a minority of pupils in some lessons do not consider the effect on others when they behave inappropriately. The school's provision for the social development of pupils is also satisfactory. Educational day visits, such as those to museums and parks and the residential week-long visit to the Isle of Wight, all give valuable opportunities to develop socially. The active participation in the school council and after-school clubs such as art and crafts and football, provide important social involvement. The varied efforts of the pupils in raising money for a variety of charities, enable them to express positive concern for those less fortunate than themselves. Pupils have increasing opportunities to develop a sense of responsibility as they progress through the school.

33. The cultural development of the pupils has improved since the previous inspection. Books, artefacts and visiting speakers from a number of ethnic minority groups have contributed to their learning about other cultures. The appointment of a multicultural co-ordinator has added an impetus to this aspect of the curriculum. A music lesson in Year 5 saw pupils singing in celebration of the life of Mother Teresa.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The school makes satisfactory provision for the health, safety and care of its pupils. The procedures for child protection are effective, and the head teacher is the designated member of staff responsible for ensuring that the school's policy is strictly adhered to. Health and safety are monitored, and regular checks are carried out on all electrical and fire equipment. Risk assessments are not currently being made and the school is seeking advice from the local authority on how to implement these.

35. Procedures for monitoring and promoting good attendance are effective, but not all absences are followed up with sufficient speed. There are currently no visits to the school being made by the educational welfare service to support effectively the monitoring arrangements. Registers are kept neatly and in accordance with statutory requirements.

36. The procedures for monitoring and promoting good behaviour continue to be developed. The school is well aware of the challenges it faces in the poor behaviour of a minority of pupils with emotional and behavioural difficulties, and has appropriately placed it as a school priority. New staff have been well supported, and whole staff training has already taken place, with more planned for the near future. The school also appropriately uses the support of outside agencies where it is available. The recently revised behaviour policy was the subject of consultation with pupils and parents, most of whom show a satisfactory understanding of its implementation. Most members of staff, including mid-day supervisory assistants, consistently apply the rules that are prominently displayed around the school, and

the effectiveness of lunchtime supervision has been enhanced by weekly meetings with senior staff. The policy is effective in eliminating oppressive conduct, and such incidents are rare. Appropriate targets in individual pupil behaviour plans and reward sheets, which include the pupils evaluating their own behaviour, ensure that monitoring takes place. The counselling sessions operated by some senior and specialist staff have a positive effect on the more acute cases of poor behaviour, but this kind of discussion is used less widely across the school, and, sometimes, pupils are too easily sent out of the classroom and to senior staff.

37. Overall, the systems for monitoring and supporting pupils' personal and academic progress and development are satisfactory, and staff know their pupils well. The school's procedures for assessing pupils' attainment and progress in the core subjects of English, mathematics and science have improved since the previous inspection, and are generally satisfactory. They are particularly good in English. Teachers keep informative on-going records of how well pupils are attaining in these core subjects, and these records then provide information for the termly meetings with parents and the annual reports to parents. The school's tracking record for each pupil shows teachers' assessments at the end of each year, together with standard test results, and enables the school to show effectively each pupil's rate of progress as he or she moves through the school. The school has also recently introduced an assessment system for information technology to track pupils' progress and inform future planning. However, assessments and records of pupils' attainments in other subjects are not sufficiently well developed, and are at the discretion of the class teachers, some of whom keep samples of work. In addition to whole school records, teachers keep their own notes on pupils' personal development and these judgements also inform the reports to parents.

38. The school's use of assessment data has developed well, and satisfactory use is made of the information gained through the analysis of national test and assessment information, including optional material, to focus support on areas needing improvement. This has been particularly effective in English. As a result of this monitoring, the school has targeted different ability groups in English and in mathematics at both key stages, including higher-attaining pupils. Individual targets are also agreed with pupils, and these are detailed, specific and related directly to the needs of the individual pupil. However, this system is in its early stages and has not yet fully begun to influence standards. Staff use samples of pupils' work collected each term to make annual predictions on the likely levels of attainment in English and mathematics for each year group, and predictions for the end of the key stage are made for pupils in Years 1 and 5. Although assessments are informing planning in lessons, and particularly in English where work is satisfactorily matched to the needs of individual pupils, this practice is not yet consistently applied in all subjects, including mathematics and science.

39. The progress of pupils with special educational needs is assessed regularly. Reviews are held where parents and all the adults who have been working with the child consider whether identified targets have been reached and what needs to be done next. Assessment procedures are satisfactory for those few pupils with English as an additional language.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. Parents have a very positive view of the school, which they see as supportive and caring. These feelings were clearly shown in the many positive responses of parents in the questionnaire and at their meeting before the inspection. Inspection findings endorse many of their views. In response to their concerns, inspection findings showed that the school makes satisfactory provision for homework, and ensures that there are good opportunities for parents to gain information about pupils' progress. The partnership that exists with parents is effective and continues to be a strength of the school. The school actively encourages parents to help in school. Some help in classrooms, others listen to pupils read and parents also help with the football club. The contribution that parents make to their child's learning, both at home and in school, is good.

41. The quality of information given to parents by the school, including details about pupils' progress is good overall. Reading diaries allow a useful dialogue to take place between the parent and the class teacher. Newsletters supplement this material, and curriculum advice is posted strategically around the school. There is also an attractive and very well presented brochure. Formal meetings with staff take place at regular intervals throughout the year, and parents of pupils who have special educational needs are always invited to attend reviews of their child's progress. These meetings give parents and pupils the valuable opportunity to contribute to the academic and personal targets being set for the forthcoming year. There are also ample opportunities to meet with staff informally, on a daily basis, both before and after school. The parents' questionnaire did, however, show that some parents are not aware of the school's good range of extra-curricular activities.

42. There is an active Friends of Clarendon School committee which organises a number of fund raising events throughout the year. A significant amount of money is raised from these well supported enterprises, and this provides valuable additions to the learning resources of the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43. The headteacher leads the school effectively, and has a clear understanding of its strengths and weaknesses. She has worked hard since the previous inspection to raise standards and improve the quality of teaching. As a result, standards in the national tests have risen steadily in recent years for pupils at the end of Key Stage 2, particularly in mathematics and English. The headteacher is very supportive of staff, and there is a lively and buoyant team spirit, committed to improving the quality of education. A particular strength of her leadership is the creation of an environment in which staff feel able to put forward ideas and initiatives, and are delegated the responsibility for taking them forward, for example the development of individual, pupil target-setting in English and mathematics, and work with lunchtime staff. Staff appreciate this approach, and within this positive ethos the school has good capacity for improvement. Although some key governors are new, the governing body is very supportive, but it is not yet fully monitoring the school's work or the effect of strategic decisions.

44. In response to the findings of the previous inspection report, the school took the opportunity to re-organise the management structure more effectively, when the previous

deputy headteacher left. There are now two senior staff members, each appropriately responsible for a key stage. The senior team work very closely together and are highly supportive of each other's work. The headteacher has also actively encouraged them to extend their professional expertise, and, as a result, one is attending a national training course for headship. Taken overall, they provide good informal and formal support for their key stage teams. Together with the headteacher, one member in particular has a comprehensive monitoring role and has been very effective in introducing and supporting the introduction of the National Literacy Strategy.

45. There are good systems for professional development and for monitoring the quality of teaching, most of which is undertaken by the headteacher. All teachers are regularly and frequently observed in lessons, and receive formal feedback and guidance. In addition, co-ordinators for the core subjects of English, mathematics and science work alongside teachers in lessons to support the development of their subject areas, and are also starting to make formal observations of teaching quality. The co-ordinator for information technology has also given effective training to improve staff expertise in the subject. There has been effective support from the headteacher for individual teachers to improve their skill in relation to managing the more challenging behaviour of some pupils, and in some cases this has been very successful. Further whole school training is planned to ensure that effective strategies are consistently used throughout the school. Weekly planning is also well checked by the headteacher against agreed criteria, with an emphasis on making learning intentions clear, and using evaluations to influence future planning. Whilst many subject co-ordinators are relatively new to their area of responsibility, they have already started to plan for future development within their curriculum areas, and the overall co-ordination of the core subjects is good, with a particular strength in the monitoring of English.

46. The relatively new co-ordinator for special educational needs has undertaken specialist training, and already knows the school and pupils well through his work with the Reading Recovery Programme. He has also held training for staff in the methodology of this reading approach in order to extend its effectiveness throughout the school. The school's provision for pupils with special educational needs is well monitored by the governor responsible.

47. The governing body is well organised and fulfils its statutory functions. There is a sound committee structure which is kept well informed. Governors come and work within the school, for example hearing pupils read or helping in the library, and others have visited to observe the implementation of the National Strategies for Literacy and Numeracy. However, some governors are new, including some in key positions. These key members are enthusiastic, and keen to take the school forward. In addition, they are aware of the need to introduce more formal systems for monitoring the school's work. Suitable induction training has been arranged for new members, and more is planned for the whole governing body to develop further their understanding of their role. There has been good improvement to the school's development planning since the previous inspection, and the five year strategic plan is a helpful working document. It is reviewed annually by the whole staff, and governing body members are also invited to take part in this formative part of the planning process.

48. The school satisfactorily fulfils many of its aims and objectives, particularly in creating a happy and caring environment where pupils are valued, and in maintaining links with home. Other aims, however, are less successfully met, for example in ensuring high standards of

behaviour at all times, and in giving a broad and balanced curriculum in relation to information technology, which is not meeting statutory requirements.

49. There is sound financial planning, and administrative systems are well managed. As a result, the school was commended for its efficiency in its most recent auditor's report. The school also makes good use of new technology, for example to produce a high quality school brochure. Funding for pupils with special educational needs is generally well used, particularly in relation to support staff who make a valuable contribution to pupils' learning. Other national funding, for example for booster groups and information technology, has also been used effectively. However, although expenditure is satisfactorily monitored by governors, they do not have formal systems in place for evaluating the impact of financial decisions, for example in relation to the new information technology suite, or for judging the direct effect of spending on standards. The school has started to use the principles of best value in its work.

50. The school is well staffed with both teachers and support staff. The expertise and role of the specialist teacher for the Reading Recovery Programme have now been extended to include that of co-ordinator for special educational needs. In addition, the senior staff member who is part-time is used well to support the delivery of the Literacy Strategy, provide time away from the class for other staff to fulfil their management roles and act as mentor to newly qualified staff. However, there has been a significant amount of staff changes recently, including senior staff members, which has had an unsettling effect, particularly on the older pupils in both key stages. A significant proportion of teachers are fairly new to teaching, and there is also some imbalance of staff expertise across all curriculum areas. Teaching staff have annual professional reviews based on their job descriptions, and are set targets for improvement. Newly qualified staff are well supported both formally and informally, with an effective mentoring system. There has been very effective support for the development of the National Literacy Strategy, and more training is planned to improve staff expertise and confidence in the teaching of information technology. Support staff are effective, and many are well qualified and trained. Lunchtime supervision of pupils has been improved by the introduction of weekly meetings with a senior member of staff, where any issues are discussed.

51. The school's accommodation is good, and has been improved since the last inspection by the recent development of an information technology suite. In addition, there are specialist areas for special educational needs, music and for cooking. Corridors, stairways and reception areas are enhanced by attractive and colourful displays of pupils' work, and are well used for small-group work. The school is clean, well kept and cared for. There is a good designated play area for children aged under five.

52. Learning resources are good overall, and have been improved since the previous inspection. The quality and range of reading material for older and more able pupils have been extended, as have artefacts for teaching religious education. There is plentiful construction kit material for design and technology, and the art curriculum is enhanced by the availability of a kiln. Music resources are also good, and readily accessible. Computers have been used effectively to support pupils who have special educational needs, particularly through the use of an integrated learning system.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

53. To improve the standards of work and pupils' achievement, the governors, headteacher and staff should:

- Improve the challenging behaviour of the minority of pupils who have emotional and behavioural difficulties by:
 - * extending the use of effective counselling and monitoring strategies to ensure that pupils fully understand the impact of their actions on others, and that they take responsibility for their behaviour.
- Ensure that effective behaviour management strategies are consistently applied in all lessons by:
 - * identifying the most effective strategies already in use for managing challenging behaviour, and sharing and promoting these with all staff;
 - * continuing to use the regular and rigorous monitoring of teaching quality to identify areas of weakness and set specific targets for improvement and support;
 - * further whole school staff training in behaviour management.
- Improve standards in information technology for all pupils, and ensure that the subject is meeting statutory requirements in Key Stage 2 by:
 - * further training for all staff to improve and extend their expertise;
 - * extending resources so that all aspects of the subject can be fully taught;
 - * planning for and using information technology skills in lessons and across other curriculum areas.

54. Other minor weaknesses which the governors should consider for inclusion in the school's action plan are:

- * develop further the role of the governing body in monitoring and evaluating the school's performance by further training, and by setting up formal systems for judging the success of strategic decisions and initiatives;
- * ensuring that all lesson planning identifies work with sufficient challenge for all pupils, and particularly for higher-attaining pupils;
- * giving more opportunities for pupils to engage in personal and investigational research;
- * improving the schemes of work for history and geography to support teachers' planning;
- * fully develop and establish assessment systems for religious education and the foundation subjects;
- * giving more opportunities for reflection and discussion in assemblies and across the curriculum.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	50
Number of discussions with staff, governors, other adults and pupils	42

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	16	32	46	6	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	197
Number of full-time pupils eligible for free school meals	36

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	45

English as an additional language	No of pupils
Number of pupils with English as an additional language	11

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence

	%
School data	5.2
National comparative data	5.4

Unauthorised absence

	%
School data	0.5
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	14	14	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	10 (14)	13 (15)	13 (15)
	Girls	10 (12)	12 (13)	13 (13)
	Total	20 (26)	25 (28)	26 (28)
Percentage of pupils at NC Level 2 or above	School	71 (84)	89 (90)	93 (90)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	13 (14)	13 (15)	13 (15)
	Girls	12 (12)	13 (13)	12 (12)
	Total	25 (26)	26 (28)	25 (27)
Percentage of pupils at NC Level 2 or above	School	89 (84)	93 (90)	89 (88)
	National	82 (80)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	15	19	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	11 (6)	14 (9)	13 (11)
	Girls	18 (10)	18 (9)	18 (11)
	Total	29 (16)	32 (18)	31 (22)
Percentage of pupils at NC Level 4 or above	School	85 (67)	94 (75)	91 (92)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	10 (5)	11 (9)	12 (11)
	Girls	17 (11)	17 (9)	18 (9)
	Total	27 (16)	28 (18)	30 (18)
Percentage of pupils at NC Level 4 or above	School	79 (67)	82 (75)	88 (83)
	National	68 (66)	69 (66)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	1
Black – other	0
Indian	7
Pakistani	0
Bangladeshi	0
Chinese	0
White	153
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Teachers and classes

**Qualified teachers and classes:
YR – Y6**

Total number of qualified teachers (FTE)	9.5
Number of pupils per qualified teacher	21.8
Average class size	28.1

**Education support staff:
YR – Y6**

Total number of education support staff	7
Total aggregate hours worked per week	141

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	2
Other minority ethnic groups	0	0

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

Financial information

Financial year	1999
----------------	-------------

	£
Total income	425933.00
Total expenditure	416624.00
Expenditure per pupil	2073.00
Balance brought forward from previous year	2011.00
Balance carried forward to next year	3000.00 (from most recent school figures)

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	197
Number of questionnaires returned	59

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	29	7	2	0
My child is making good progress in school.	49	47	2	2	0
Behaviour in the school is good.	39	51	5	0	5
My child gets the right amount of work to do at home.	16	64	12	2	7
The teaching is good.	51	47	0	0	2
I am kept well informed about how my child is getting on.	24	64	10	2	0
I would feel comfortable about approaching the school with questions or a problem.	63	36	0	0	2
The school expects my child to work hard and achieve his or her best.	54	46	0	0	0
The school works closely with parents.	27	64	7	0	2
The school is well led and managed.	46	47	5	0	2
The school is helping my child become mature and responsible.	46	49	5	0	0
The school provides an interesting range of activities outside lessons.	25	44	8	0	22

Summary of parents' and carers' responses

The returns reflect very positive views about some significant areas of the school's work. More particularly that the school has high expectations of its pupils both personally and academically, and that parents feel their children are making good progress. Parents are comfortable about approaching the school, and are happy with the quality of teaching. Concerns relate mainly to children receiving the right amount of work outside of school, and systems for ensuring that parents are kept well informed about how their children are getting on. A significant minority of parents do not appear to be aware of the quality of activities offered by the school outside of lessons.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

55. Children start in the reception class in the September of the school year in which they have their fifth birthday. At the time of the inspection, there were 11 children aged under five years in this class. Some younger children attend for the mornings only, until they are fully settled and ready for the full school day. Most children have attended playgroups before they start school, and attainment on entry is broadly average. Progress in the reception class is satisfactory overall, and children make good progress in language and literacy skills and in aspects of creative development. By the time they are five, most pupils reach the expected standards in all areas of learning, and a number exceed the desirable learning outcomes in language and literacy and in the art aspects of creative development.

56. The reception curriculum is carefully planned both in line with the nationally recognised learning outcomes for children of this age and, where relevant, the early stages of the National Curriculum. Assessment procedures are good and securely based on direct observations. Children with special educational needs are well supported. The teacher and the classroom assistant work well together. The overall quality of teaching is satisfactory, with many strong features. Of the lessons seen, only one physical education session was unsatisfactory, and teaching was good or very good in 43 per cent of lessons. Basic skills in literacy and numeracy are taught well, and the teacher has good subject knowledge in most aspects of the curriculum. The main shortcoming is one of organisation, when the pace of many lessons slows as activities are organised. There is suitable provision for outdoor play, although the range of wheeled toys is limited.

Personal and social development

57. Teaching in this area of the curriculum is satisfactory. The school has established good systems to ensure that children settle comfortably into school life. A series of pre-school visits during the summer term is arranged, so that children become familiar with the classroom and with the school. At playtimes, children use the small reception playground, and are gradually introduced to the main play area before they move into Year 1. Similar careful thought has been given to other aspects of school life, such as assemblies. By the time they are five, most children have achieved the expected standards for this area of their development. Behaviour in the classroom is often good, particularly when children are involved in activities. Children are encouraged to develop independence in the classroom. They put on aprons and collect resources such as scissors, confidently. Staff are vigilant in ensuring that the children carry equipment safely. The children are generally friendly and confident, and move about the classroom sensibly. Most try hard and are pleased with their work, showing it proudly to visitors. They ask for help when they need it, and most co-operate well together, for example, taking turns when playing word-games. Relationships in the classroom are good. Occasionally behaviour is unsatisfactory. When this happens, children become restless and somewhat noisy, either when they are kept too long waiting to start an activity, or in sessions at the end of the day.

Language and literacy

58. Teaching in this aspect is good. By the age of five, most children reach or exceed the expected standard. Progress is good, particularly in acquiring early phonic skills. Children benefit from very good, focused teaching during their daily literacy lessons. The teacher's clear speech and well-prepared resources are significant features in these periods. Lessons move at a brisk pace, and very good activities maintain children's interest, motivating them to learn. All children, including lower-attaining children, recognise most single letter sounds and they are making good progress in identifying sounds at the beginning and ends of words. Children are eager to read and many read regularly at home. Average- and higher-attaining children know a number of common words by sight and employ phonic skills successfully to identify new words. Most children speak confidently, and usually listen well during short carpet sessions. The teacher ensures that children have regular opportunities for speaking and listening, for example making and using their own story tapes. Children develop satisfactory writing skills. They are taught to form their letters correctly, and most write their first names with the correct use of upper and lower case letters. They begin to write short sentences with some support.

Mathematics

59. Children make satisfactory progress in this aspect, and by the time they are five, most children reach the expected standard. They benefit from daily numeracy periods, and as a result, they confidently recognise and use numbers to ten. Higher-attaining children show a good awareness of number operations such as addition. The teaching of basic skills, for example the correct formation of numbers, is good, and children make good progress because all activities are soundly based on practical experiences. Staff make good use of opportunities such as 'fruit time' to introduce higher numbers in a relevant context. Children have suitable opportunities to sort, count and record numbers. They recognise and name basic shapes confidently. Lower-attaining children are supported very well by the classroom assistant and through activities which are carefully planned to meet their particular needs. There are also good opportunities for gifted children to work with older pupils, to ensure that they receive an appropriate level of challenging activities.

Knowledge and understanding of the world

60. Teaching in this aspect is satisfactory overall and firmly based on practical experience. Explanations are clear and the teacher uses subject vocabulary well. Good classroom displays also enhance children's learning. The pace of lessons tends to slow as different groups are sent to begin their practical tasks. However, the activities are interesting and carefully planned in well-designed topics. Children make good progress in aspects of scientific understanding as they watch seeds germinating, plants growing and tadpoles developing. There are moments of wonder as children look carefully through magnifying glasses at tiny tadpoles. Lower-attaining children show a good understanding of the life cycle of the frog as they represent it in a collage, using bubble wrap for frogspawn. Most children can name some of the basic parts of plants. They begin to develop satisfactory early computer skills, and confidently programme a toy to move forwards and backwards. Children talk about events in their own lives, for example birthdays and family weddings, showing an emerging awareness of past and present. They make satisfactory gains in understanding features of the locality when they

make pictorial maps of their journey to school. By the time they are five, most children achieve the expected standard and many have a good understanding of living things.

Physical development

61. Teaching in this aspect is satisfactory overall, with some shortcomings in formal physical education lessons. Although the teaching of skills and of safety aspects is suitably managed, too long is spent on organisation and, as a result, children do not have enough time to improve their skills. There are satisfactory opportunities for children to use outdoor play equipment. They run, jump, climb and balance confidently. Most show appropriate control and co-ordination as they push and pull wheeled toys. Small physical skills are suitably developed in the classroom. Children use a range of equipment with increasing dexterity. They develop skills in using pencils and pens for writing, and lower-attaining children receive good support. Children use scissors regularly, and those who still have difficulty are carefully guided by the classroom assistant, for example in holding their scissors correctly.

Creative development

62. Teaching in this aspect is good overall. Children thoroughly enjoy their music lessons, which have a brisk pace and good opportunities for participation. As a result, learning is good. They make good progress in using percussion instruments to accompany their singing of nursery rhymes. Children also make good progress in acquiring a range of skills in drawing, painting and making pictures. Pictures of daffodils in chalk and crayon show good standards of observational drawing, and careful use of colour. Children work with care, concentration and considerable confidence as they copy pictures by other artists. Children have suitable opportunities for imaginative role-play in the class flower shop. By the time they are five, most children achieve the expected standard, and many achieve good standards in drawing and painting.

ENGLISH

63. In the national tests at the end of Key Stage 1 in 1999, pupils reached standards which were close to the national average in writing, but below the national average in reading, where the proportion of pupils achieving at the higher level was also below the national average. When compared with similar schools, standards were close to the national average in writing, but well below in reading. This represented a decline in standards from the previous year, which the school explains as being mainly due to changes in staff.

64. The results were better in the national tests at the end of Key Stage 2 in 1999, where standards were above the national average in comparison with all schools and with similar schools. This was an improvement on the results of the previous year. Despite some variations, results over time show an improving trend in recent years in both key stages, most markedly at the end of Key Stage 2. The school is aware of the under-performance of boys in both key stages and has actively sought to tackle this, with some success.

65. Inspection evidence shows standards to be similar to those found at the time of the previous inspection, and pupils are achieving standards close to national expectations at both key stages in all aspects of the subject. The current Year 6 group is smaller than that of 1999, and has a higher proportion of pupils with special educational needs, more of whom have emotional and behavioural difficulties. The group has also been disrupted by a significant amount of pupil turnover during its time in Key Stage 2 and by changes in staff. The school has placed a high priority on developing pupils' literacy skills, and the subject has been skilfully led. In consequence, the national literacy strategy has been very well implemented throughout the school and pupils achieve well in these lessons. Following its analysis of test data, the school has focused on areas needing improvement, for example reading and spelling. Targeted groups and booster classes have been used well to improve standards for average-attaining pupils, but in all areas of the subject there is limited evidence of pupils achieving at the higher levels. Again, the school is aware of this, and has introduced and is developing a range of strategies to raise the achievement of higher attaining pupils, for example in setting targets for individual pupils. Pupils with special educational needs make satisfactory progress overall, particularly when they are given close and effective support in withdrawn groups and by support staff in lessons.

66. Pupils' speaking and listening skills are close to national expectations in both key stages. The school has worked hard since the previous inspection to increase opportunities for pupils to improve their speaking skills through discussion in lessons, through the use of circle time and by encouraging the use of subject related vocabulary, particularly in mathematics and science. Most pupils listen with interest during whole group sessions and talk about their work with ease and confidence in paired discussions. For example, during a religious education lesson at Year 5, pupils were asked to discuss a text about Lord Shaftesbury and his work to improve conditions for factory workers. Guided by a list of questions, they talked sensibly with their partners and explained their ideas well. This was followed by an opportunity to role-play Lord Shaftesbury and ask questions about his work. Some higher attainers in Year 6, express thoughtful ideas and opinions and generally have a good vocabulary. However, there is a minority of pupils in some lessons who find it difficult to maintain their concentration, or, sometimes, to listen with attention and politeness to adults or to each other. When such behaviour is not managed effectively, the progress of these and other pupils is adversely affected.

67. Standards in reading are also close to national expectations at both key stages. Most pupils clearly enjoy reading, although many have a limited knowledge of a range of books beyond those they meet in school. Towards the end of Key Stage 1, higher-attaining pupils read scribed books accurately and with growing expression, and have good understanding of the text. Middle and lower attaining pupils read simpler texts more hesitantly. Middle attaining pupils independently decipher unfamiliar words using more than one strategy to do

so and make simple predictions about what might happen next, whilst lower attainers make grammatical mistakes, and need adult support to help them read unfamiliar words. Towards the end of Key Stage 2, pupils are benefiting from the school's investment in a wider range of more challenging fiction. They talk with interest about their current choice of fiction book, but have a more limited experience of non-fiction material. Higher-attaining pupils read with accuracy, care and some expression. They refer to the text when talking about the story and are successfully developing the ability to infer meaning from clues in the story. Middle- and lower-attaining pupils read and talk about text with less confidence. Although some pupils understand how to find a book in the library using the school's cataloguing systems, and there are some opportunities for personal research both in books and from computer generated information, these occasions are limited. In addition, the use of scribed reading material for some higher-attaining pupils at the end of Key Stage 1 does not present these pupils with enough challenge.

68. Pupils make satisfactory progress in their writing skills in both key stages. However, whilst the work of higher- and middle-attaining pupils shows some liveliness, generally the content lacks interest. Towards the end of Key Stage 1, higher-attaining pupils use full stops confidently and accurately, and extend their sentences with the use of simple connectives. They use neat, joined handwriting and make only occasional spelling mistakes. Middle attaining pupils also join their handwriting and use full stops much of the time, but work is sometimes untidy and spelling is less confident. Lower attaining pupils produce a limited quantity of work. These pupils have an awareness of sentence construction and the use of punctuation, but it is not secure and there is an inappropriate use of lower- and upper case letters within words. Towards the end of Key Stage 2, the work of higher-attaining pupils is well constructed, detailed and interesting. Many pupils use paragraphs and the use of punctuation within sentences is developing. Middle attainers extend sentences with simple connectives. Middle- and lower-attaining pupils spell common words correctly. However, handwriting skills are not well developed, and work is often untidy.

69. Literacy skills are well developed in relation to speaking and listening and many classrooms have eye-catching displays of appropriate subject vocabulary in connection with current topics. There are also good examples of teachers correcting literacy mistakes when marking work in other subjects, for example in science. However, in some subjects and classes at Key Stage 2, insufficient work is recorded in written form, for example in religious education, history and geography. In addition, although pupils in a Year 1 English lesson drafted their work about witches directly into the computer, information technology is not used sufficiently and consistently throughout the school to support the development of literacy skills.

70. The quality of teaching in English lessons is good overall. Of the lessons seen, all were satisfactory or better, with 25 per cent good and 25 per cent very good. Although the strongest teaching was all seen in Key Stage 2, the range of teaching quality was wider than that in Key Stage 1. Where teaching is most effective, the attention and interest of even the most difficult pupils are captured by vigorous and lively teaching. Explanations are stimulating, and teachers use a wide range activities which keep pupils busy and involved. For example, in a literacy lesson in Year 5 on scanning text and the use of ambiguities, the teacher

maintained a good pace by giving pupils short bursts of work with clear time limits. She used lots of direct questioning to ensure that pupils were attentive and responsive, and was constantly checking for good behaviour without interrupting the lesson. Explanations were clearly given and examples were focused on the pupils' own experience. As a result, all the pupils took part with interest, and worked purposefully and with sustained effort. They confidently shared ideas and most pupils were competently scanning text and accurately identifying key words. A strong feature of all lessons is the high quality of planning. This ensures that lessons are well structured and organised, and learning objectives are clearly shared with pupils so that they fully understand the purpose of their work. Work is generally suitably pitched to the needs of individual and groups of pupils, and there is a satisfactory level of challenge for higher-attaining pupils in many lessons. The weaknesses in otherwise satisfactory lessons relate mainly to behaviour management. When teachers stop to remonstrate with the minority of challenging pupils, the momentum of the lesson slows and pupils become restless and inattentive. Sometimes during group work, high noise levels remain unchecked for too long.

71. The English curriculum is very effectively based on the National Literacy Strategy, and the school is also suitably supplementing this work with opportunities for extended writing and for developing speaking and listening skills. There are also some useful links with other subjects, for example in a Year 2 literacy lesson, higher-attaining pupils were using reference books related to their science topic on plants and mini-beasts to practise their use of the index to find information. In general, however, opportunities for learning and practising research skills both in school and for older pupils out of school, are limited. The school has responded appropriately to this lack of opportunity by purchasing more non-fiction books. In making these purchases, the school has also thoughtfully chosen a wider range of reading material in their drive to tackle the under-achievement of boys. The school looks carefully at test and assessment data and is starting to use it very effectively to influence planning. For example, reading has been targeted for improvement at Key Stage 1, and writing and spelling have received more focused teaching throughout the school. The school has also adopted some exciting approaches towards making improvements, for example in the week prior to the inspection, there had been a Writing Week, and authors had been invited to speak with the pupils. The school is also aware of the need to raise standards further by involving the pupils more closely in their own learning and by pinpointing the specific needs of individual pupils. As a result, they are setting very specific targets for improvement for each pupil, which are discussed and reviewed with the pupil. However, this initiative is fairly new and has yet to have a longer term impact on standards.

72. The subject is very well led by a highly effective and enthusiastic co-ordinator. Although she is part-time, the school has very usefully employed her expertise and very good teaching skills, to support teachers in their planning, demonstrate literacy lessons, teach alongside staff and observe teaching quality. Consequently, the Literacy Strategy has been very successfully introduced throughout the school. The school has also made a very good investment in extending the quality and range of its books. The organisation of the library has also been improved with a computer generated cataloguing system and is run by governors and parents during the week, to allow pupils to choose and change fiction books. However, its use has not been fully exploited to develop and extend pupils' research skills.

MATHEMATICS

73. In the national tests at the end of Key Stage 1 in 1999, pupils achieved standards which were broadly in line with national averages, in comparison with both all schools and similar schools. The percentage of pupils achieving the higher level was also close to the national average. There has been some variation in test results since 1996, with a considerable rise in 1998. Changes in staff contributed to the relative fall in standards in the tests in 1999.

74. In 1999, pupils achieved standards that were well above national averages in the national tests at the end of Key Stage 2, in comparison with all schools and similar schools. The percentage of pupils achieving the higher level was above the national average. There has been a gradual increase in test standards since 1996, with a considerable increase in 1999 on the results in 1998. Over time, there is no significant difference in the attainment of boys and girls.

75. Inspection evidence shows that the present Year 6 is achieving standards which are in line with national expectations. This is largely in keeping with the findings of the previous inspection report, with improvement to the standard of pupils' number skills. The current Year 6 is a smaller group of pupils than the cohort in 1999. In addition, the present Year 6 has a higher than usual proportion of pupils with special educational needs, and has been disrupted by staff changes. Pupils with special educational needs make satisfactory progress.

76. By the end of Key Stage 1, pupils confidently add, subtract, multiply and divide numbers, and higher attaining pupils work accurately with two digit numbers. Most pupils are able to use different strategies for adding and subtracting and can find patterns in the numbers to make computation easier. Pupils' order coins and add them up, and most recognise and identify the properties of basic shapes. They are able to measure length, using centimetres, with reasonable accuracy, and can read the time from a clock face to half and quarters. Pupils have a basic understanding of simple fractions and are learning how to collect, display and interpret data in graph form.

77. By the end of Key Stage 2, pupils have extended their knowledge of number, measurements and shape and use their knowledge and understanding to solve problems. Most correctly order five digit numbers, whilst some calculate with larger numbers. All add and subtract whole numbers and decimals. Most pupils multiply and divide confidently, using both short and long methods and explain how they have arrived at their answer. They identify equivalent fractions and reduce them to their simplest form. Pupils have a satisfactory understanding of the properties of three-dimensional shapes. They understand the 24 hour clock, and use this knowledge to interpret train timetables. Most pupils accurately calculate angles, and identify different types of angles in different shapes. When working with money, they use a catalogue to calculate how many articles they can purchase with a £100 budget and how much change they will have.

78. The quality of teaching is never less than satisfactory, and was good in 33 per cent of lessons. Teachers have satisfactory subject knowledge, and teach numeracy skills well. They plan lessons carefully and provide work which effectively encourages pupils to increase their knowledge by building on what they already know. For example, in a numeracy lesson in Year 1, the teacher clearly explained to the pupils that the purpose of the lesson was to put their mathematical work that week into a context. Through detailed questioning, and well-matched and challenging activities, all pupils persevered and made good progress. By the end of the lesson, most pupils used their knowledge to solve problems with growing accuracy, write

appropriate sums and explain their answers, whilst higher-attaining pupils used their skills to calculate larger numbers. Teachers' expectations of their pupils are always satisfactory, and in the best lessons activities are appropriately challenging. Teachers do not, however, always indicate in their plans what they expect from the highest attaining pupils in the class. The organisation of lessons is always satisfactory and often good. Teachers' use their training in the National Numeracy Strategy to good effect, and lessons are well balanced, with time for discussion and direct teaching of the class, as well as group activities. In the best lessons, management of pupils is good, but where teachers stop to deal with the unacceptable behaviour of a minority of pupils, this slows the pace of teaching. Supporting staff is well deployed, helping pupils with special educational needs or with English as an additional language to make satisfactory progress in their learning. Homework appropriately targets pupils' understanding of the work they have been doing in lessons.

79. The curriculum is suitably planned to teach all the elements of National Curriculum mathematics. The National Numeracy Strategy has been satisfactorily implemented throughout the school, and its further development is one of the school's current major priorities. Pupils use information technology competently to create and use graphs. Literacy and problem-solving skills are developed, as pupils read and solve written problems in mathematics. Assessment and record-keeping systems are satisfactory, and national test and assessment data is well used to target groups of pupils for extra support, and to identify areas needing improvement, for example in relation to strategies for mental calculations. Teachers' ongoing assessments of pupils' progress enable them to identify what pupils still need to learn, and to plan work which effectively addresses their needs. This information is also well used to give parents valuable information about pupils' achievements. The school has improved these systems further by the introduction of optional national test material, and by starting to set individual targets for improvement for each pupil, although these targets have yet to make an impact on standards over time.

80. The subject is well co-ordinated. The co-ordinator gives a good lead to the subject by the quality of her own teaching, and uses this effectively to monitor the quality of teaching by working with teachers in their classes. In addition, the headteacher has also observed all staff teaching mathematics. A valuable action plan has been drawn up to guide the future development of the subject.

SCIENCE

81. Teacher assessments at the end of Key Stage 1 in 1999, show that standards are broadly in line with national averages, but they are below the national average for pupils attaining the higher level. The national test results in 1999 for pupils at the end of Key Stage 2 show that standards are broadly in line with the national averages both in comparison with all schools and with similar schools. Results have improved over time since 1996. The consistent use of relevant subject vocabulary is an improvement since the previous inspection.

82. Inspection findings show that standards are broadly in line with national expectations, and this indicates an improvement at Key Stage 2 since the last inspection. Pupils generally gain a satisfactory knowledge across the full range of the curriculum, with good coverage of life processes and living things. All learning is securely based on practical observations, and in most lessons pupils have suitable opportunities to acquire investigative skills. However,

shortcomings in developing independent skills in experimenting, and in recording results, remain, as pupils have insufficient opportunities to design and carry out their own investigations. The quality of written work varies across the school, and is best in Year 5, where pupils record their work neatly and competently. There is little evidence of pupils in Year 6 achieving the higher levels in this aspect of science, for example in presenting data in line graph form. There is an over dependence on work sheets, which do not challenge pupils capable of higher attainment, and which provide insufficient support for lower-attaining pupils.

83. Towards the end of Key Stage 1, pupils use the school pond and environmental area to develop early observational skills; they identify plants and insects, and watch changes to frogspawn. They make simple worksheet records of what they find and where it is located. Higher-attaining pupils in a subsequent literacy session, extend their knowledge by finding out further information in reference books. Pupils in Year 1, study materials, and use Venn diagrams to sort them according to their different properties. They conduct experiments to see which materials are waterproof, and describe accurately what sugar looks like after observing it under a microscope. Towards the end of Key Stage 2, pupils revise the classification of animals in preparation for the national tests. Most pupils know some of the characteristics of mammals and use flow chart information to identify and classify animals. These pupils conduct experiments following worksheet directions, and make some predictions about their results. Throughout Key Stage 2, pupils acquire good scientific vocabulary. Pupils making musical instruments in Year 3 begin to understand that sound is caused when objects vibrate. Year 4 pupils make suitable gains in understanding as they explore the properties of magnets, and pupils in Year 5 increase their knowledge of light as they make periscopes and pinhole cameras.

84. The quality of teaching is satisfactory overall, but varies from unsatisfactory to very good. Eighty three per cent of lessons were satisfactory or better, of which 17 per cent were very good. Only one lesson was unsatisfactory in Key Stage 2. A consistently good feature of all lessons is the sharing of the purpose of the lesson with pupils before they start, and the frequent reinforcement of the learning objectives throughout the lesson to ensure that the pupils are clear about what they are learning. Many lessons also conclude strongly with an effective summary of what has been achieved. As a result pupils gain a secure basic knowledge of scientific facts. Teachers are effective in teaching relevant subject vocabulary and scientific concepts, and activities are carefully planned and prepared. The effective deployment of classroom assistants and accurate matching of tasks to the differing needs of pupils also contribute to a good rate of learning. In some lessons, teachers show good questioning skills which extend pupils' understanding. Pupils in Year 1 for example, made sensible predictions about the properties of different materials, as they suggested ways of testing to find out which would be suitable for a raincoat. The teacher probed their

understanding skilfully to encourage them to think clearly about their suggestions. In a very good lesson in Year 5, higher-attaining pupils were extended by very good questioning as they prepared to investigate pinhole cameras. Where teachers have high expectations of behaviour and attainment, the behaviour of a minority of challenging pupils is managed successfully and pupils respond positively. However, in some lessons where behaviour is not consistently well managed, the pace of the lesson and the rate of learning are slowed.

85. The co-ordinator is enthusiastic about the development of the science curriculum. The school has appropriately concentrated over the past two years on the development of the National Strategies for Literacy and Numeracy, but work has already been undertaken in preparation for the introduction of national curriculum guidance for science. For example, the co-ordinator has started to monitor teachers' planning and has worked alongside teachers in lessons. She is also beginning to observe teaching. Assessment procedures are satisfactory, and test and assessment data have been valuably used to identify areas needing improvement, for example in relation to further developing pupils' skills in recording investigative work. This is an improvement on the findings of the previous inspection report. The school also seeks to give pupils exciting scientific experiences to capture their interest and increase their knowledge and understanding. For example, pupils in Year 2 were clearly fascinated by a visiting specialist's talk on reptiles and snakes and by the chance to handle them. Good use is made of the environmental area, pond and school grounds. In addition, Year 2 pupils visit a local museum to extend their experience, and Year 6 pupils undertake fieldwork during their residential journey. The school is also obtaining computer linked measuring equipment which will allow pupils to make appropriate use of information technology.

ART

86. The school's art curriculum has been successfully developed since the previous inspection, and inspection evidence from one lesson, plus pupils' work in sketch books and on display, shows that pupils in both key stages are now achieving standards which are close to those expected of pupils of a similar age. This improvement has been well supported by the development of a good scheme of work, which systematically develops pupils' skills and knowledge, for example in mixing colour.

87. In Key Stage 1, pupils experience a satisfactory range of media, such as paint, charcoal and collage and textile work. They also meet the works of famous artists; for example, pupils in Year 1 copy paintings by Van Gogh. Pupils also have the valuable opportunity to develop a piece of work through several stages. In Year 2, for example, pupils complete observational coloured drawings of fruit and use these to design padded embroideries. These pupils learn how to stitch with care before transferring their skills to their designs, and producing work of good quality. In Key Stage 2, artwork is often associated with topics in other subjects. For example, pupils in Year 3 make clay Christmas candle holders as part of their religious education study, and in Year 5, silhouette paintings of heads are inspired by work in science

on light. Pupils in Year 6 mix paint to satisfactorily achieve sky and sea tones in three-dimensional paintings of storms at sea, as part of their work in English on 'The Tempest'. They also design wall paper patterns for the headteacher's office, as part of a joint art and design and technology project, and use a computer program to reproduce and repeat their designs. During the key stage, pupils also complete observational drawings and increase their drawing techniques, and study the paintings of artists, such as Lowry.

88. Teaching was satisfactory in the one lesson seen, where pupils were given clear explanations and a demonstration of techniques, and as a result, pupils worked independently and made satisfactory progress using a range of textiles and materials.

89. The curriculum is enriched by art clubs for pupils in Key Stage 2. During the week of the inspection, pupils in one club were learning batik techniques, and made their own frames from cardboard boxes. The kiln allows those pupils in the ceramics club to complete some exciting projects, and pupils make glazed bowls, mugs and leaves to a high quality. The school's displays are enhanced by large whole school projects using paint and collage, for example in connection with fund raising for the protection of the rainforests. Sketchbooks are used throughout the school, but their potential is not fully developed, and they contain only a limited amount of work.

90. The new co-ordinator has taken over the subject this school year, and has many ideas for developing the subject and supporting staff both through formal training and informal guidance and advice. Formal assessment systems have yet to be developed.

DESIGN AND TECHNOLOGY

91. There has been some improvement since the previous inspection, when pupils were making unsatisfactory progress in both key stages. Evidence from the one lesson seen on this inspection, together with a scrutiny of pupils' work, shows that they are now achieving standards close to those expected of pupils of a similar age at the end of Key Stage 1. However, despite the development of a satisfactory scheme of work, pupils' have not had enough experience in Key Stage 2 to systematically develop the skills of designing, making and evaluating, and their progress remains unsatisfactory. However, where they are meeting well-planned and interesting projects, such as designing adventure playground equipment in Year 4, they are making rapid progress in lessons.

92. In Key Stage 1, pupils in Year 1 make structures from card and paper as part of their science work on materials, joining them in a variety of ways. They also design and make healthy sandwiches. In Year 2, pupils also look at materials and design and make prototype coats for Joseph in connection with work in religious education. They evaluate the characteristics of various materials for their suitability, and make simple, but appropriate judgements about colour and being waterproof. In Key Stage 2, pupils make daffodil cards, but their designs show only limited individuality. In Year 4, pupils use commercially produced construction kits effectively, to model playground equipment. They work with precision, and handle the resources sensibly and safely. As a result of the teacher's questioning, they show that they are beginning to evaluate the success of their designs and make simple modifications, but these skills are under developed. Whilst pupils are beginning to sketch initial ideas, their plans contain little detailed information. In contrast, some pupils in Year 3 label their

diagrams of windmills and complete sketches of smaller sections, for example of how the sails will move. Planning indicates that pupils in Year 6 use construction kit material to make levers and pulleys. As part of a joint art and design and technology project, they designed wallpaper in their sketchbooks, and used their developing computer skills to repeat and print the pattern in an information technology session.

93. In the one lesson seen, the teaching was good, and the design process was clearly being promoted. Pupils' progress was enhanced by the use of a range of good quality resources. There was a high level of adult support, and the plenary session was used effectively to encourage pupils to evaluate what they had made and think about what they had to do next. As a result, pupils were very motivated applied good levels of imagination and effort, and were loath to stop working at the end of the session.

94. The new co-ordinator is aware that skills need to be more systematically developed, and appropriately intends to review the present scheme of work in the light of new national guidance. There are no formal assessment systems yet in place, but resources have been well developed.

GEOGRAPHY

95. Only two lessons, both in Key Stage 2, were observed during the inspection, consequently it is not possible to make firm judgements about standards and the quality of teaching and learning in Key Stage 1.

96. In the previous inspection, attainment was found to be marginally satisfactory, and there is little indication of substantial improvement. Geography is not taught each term, and the scheme of work gives little guidance to teachers on the progressive development of skills. As a result, pupils' experience tends to be fragmented, and some work such as compass direction, is repeated with little development from one year to the next. Planning documents indicate satisfactory coverage, but a scrutiny of pupils' books shows that little is covered in depth. Reception pupils discuss their journeys to school and draw pictorial maps of a good standard to show the features they pass on the way. Year 2 pupils draw neat plans of the classroom, and collect postcards from a range of different places, but there is little record of other work.

97. In Key Stage 2, in Year 3, pupils are introduced to more detailed maps when they study Ashford, and they show a basic understanding of map symbols. They can successfully identify the school on an aerial photograph of the area, but their progress in lessons is inhibited by interruptions from a minority of disruptive pupils. In Year 4, pupils compare Ashford with another village, although their grasp of the significant characteristics of the two locations is limited. Year 6 pupils have not worked on a geography topic this school year, and no firm judgement could be reached on attainment at the end of the key stage. However,

their written work on rainforests shows an appropriate understanding of environmental issues. In contrast, pupils in Year 5 demonstrated a satisfactory understanding of settlements, as they worked in groups to plan a new town. They identified key features, such as roads and shops, and important services, such as water and drainage. A few showed a good understanding of the effect that humans have on the environment, with regard to pollution, and noise from trains and airports. Standards at this stage are close to those expected of pupils of a similar age in Key Stage 2.

98. Teachers have secure subject knowledge and plan effectively. Learning objectives are clear and learning is summarised clearly at the end of the lessons. Where teaching is best, pupils are motivated by the activities and the teacher extends pupils' understanding by posing relevant questions. A few Year 5 pupils were keen to take their town plans home to finish, and most were fully involved in lively discussion during the lesson. The teacher moved effectively from group to group, maintaining pupils' focus through skilful questioning. The classroom assistant is used well to manage a group of lower attaining pupils and pupils with special educational needs. As a result, their progress is similar to that of the rest of the class.

99. The school has appropriately identified the need to review the curriculum and the topic cycle for geography. Suitable links with other subjects have yet to be made. The new co-ordinator has an overview of teachers' planning, but has not yet had the opportunity to observe teaching. Resources are adequate, and good use is made of the immediate locality. Year 6 pupils have suitable opportunities for fieldwork when they take part in a residential school journey. Assessment procedures have yet to be developed.

HISTORY

100. No history lessons took place during the inspection, and consequently it is not possible to make valid judgements on teaching and progress in the subject. Documentary evidence indicates that there is satisfactory coverage of the curriculum and the scheme of work suitably directs teachers to cover the key elements. In the previous inspection standards were found to be good in Key Stage 1, and satisfactory in Key Stage 2. There is insufficient evidence to judge the achievement in Key Stage 1, but standards in Key Stage 2 have been maintained.

101. In Key Stage 1, pupils gain an understanding of past and present in their own lives, when they bring personal items from home to show how they have changed. Year 2 pupils study the lives of famous people from the past, for example Louis Braille. The very little written work seen is neatly presented.

102. In Key Stage 2, pupils in Year 4 ask appropriate questions about the past at the beginning of their study of Ancient Greece. They begin to understand some of the different ways in which the past is represented as they study Greek pottery. Pupils develop an understanding of chronology in Years 5 and 6 as they make time lines, and begin to place events within a framework. Year 5 pupils show a suitable understanding of aspects of life in Britain since the 1930s. Their writing about the Jarrow March and evacuation in World War 2 demonstrates an understanding of some events and social changes. A whole-school display of work in the school entrance hall effectively illustrates social change during the twentieth century. Year 6 work on the Tudors indicates that pupils achieve standards broadly similar to those found at this age. Pupils show a satisfactory understanding of significant events, such as

the break with Rome, and they begin to understand some aspects of Tudor life when they compare the town with country life. Coverage is at times superficial, and some pupils are limited by the frequent use of worksheets.

103. The school has suitably identified the need to review the curriculum, and the way in which topics in history are planned. Although there are some good links with literacy, through a brief study of Shakespeare in Year 6, links with other subjects have yet to be fully developed. The new co-ordinator has access to teachers' planning, but has not yet had the opportunity to work alongside colleagues in the classroom. Resources are adequate and pupils' learning is suitably enhanced in some years by visits. Year 3, for example, visit Butser farm, where they see a Celtic village, and take part in relevant activities. There are no formal procedures for assessment.

INFORMATION TECHNOLOGY

104. Pupils' attainment at the end of Key Stage 1 is in line with national expectations. However, pupils' attainment by the end of Key Stage 2 is below the national expectation. Information technology is being well taught as a subject in its own right, and particularly so this term, but pupils' experiences are too narrow and resources are not available to teach the full curriculum. In consequence, by the end of Key Stage 2, pupils have not made enough progress in developing their knowledge and skills. However, it is clear that pupils' skills and knowledge are increasing with the very recent opening of the new computer suite, and the school also has plans to increase resources, so that all aspects of the subject can be taught effectively.

105. By the end of Key Stage 1, pupils are able to access programs with the help of adults, and use them with an appropriate level of independence. They show dexterity in handling the mouse, and use the keyboard confidently. Their work shows that they understand simple word-processing skills. For example, when using a mathematics program on graphs, Year 1 pupils were able to enter data which they have previously collected, and then read and explain the displayed information. In doing so, they identified the listed figures and explained clearly how they linked with the graph. Year 2 pupils use a paint program to produce Mondrian style paintings, making choices of shapes and colours. Some pupils understand how to use simple editing functions, such as undo.

106. By the end of Key Stage 2, pupils extend their basic knowledge and skills, for example into creating repeating patterns, and learn the technique of dragging the mouse. They also understand how to follow a particular sequence of operations using the icons. Other pupils opened two windows on screen and selected, copied and pasted information from the Internet about the Victorians. Pupils have some experience of modelling and of control technology, but their progress is inhibited by lack of equipment for measuring temperature, sound or light levels to support their learning in science. Pupils understand how to access computer generated information, but do not work with the expected level of independence in using computers for personal research or independent study. Computers in the classroom are not used sufficiently as a regular part of pupils' learning in other subjects.

107. The overall quality of teaching is good, and sometimes very good. All the lessons observed were taken in the computer suite. In Key Stage 1, teachers use programs confidently

and give pupils clear explanations and demonstrations. In Key Stage 2, teachers are well supported by the co-ordinator in their lessons, and plan carefully. Learning objectives are effectively shared with pupils and are written on the board, together with the program's sequence for them to follow. No time is wasted because help is quickly given to individuals who need it. As a result, pupils experience success, are clearly gaining in confidence and are making good progress.

108. The development of information technology curriculum has been given a considerable boost by the new computer suite. Pupils and staff are excited by the practical experience and potential it offers, and as a result, learning has been significantly accelerated. Teachers keep their own records of work done and some keep examples of pupils' work. In addition, formal assessment systems have been recently introduced to support the planning of future work, although the use of these is in its early stages. The subject is being very well led by the co-ordinator, who is giving training to other members of staff. The school is well researched, overall, but does not make sufficient use of computers in classrooms.

MUSIC

109. It was only possible to observe three class music lessons during the period of the inspection. However, standards in lessons in Years 1 and 5 indicate that the school has improved on the sound standards noted at the previous inspection. Pupils have a good introduction to music in the reception class, where they sing, accompany their singing with percussion instruments and develop an awareness of pulse. Year 1 pupils benefit from being taught by the music co-ordinator. High expectations, very good subject knowledge and good class management were significant features in a very good lesson promoting good learning and high achievement. Pupils begin to use symbols as they compose and perform their own music.

110. In Key Stage 2, pupils' understanding of notation is further developed, as Year 3 pupils are introduced to crotchets and quavers. The teacher's use of well-made resources allows pupils to concentrate initially on composition and the improvement of their simple rhythms, before they write them down. Year 5 pupils demonstrated good standards in singing, as they worked on some challenging music in preparation for their participation in a music festival. They improved their performance in response to the teacher's reminders about posture and diction. Again, good subject knowledge and high expectations resulted in above average achievement.

111. Pupils have good opportunities to sing in unison during weekly hymn practices. However, the standard of singing varies. Key Stage 1 pupils enjoy singing action songs and perform these with greater enthusiasm than other hymns. Key Stage 2 pupils generally sing well in unison. They improve their performance in response to teaching from the music co-ordinator, but her direct teaching role in these sessions is limited. A minority of pupils in Key Stage 2, in hymn practice and some class lessons, do not behave well. There is an undercurrent of chatter as teachers are talking, and some pupils find it difficult to work with a partner. This has the effect of slowing the learning of other pupils.

112. There is a detailed scheme of work to guide teachers in their planning, and the co-ordinator is already well prepared for the introduction of new national curriculum guidance. She is a very able practitioner, who provides good support to colleagues, but currently has no opportunity to work alongside them, as the school has other developmental priorities. All

pupils in Year 2 benefit from the opportunity to begin to learn to play the recorder. Pupils are able to receive instrumental tuition at the school, although at present none are doing so. There are suitable opportunities for performance in the Christmas and summer plays. There is a good range of resources in the music room, and these are clearly labelled and in good condition. The school has also recently ordered a computer program to widen pupils' experience. The subject makes a good contribution to pupils' spiritual, social and cultural development, and this is particularly evident in Year 5 as they prepare the musical about Mother Teresa, for a performance with other schools. There are no formal assessment systems for recording pupils' progress.

PHYSICAL EDUCATION

113. It was only possible to observe three lessons during the inspection, two in Key Stage 2 and one in Key Stage 1 and so it is not possible to make overall judgements about teaching or about standards and progress.

114. However, pupils achieved well during a gymnastics lesson at the end of Key Stage 1. They performed a series of movements with good control, both in floor exercises and using large apparatus. At the end of Key Stage 2, pupils' attainment in ball skills during a hockey lesson was very good. Pupils make good progress with their swimming in Key Stage 2, and many are able to swim 25 metres by the end of the key stage.

115. In those lessons seen, the teachers and the swimming instructor were knowledgeable and had appropriately high expectations of the pupils. Skills were well taught, and pupils responded with eagerness and enjoyment. There is a good scheme of work which gives clear guidance on the development of skills, and the curriculum includes a good range of activities. It is further enriched by coaching from members of the County Cricket Club, who work with older pupils in the summer. After school clubs and team games also provide extra practice and competition, which pupils enjoy. The two residential visits made in Key Stage 2, give pupils the opportunity to take part in outdoor activities, including orienteering and canoeing.

116. The subject is well managed and the co-ordinator sets a high standard by the quality of her own teaching. There are sufficient resources and accommodation, and outside facilities are good.

RELIGIOUS EDUCATION

117. Very few lessons were seen, but the evidence from these and from pupils' work shows that pupils at Key Stage 1 are satisfactorily meeting the learning objectives of the local Agreed Syllabus. This is because these pupils experience a satisfactory range of topics, and pupils in Year 2 also record much of their work through independent writing and worksheet material. However, attainment at the end of Key Stage 2 is below expected standards. Although pupils in some year groups at Key Stage 2 benefit from good teaching and achieve satisfactory standards of knowledge and understanding which match the objectives of the local Agreed Syllabus, pupils at the end of the Key Stage are not so effectively taught and do not record enough work.

118. Towards the end of Key Stage 1, pupils benefit from a good range of artefacts on display in their classroom to develop their knowledge of the Jewish faith, and to help them appreciate that certain objects have a special significance. They learn about stories from both the Old and New Testaments of the Bible, such as the parable of The Lost Sheep, and the Genesis story of Creation. They also study the stories and customs associated with major religious festivals, such as Diwali, Christmas and Harvest. They consider how they might help others, and the qualities which make a good friend. During Key Stage 2, pupils are helped to deepen their understanding of issues associated with having a faith. In Year 3, they look at the underlying meanings of well known symbolism associated with Easter. Pupils in Year 4 consider their place within the family and think about those people for whom they care. In Year 5, pupils consider making moral choices and decisions, and look at the importance of the Christian observance of Lent. These pupils also study a range of historical figures who have been moved by their faith to lessen the suffering of others, such as Mother Theresa and Elizabeth Fry. In a lesson about Lord Shaftesbury and his work for factory reform, pupils had a good knowledge of his work and religious motivation, and a developing ability to explain these links. However, there is little recorded work from Year 6 pupils. In a lesson about the events leading up to Jesus' crucifixion, most pupils offered comments about the symbolism of Jesus' last supper with his disciples and about His death, with interest and confidence. However, the chance to extend and deepen their understanding was inhibited by silly and inappropriate behaviour from a minority of pupils.

119. Where teaching was most effective, vivid pictures were created by the teacher's descriptions of life in factories for child workers in the nineteenth century, and because of this, pupils were clearly able to empathise with the conditions. Good questioning and explanation helped pupils to successfully tackle a challenging piece of text about Lord Shaftesbury and his work. They discussed the text sensibly with partners, and maintained good levels of sustained concentration. This lesson was also a good vehicle for literacy skills, as pupils were required to make reference to the text and infer information. Their historical knowledge was also increased. There were, however, fewer religious links to fully explain Lord Shaftesbury's motivation as a Christian reformer. Opportunities for discussion in lessons are valuable, and increase pupils' confidence to explore ideas and share their opinions and feelings. However, some pupils take advantage of these occasions to cut across the remarks of others and dominate the discussion. Where this is not effectively handled, the lesson becomes fragmented and the purpose of the lesson loses direction. This impedes the learning of all the pupils in the group.

120. The scheme of work gives enough detail to provide a satisfactory foundation for teachers' planning. Circle time is also valuably used to extend discussion on related topics, such as performing acts of kindness. However, sometimes topics are repeated without the work clearly showing that pupils' knowledge and understanding are being extended, for example in relation to major festivals such as Easter and Christmas. Staff are expected to keep their own informal notes about pupils' progress, but more formal systems for assessing pupils' achievement have yet to be developed.

121. The new co-ordinator is keen to develop the subject further, and is taking a diploma organised by the local education authority, in order to extend her expertise. In connection with this course, she has also visited a local Mosque and hopes to make links with the school to increase pupils' first hand experience of major world faiths. She has begun to monitor standards and garner staff views through a questionnaire. An action plan has been completed, but has yet to be placed in the school's development plan. Resources have been considerably

improved since the previous inspection and this has helped to give staff greater confidence in teaching the subject, and has made the subject more real to pupils.