

INSPECTION REPORT

SUTTONS PRIMARY SCHOOL

Hornchurch, Essex

LEA area: Havering

Unique reference number: 102283

Headteacher: Miss M Dupen

Reporting inspector: Ms R Frith
2490

Dates of inspection: 17 – 20 September 2001

Inspection number: 193125

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Suttons Lane Hornchurch Essex
Postcode:	RM12 6RP
Telephone number:	01708 443393
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Appropriate authority:	The governing body
Name of chair of governors:	Ms L Thomas
Date of previous inspection:	10 th – 13 th March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2490	R Frith	Registered inspector	Music Religious education Areas of learning in the Foundation Stage English as an additional language	What sort of school is it? School's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9163	G Humphrey	Lay inspector		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?
20877	D Pink	Team inspector	Mathematics Geography History Special educational needs	
29843	J Seal	Team inspector	Science Information and communication technology Design and technology Equal opportunities	
23204	C Wojtak	Team inspector	English Art and design Physical education	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Suttons Primary School is a community school for boys and girls of all abilities aged 4 to 11 years. There are 263 pupils on roll, including 33 children of reception class age. Most pupils live within walking distance of the school but a small number live in other boroughs. The school is situated in a residential area with mainly privately owned housing. This community reflects a broad social mix with low levels of unemployment and few adults with higher educational qualifications. The percentage of pupils receiving free school meals is below the national average. Most pupils have attended playgroups or nurseries and on entry to school display levels of attainment similar to children of the same age nationally. Currently, the percentage of pupils with special educational needs is broadly in line with the national average and two pupils have a statement of special educational needs. Most of the pupils with special educational needs who require regular additional support have moderate learning difficulties. Very few pupils come from ethnic minority backgrounds and two pupils come from homes where English is an additional language. Their use of English is such that they require no additional support. Due to the numbers of pupils and available classrooms in the school, five out of the nine classes contain pupils of two different year groups. The school was inspected at the beginning of the academic year when four of the nine teachers were only in their second full week of teaching in the school.

HOW GOOD THE SCHOOL IS

Suttons is a good school with many strengths and some opportunity for further improvement. Standards are improving in line with the national trend although within this improvement there has been some variation in the standards achieved by seven and eleven-year-old pupils over the last three years. The quality of teaching is very good for reception age children and good throughout the rest of the school. Pupils are encouraged to work hard and enjoy their learning. The leadership and management of the school are good and manifest themselves in a strong commitment to raising standards while also offering a broad and interesting curriculum. The school provides good value for money.

What the school does well

- In the 2000 national tests, pupils aged eleven reached standards in English and science which were well above the national average and standards in mathematics which were above average.
- The quality of teaching is very good for reception age children and good for children in the rest of the school. It is significantly enhanced by the good quality support provided by the learning support assistants.
- The school is a caring community in which pupils behave very well and develop very good relationships. This is supported by the good provision for pupils' moral, social and cultural development.
- Pupils have very good attitudes to school and by the time they leave have developed into mature and interested learners.
- Procedures for ensuring the care and welfare of pupils are very good.
- The headteacher provides good management and leadership, and other key staff and the governing body ably support her.
- The partnership between the school and parents is very good and makes a good contribution to pupils learning.

What could be improved

- Standards of attainment in information and communication technology from Years 1 to 6.
- The quality and consistency of marking, so pupils are clear about how they can improve their work.
- More consistent use of the information gained from assessing pupils' attainment and progress in order to direct the next stage in their learning.
- The development of the role of co-ordinators so that they give guidance for teachers and clearer expectations for pupils in their subject.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has successfully addressed the key issues identified in the report following the last inspection in March 1997. Staff have developed new policies and schemes of work for the whole school which have led to improvements in teachers' planning. The amount of teaching time has increased for seven to eleven-year-olds and all children now receive an appropriate curriculum, which reflects the National Curriculum and guidance for children of reception age. Teaching has improved, particularly for children in the reception year and for the teaching of mathematics. There is a programme of training to ensure that all staff are aware of child protection issues. Outdoor facilities for reception age children have been developed although there is still not enough equipment for riding, climbing and balancing. Strategic planning has also improved and the aims of the school are clear. Improvement since the last inspection has been good even though difficulties have arisen through changes in staffing. Also, the school has experienced difficulty in appointing teachers at middle management level. Staff and governors demonstrate a clear commitment to further improvement.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	B	C	A	C	well above average A above average B average C below average D well below average E
mathematics	C	B	B	C	
science	E	B	A	B	

Children often make very good progress with their learning in the reception year and by the time they are ready to start Year 1, most children at least reach the nationally expected standards in all areas of learning and a substantial number achieve beyond these. Results of the 2000 standard assessment tests for seven-year-olds indicate a fall in standards since the last inspection but the school's focus on raising standards in this area has resulted in a significant improvement in the test results in 2001. Evidence from this inspection indicate that pupils in Years 1 and 2 are making good progress. The results in the chart above show that when compared to all schools, pupils aged eleven achieved well above average standards in English and science and above average standards in mathematics. When compared with pupils from similar backgrounds, pupils achieved average standards in English and mathematics and above average standards in science. Over the last five years the school's rate of improvement overall in English, mathematics and science has been in line with the national trend and reflects the school's focus on maintaining high standards. In 2000, the school achieved above its targets for English and mathematics. Data provided by the school show a dip in standards in 2001. This reflects the number of children in that Year 6 group with special educational needs, and a significant number of pupils who had joined the school part way through the key stage. Over the last five years standards are more variable in Key Stage 2 than in Key Stage 1 due to the large number of pupils who join the school late. Evidence from this inspection confirms that pupils in Year 6 are making good progress overall and indications are that standards should rise. Pupils with special educational needs and the higher-attainers are appropriately challenged and achieve well. No significant difference was noted in the progress and achievement of boys and girls.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are good. They enjoy their work and demonstrate interest and enthusiasm towards their learning. They are proud of their achievements and keen to show their work to others.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils are polite and courteous to each other and towards adults. They have a very good understanding of the impact that their actions can have on others.
Personal development and relationships	Relationships between all members of the school community are very good. Pupils develop as caring and considerate individuals and are well prepared for the next stage of their education.
Attendance	Attendance is satisfactory and in line with other primary schools nationally. Punctuality is good.

The pupils' good attitudes, very good relationships, behaviour and personal development provide a good basis for their learning and make a positive contribution to the levels of attainment that they achieve.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Good	Good

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

Across the school, the quality of teaching was good or better in nearly three-quarters of the lessons observed and very good or better in nearly a quarter. This quality of teaching reflects the importance that senior management have placed on appointing good teachers whom they then support well through a good programme of professional development. Staff are valued and helped to give of their best. Teaching was unsatisfactory in two lessons. The teaching of children in the reception year is particularly effective in developing their personal and social skills and their attitudes to learning. These strengths are built upon successfully in the rest of the school where teachers continue to focus on developing the core skills of literacy and numeracy within a broad curriculum. Teachers have adopted the Literacy and Numeracy Strategies well. The teaching of English in the lessons observed was satisfactory in Years 1 and 2 and good in Years 3 to 6. There has been a significant improvement in the teaching of mathematics which is now good throughout the school. Overall, pupils' learning was judged to be good during the inspection. The school allocates valuable additional support for pupils with special educational needs and consequently they make good progress towards the targets set. Learning support assistants make a valuable contribution to pupils' learning. Higher attaining pupils are appropriately challenged.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for children of reception age is good and satisfactory overall at Key Stage 1 and 2. Staff work hard to compensate for the lack of outdoor equipment and restricted accommodation for children of reception age.
Provision for pupils with special educational needs	Pupils with special educational needs receive good support and progress well towards the targets set in their individual education plans.

Provision for pupils with English as an additional language	Pupils are fully involved in all learning activities and their needs are well catered for within the mainstream class teaching. They make similar progress to that of their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' moral, social and cultural development is very good. Provision for their spiritual development is satisfactory. Pupils have a sense of responsibility for themselves and others.
How well the school cares for its pupils	The school's belief in valuing children is well reflected in its work and staff make very good provision for their welfare, health and safety. Pupils' academic performance and personal development are diligently monitored but the use of the assessment of pupils' work to guide future learning is not consistent for all subjects.

The partnership with parents and the contribution they make to their children's learning is very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher has a clear vision for the school and central to this is the aim to raise standards. She is effective in motivating staff and building a team with a shared sense of values and priorities. She is ably supported by the deputy headteacher, senior management team and subject co-ordinators.
How well the governors fulfil their responsibilities	Governors play an integral part in the leadership and management of the school. They are well informed and fully involved in any decisions. All statutory requirements are met.
The school's evaluation of its performance	Staff and governors have established a culture of monitoring and target setting that keeps the school moving forward towards achieving its aims.
The strategic use of resources	Financial planning by the headteacher and governors is good and the school manages and uses its resources well. Correct financial procedures are followed and staff and governors seek to obtain the best value for their spending.

There are sufficient suitably qualified teachers to ensure that class sizes are not too large. Support staff are experienced and well trained and the good support they provide is a contributory factor in the pupils' learning. The accommodation and learning resources are satisfactory overall and used well to support learning throughout the school.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children enjoy school and make good progress. • The school is well managed. • Teaching is good and staff are very accessible. • Parents are kept well informed. • The school sets targets for children that promote high expectations. • Behaviour is good and children work hard. 	<ul style="list-style-type: none"> • They think that homework is not used consistently enough to support learning. • Some parents are concerned that there is too much homework. • They would like a closer partnership between the school and parents. • They would like more additional activities outside of lessons. • Some parents raised concerns about mixed-age classes.

Inspectors endorse the positive views held by parents and the regard they have for the school. They looked closely at the issues raised by a minority of parents, and from the evidence gathered during the inspection judge the provision of homework to be good overall. It builds successfully on the work undertaken in school and supports the standards which pupils achieve. Inspectors understand the views of a minority of parents who would like more additional activities outside school but found that the school provides a good range of additional activities during and after school. No difference was noted in the progress of pupils in mixed age classes compared to others taught in single age classes. The inspectors conclude that the partnership between the school and parents is very good and makes a good contribution to pupils learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children are admitted to the reception class in the September before they are five. Most have had experience in a playgroup or nursery before attending school. They enter with a wide range of skills and experiences and have broadly average levels of attainment in language and literacy, mathematics, personal and social skills compared with children nationally. A very few children enter with little or no spoken English and make good progress in communicating with adults and other children.
2. Children of reception age achieve well as a result of the very good quality teaching. Children with special educational needs and those for whom English is an additional language make similar progress to that of their peers as their work is well planned and they receive good quality support. By the time they are ready to start Year 1, almost all children reach the nationally expected standards in communication, language and literacy, mathematical development, knowledge and understanding of the world, creative, physical, personal, social and emotional development and a significant number attain beyond this, particularly in personal and social development.
3. Results of the 2000 standard assessment tests for seven-year-olds indicate that in comparison with all schools, pupils' attainment was below average in reading and mathematics and average in writing. When compared to schools with children of a similar background, pupils' attainment was well below average. The school quickly reviewed its provision for pupils aged 5 to 7 and developed strategies to raise standards. Their hard work in this area is reflected in the 2001 results where 98 per cent of pupils achieved the level expected for their age in reading, writing and science and 93 per cent in mathematics.
4. At the age of eleven, pupils' attainment in the 2000 standard assessment tests, when compared with all schools, was well above average in English, and science, and above average in mathematics. When these results are compared with those of pupils from similar schools, attainment in English and mathematics was average and in science it was above average. Results in 2001 show a dip in standards in all three subjects, with particularly low standards in writing. The school was not surprised with these results although they had hoped for better. Their analysis of the group of Year 6 pupils indicated some key factors which had affected the pupils' progress and attainment. Over a third of the pupils had identified special educational needs, mainly in English and a similar number had joined the school during Key Stage 2. Also, the learning of these pupils had been affected by changes of teachers although the school had tried to maintain good quality teaching. Over the last five years the school's trend of improvement in English, mathematics and science for pupils aged 8 to 11 was broadly in line with the national trend. Evidence from this inspection indicates that pupils in Year 6 are making good progress and standards should rise.
5. Evidence from this inspection also indicates that the standards achieved by pupils in the current Year 2 are above average in speaking, listening and average in reading and writing. The school has focused on improving standards, particularly in writing at Key Stage 2, and this is beginning to have effect. Support is well targeted to those who need additional help with their learning. Standards are average in

speaking, listening, reading and writing for pupils in the current Year 6. The introduction of the National Literacy Strategy has had a positive impact in the school by helping to focus teaching in English, particularly reading and writing. Strategies recently introduced by the acting literacy co-ordinator have resulted in improvement since last year. Currently, standards in literacy are average throughout the school.

6. Pupils currently in Year 2 and Year 6 attain standards that are at least in line with those expected for pupils of their age and a significant number of pupils of both ages are achieving above this. The successful introduction of the National Numeracy Strategy is enhancing the progress which pupils make and the standards that they achieve. Pupils get regular practice in developing and consolidating their number skills and the mental mathematics sessions aid their thinking. Another significant factor in the raising of standards is the improvement in the quality of teaching and the support given to pupils of differing abilities, for example, the higher-attaining pupils. The very good co-ordination of mathematics has also helped to raise the profile of the subject and improve standards.
7. Standards for science in the current Year 2 and Year 6 are at least in line with those expected for pupils of that age and at the current rate of improvement are expected to be above average by the end of the academic year. This indicates an improvement in standards for Year 6 pupils since last year. Pupils have good attitudes to the subject and this, together with the good quality of teaching, is bringing about improvements.
8. Pupils in Year 2 and Year 6 are currently reaching average levels of attainment in art and design, design and technology, geography, history and physical education. Standards are above average in music and religious education but are below average in information and communication technology (ICT) in Year 2. Standards in ICT were average in the work observed in Year 6 but there was not enough evidence to make a judgement in all areas of the ICT curriculum.
9. Pupils with special educational needs make good progress towards the targets identified on their individual education plans. They receive a good level of support and, by the time they leave the school, they reach standards in line with their abilities. The few pupils learning English as an additional language make similar progress to their peers and have full access to a broad curriculum. No significant difference was noted in the progress of boys and girls during the inspection. More able pupils are well challenged and make good progress in line with their abilities. No difference was noted in the progress of pupils in mixed age classes compared to others taught in single age classes.

Pupils' attitudes, values and personal development

10. Pupils' attitudes to school are good. They enjoy their work and demonstrate interest and enthusiasm towards their learning. They are proud of their achievements and are keen to show their work to others, particularly at the weekly assemblies held to celebrate achievement. Parents who attended the pre-inspection meeting and returned questionnaires confirm that their children are keen to come to school and that attitudes to learning and behaviour are strengths of the school.
11. In the reception class children quickly settle into school routines, develop very good social skills and learn to share and take turns. Children play well together and through their imaginative play show a good understanding of family and social relationships. They develop good listening skills and observe the discipline of

holding up a hand to answer questions. A good example of extended concentration and enthusiasm for learning was observed with a small group of reception children when playing number games with a learning assistant for nearly thirty minutes.

12. As pupils progress through the school their self-discipline, enthusiasm and interest in their work continue to develop. For example in a Years 1 and 2 physical education lesson, pupils were very enthusiastic, put a lot of effort into their work and demonstrated high levels of co-operation. The same pupils answered questions with confidence in an English lesson, and Year 1 pupils showed a lively interest in life during Victorian times. In an English lesson, Year 3 pupils worked hard, demonstrated sustained concentration and achieved high standards of presentation. In mathematics, pupils in Years 3 and 4 were alert, attentive and showed a keen interest in their learning. By Years 5 and 6, pupils develop the ability to learn independently and their enthusiasm and interest, particularly during group work and discussion, was observed in mathematics, English and history. In an English lesson, pupils in Years 5 and 6 interacted well together by sharing their ideas and confidently presenting them to others in the class.
13. Behaviour is very good in lessons and around the school. Pupils are polite and courteous to each other and towards adults. They have a very good understanding of the impact that their actions can have on others. Staff treat pupils with respect and consideration and this is reflected in the confidence and trust that pupils have in their relationships with others. Relationships between all members of the school community are very good and another strength of the school. Both girls and boys, and those who come from different ethnic and cultural backgrounds, are fully included in the life and work of the school. Pupils respect each other's values and beliefs.
14. There were no instances of bullying or harassment observed during the inspection. Neither pupils nor adults tolerate unacceptable behaviour. The high standard of behaviour and the expectation of freedom from bullying were confirmed during an interview between a selected group of Year 6 pupils and a member of the inspection team. Pupils have the confidence to report unacceptable behaviour and the conviction that it will be dealt with appropriately. No pupils have been excluded in the past year.
15. Pupils respond well to opportunities for them to show initiative and take responsibility. Class monitors are selected on a rota basis to help prepare and clear up before and after lessons and to assist with assemblies. During 'wet' play at lunch and other break times older pupils act as play leaders for younger ones. Also, older and younger children enjoy reading to each other. There is a buddy system to support new arrivals to the school. Pupils of all ages take turns to return the registers to the central office. Currently there is no school council, although one is planned for the near future.
16. Attendance is satisfactory and in line with other primary schools nationally. Punctuality is good. Overall, good learning attitudes and very good behaviour have been maintained since the last inspection and continue to make a positive contribution towards pupils' achievement. Pupils develop as caring and considerate individuals and are well prepared for the next stage of their education.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. The school has improved the quality of teaching since the last inspection by decreasing the percentage of unsatisfactory teaching to three per cent. Across the school, teaching was excellent in 1 per cent of lessons observed, very good in 20 per cent, good in 51 per cent and satisfactory in 25 per cent. This quality of teaching is particularly pleasing as four out of the nine teachers were only in their second week of teaching in the school and all teachers were getting to know their pupils at this early part of the academic year. The teachers' performance reflects the high expectations of the headteacher and the value that senior management and governors place on attracting good quality new staff. Also, a good programme of professional development is in place to support staff, and the regular monitoring of teaching and learning identifies teachers' strengths and areas for development. All these features, together with the strong team spirit present in the school and the strong commitment of staff, result in good practice.
18. The quality of the teaching for children in the Foundation Stage is generally very good and an important factor in the way children develop very good personal, emotional and social skills, attitudes to learning and behaviour. Planning for reception age children is good and reflects the national guidance for teaching children of this age. Appropriate attention has been placed on settling children into school and a good range of activities is provided which maintains the children's interest and supports their learning. Much attention is placed on ensuring that children get a similar experience regardless of which class they are in. For several sessions each week, those children in the Reception/Year 1 class join the other reception class and for example, work on developing their literacy skills. They also have the opportunity to share resources. The learning support assistants give valuable support to the children, which is a key feature in making children feel secure in their learning.
19. These good features are systematically built upon in Key Stage 1 and Key Stage 2, where the quality of teaching is good overall. Teachers focus well on developing the pupils' literacy and numeracy skills and target valuable support to those pupils with special educational needs. This use of resources is proving successful in enhancing the progress that these pupils make, and the standards that they achieve. The teaching of pupils in small groups is very good. Teachers are knowledgeable and have good relationships with the pupils. In class lessons, pupils are well supported by learning support assistants, who are well trained and attentive to the needs and expectations of the pupils. Pupils are challenged in their learning. Pupils with special educational needs enjoy their learning both in classes and in small groups. The pupils achieve well because of the skill of the teachers in matching work to their abilities in small group work and also the effectiveness of the learning support assistants. The use of information and communications technology is underused in the teaching of pupils with special educational needs. The school is developing its work with higher attaining pupils and currently they are being appropriately challenged. Pupils who speak English as an additional language progress in line with their peers and currently have their needs met within mainstream classes. Provision for pupils with a variety of needs is well co-ordinated and reflects the school's commitment to inclusive education. Their needs are well met and good learning takes place.
20. Across the school, teachers plan their lessons well. The school has developed a coherent system where clear learning objectives are identified and shared with pupils. This means that the pupils are clear about what they should learn, and at the

end of most lessons have the opportunity to reflect on the progress that they have made. Many teachers start the lessons with a clear outline of what the class will be doing, recapitulate on previous learning and introduce new information and skills either through direct exposition or demonstration. The pupils then work either in groups or independently to consolidate this learning and come together as a class at the end of the lesson to share learning points and evaluate what they have done. Within this structure, a satisfactory range of teaching methods is used to gain the interest of the pupils and ensure that they are involved in their learning. For example, in a Year 4/5 literacy lesson, pupils were encouraged to learn about the importance of writing and following instructions clearly through a variety of activities, including the making of a paper aeroplane.

21. In the lessons which were unsatisfactory, planning was generally appropriate but the structure of the teaching resulted in pupils not making sufficient progress. In one, the pupils were not given enough opportunity to consolidate their skills or engage in the activity for an appropriate length of time and in the other the behaviour and attitude of some pupils disrupted learning.
22. Staff have focused on developing the pupils' basic skills in a coherent way and have successfully used the literacy and numeracy strategies to meet the needs of pupils. The literacy strategy helps to improve the pupils responses to stories and develop their writing for a variety of purposes. The numeracy strategy ensures that pupils get regular practice in using their mental mathematics skills. Additional booster classes, English and mathematics sessions have also been provided which support the pupils' learning. Learning support assistants work effectively alongside class teachers and make a significant contribution to pupils' learning.
23. In the best lessons, expectations are high, the pace of learning is good and pupils are challenged. In a Year 6 science lesson, these good features were evident as pupils were encouraged by the teacher to develop their skills of 'fair testing'. All pupils made very good progress with their learning because the work set was challenging for all and met the variety of needs within the class. Classroom management was outstanding and resulted in a learning environment which encouraged the pupils' scientific thinking. In a Year 1/2 mathematics lesson, high expectations and good pace were also significant features. The needs of pupils were well met by the good planning and support given by both the teacher and learning support assistant. The youngest pupils, although fully challenged felt secure in their learning and the higher attaining pupils were encouraged to achieve as well as they could.
24. Overall, teachers have good subject knowledge, which is a result of an effective staff development programme, and they use this well in their planning. Teachers also use time well to maximise every learning opportunity and make the most use of the resources available to them. A good preparation and follow-up lesson relating to a Year 4 visit to a synagogue ensured that the pupils gained a lot from their experience.
25. The quality of relationships between staff and pupils is very good and has a significant influence on how staff successfully manage the pupils in their care. Teachers are encouraging and supportive, which results in most pupils becoming confident, as in a Year 6 religious education class where pupils were obviously being challenged but still felt able to put forward their views. Teachers use their knowledge of pupils well and encourage them to improve and work harder in lessons, but some do not comment enough on pupils' work through their marking.

Consequently, some pupils are not always clear about how they can improve. There is some good practice evident in the school, however, where pupils understand and recognise the next stage in their learning and are aware of their targets. Staff work hard to improve the environment by displaying pupils' work, for example, in art and design and design and technology. This supports the children's sense of self-esteem and encourages them to work harder. Provision of homework is good and supports the work done in school, particularly in English and mathematics.

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

26. Overall, the curriculum has been planned to provide a sound range of valuable learning opportunities for all, with a good emphasis on literacy and numeracy. Senior management have led a committed staff team who have moved a considerable way forward by organising schemes of work and linking subjects, where possible, so that connections can be made across learning experiences. This is a school that is not content to rest on its laurels and is constantly evaluating its planning. The half-termly focus on non-core subjects such as design and technology or art and design is enabling learning to stay fresh and for knowledge to be retained. Focus weeks such as the art week are not only effective in drawing subjects together but are motivating for pupils and effective in raising standards in the subject.
27. Staff have addressed the issues raised in the last inspection by lengthening the school day for pupils aged 8 to 11, reviewing the curriculum and ensuring that history and geography is taught in line with National Curriculum requirements. Planning for English, mathematics and science is particularly detailed and relevant and strategies for developing pupils' literacy and numeracy skills are effective. Opportunities for developing oracy, literacy and numeracy through other subjects is sound. These are strengthened through additional activities such as the twice-weekly lunchtime homework club that is open to all pupils. The religious education curriculum is in line with the local Agreed Syllabus. Other subjects are largely based on the national guidelines but there is lack of guidance on how pupils' skills should be progressively developed. Physical education has extra guidance for teachers such as apparatus plans and additional information. Opportunities to use the computers and other forms of information and communication technology are not evident in all curriculum areas and the school has identified this for an area for development.
28. The provision for extra-curricular activities is a strength of the school and helps to promote social, moral and cultural development. This is due in part to the goodwill of the teaching and support staff and the local community which has enabled a wealth of experiences to be taken up by the pupils. The quality and range of activities are good and the provision of the art room allows a variety of creative activities to be made available for pupils. Sporting activities include gymnastics, running, football, dance and the energetic Jump and Pump club now run by a parent. Non-athletic activities have also been offered, such as the sewing club and the Green club. Musical activity encompasses brass, woodwind and violin lessons and recorder club.
29. The policy for inclusion is effective in practice. There is no aspect of school life from which any pupil is excluded and all pupils are given full access to the curriculum. Good attention is beginning to be paid to different learning styles. The matching of tasks to pupils' abilities is satisfactory for most classes and shows that considerable

effort has gone into planning at all levels. It does, however, need to be linked to marking and assessment. As planning becomes more sophisticated more help can be directed to group needs rather than the large number of pupils' individual needs. The time allocated to subjects is appropriate and enables learning, particularly in the afternoon, to be delivered in sections which is an advantage to the older pupils who are able to switch their focus from one subject to another.

30. Spiritual development is satisfactory throughout the school. There is an emphasis on the wonder of nature in some art units of work and there are some opportunities for contemplation in lessons. The element of mystery in human experience is not often explored in learning but individual pupils often displayed joy, patience, kindness and self-control towards each other. Year 4/5 in particular showed spiritual maturity in the way they thought about the effect of nasty behaviour on others and demonstrated their sensitivity and wisdom in their 'circle time'. There was a sense of spiritual growth as they reflected on their experiences and shared their feelings. There was a similar atmosphere in a Year 6 literacy lesson when pupils read about the thoughts of a boy with a weak heart. The class became very quiet as they focussed on his feelings.
31. Good attention is paid to the pupils' moral development. The consistently high quality relationships between adults and pupils throughout the school set the tone. All staff provide good role models by their dedication, hard work and respect for the individual. They help pupils relate well to each other and take account of the feelings of others. On the rare occasion when the moral code is infringed, incidents are dealt with sensitively and firmly, and the pupils concerned are explicitly helped to gain a clearer understanding of the difference between right and wrong. Moral issues are included in curricular planning and attention is paid to them in assembly. A weekly theme is set for daily assembly, which helps to reinforce the values of the school.
32. The development of social education is good. This is apparent during lunch times and indoor play times. A good example of this was when some of the very youngest children were co-operatively playing chess. There are opportunities for paired work and group work, which supports the development of good social skills. The scheme of work for personal, social and health education has not yet been fully developed although many areas are already being taught effectively. The 'Sex Education and Relationships Scheme' is one area that has been planned and is being taught well, involving outside agencies in the teaching.
33. Cultural development is good and permeates many aspects of school life. The school actively promotes an appreciation of a multicultural society through exciting initiatives such as the multicultural art week in which each class focused on a different culture, including Australia, Spain and England. During this week, an artist in residence worked with every class. The displays included an amazing collection of multicultural artefacts that had been created by the pupils. These ranged from life-size crocodile and kangaroo models to beautiful Spanish puppets. The Year 4 classroom had a particularly eye-catching and informative display, celebrating "The Ancient Greeks", with Greek phrases and their English equivalent displayed on the wall. In addition, every afternoon Year 3 answered the register with, "Bon après-midi, Mademoiselle." Music chosen for assembly and dance is drawn from a variety of cultures. During the week of the inspection there was a strong Celtic flavour and music from the 1940s and 'West Side Story.'

34. The community contributes in many different ways. A group of parents generously volunteer their time to helping in the classroom. There are many visitors to the school, including the police who visit every class. The local churches also have a strong involvement through visits and visiting the school. There are good links with the local secondary school that shares the school site. There is a pattern of visits to places of interest for each year group. These range from the Science Museum, The Ragged School, and the Radha Krishna Temple to two residential trips, to 'Stubbers' and The Isle of Wight. Further links with partner institutions include the library service. A representative was present at an achievement assembly during the week of the inspection and awarded medals as a reward for a holiday reading initiative.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. Procedures for ensuring the care and welfare of pupils are very good overall. Teachers and support staff know and understand their pupils well. The procedures for monitoring and supporting pupils' personal development are good. Those parents who attended the pre-inspection meeting and returned questionnaires confirmed that the school is caring and helps pupils to develop into mature individuals. They also stated that problems of bullying are very rare and that if incidents do occur the problem is resolved very quickly.
36. Health and safety procedures are diligent and include good arrangements for first aid. Child protection procedures are effective and staff are well trained and alert to the needs of all pupils. The head teacher is the designated child protection co-ordinator and the school has close links with social services and other appropriate outside agencies. The school actively promotes equality of opportunity to ensure that all pupils have access to the curriculum and are provided with appropriate personal support and guidance.
37. Personal, social and health education is provided through science and religious education lessons. The dedicated time for personal and social education is 'circle time' which is now a well-established part of the social and health education programme. Sex education, drug misuse and healthy living are included in the programme and the school nurse, police, fire and emergency services personnel make a positive contribution to this part of the curriculum.
38. The personal, social and health education programme is comprehensive but does not currently include a scheme of work on citizenship and is not underpinned by one policy document that draws all the elements together. Preparations for adding schemes of work to cover citizenship are, however, well underway. Personal hygiene practice is very good. Hand washing before meals and after undertaking practical activities is a well-established part of normal school routines.
39. The policies and procedures for promoting and monitoring behaviour are very good. The management of behaviour is consistent throughout the school and any incidents of unacceptable behaviour, such as bullying, are dealt with effectively and sensitively. There is a policy of rewarding and celebrating good learning attitudes and behaviour and this results in a success driven culture throughout the school. The procedures for promoting and monitoring attendance and punctuality are very good. The school works closely with the education welfare service and has rigorous procedures for following up on unexpected absence.

40. The needs of pupils are identified early and those with special educational needs are given appropriate support to help them make progress. However, too many pupils have remained at the early stages of support. This indicates that the school did not define clearly enough the difference between low attaining pupils and those with special educational needs. The school has recognised this issue and is currently dealing with it. The few pupils with English as a second language are given sufficient support to ensure that they make similar progress to that of their peers.
41. The procedures for assessing pupils' attainment and progress are good. There is a rigorous and continuous programme of assessment to track pupils' progress in reading, writing, spelling, mathematics and science. The programme starts with an assessment of ability when children enter the reception class and continues with regular tests against standardised attainment targets as pupils' progress through the school. Annual progress reports include an indication of attainment by individual pupils in relation to National Curriculum levels.
42. Assessment data is used to predict National Curriculum levels in English, mathematics and science for the end of Year 2 (Key Stage 1) and to predict individual attainment levels at the end of Year 6 (Key Stage 2). There are termly consultation meetings with parents.
43. The use of assessment to guide curricular planning and the future learning of pupils is satisfactory overall. Some of the procedures used to help pupils with their learning are very good but this good practice is not yet established for all subjects or in all years. The marking of pupils' work, for example, is inconsistent and ranges from being very informative to a simple comment such as 'well done'. The best practice was observed in Year 6 where pupils know their targets and are given clear guidance on how to achieve them, particularly in English.
44. New procedures are currently being introduced, such as the new system for recording pupils' skills development in information and communications technology, but this process is not fully implemented. In addition, new software is being tried that analyses assessment tests to reveal areas of weaknesses in individual pupils' knowledge and understanding but this has not as yet been put to effective use.
45. Assessment and the use of assessment procedures have moved forward significantly since the last Ofsted inspection. What now remains to be achieved is for the best practice observed in the school to be extended across all subjects and through all year groups. This includes the use of assessment data to adjust curriculum plans so that they match the learning needs of all pupils more effectively.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. The consensus view of parents who attended the pre-inspection meeting and returned questionnaires is that their children enjoy school and make good progress. They consider the school to be well managed, the quality of teaching good and staff accessible. They feel well informed and appreciate the targets that are set for children to promote high expectations. Behaviour is good and their children work hard. The inspectors agree with the positive views expressed by parents.
47. Some parents expressed concern about too much homework being set whilst others felt the use of homework is inconsistent across the school. The inspectors judge that the amount of homework provides good support for learning and follows a

planned programme as pupils' progress through the school. A quarter of the parents felt that there should be a closer partnership between the school and parents. They also expressed the view that there is a need for a greater range of additional activities outside of lessons. The inspectors conclude that the partnership between the school and parents is very good and makes a good contribution to pupils learning. They also found that the school provides a good range of additional activities during and after school that enriches and extends the curriculum.

48. The school works hard to achieve a close working partnership with parents. The home-school agreement clearly defines the expectations of the school, the parents and the pupils. The quality of information provided to parents is good. The school provides informative presentations on specific areas of the curriculum such as literacy and numeracy, and to explain the purpose of additional learning support programmes such as 'Springboard Mathematics'. Parents are fully involved in the reviews of the individual education plans for those pupils with special educational needs.
49. The home-school diaries provide an effective communications link between teachers and parents and the head teacher regularly monitors the use made of these diaries. The annual progress reports provide a summary of pupil performance for each subject, and for English, mathematics and science an indication of attainment in relation to national expectations. Before the consultation evening that follows the receipt of the annual report, parents are provided with a briefing sheet that focuses on areas for individual pupil improvement.
50. There is an active parents' association that organises fund raising, social events and additional activities for pupils. A significant number of parents help in school on a regular basis. Overall, the impact of parents' involvement in the work of the school is very good and the contribution they make to their children's learning is good. The school has maintained the effective partnership with parents reported after the last Ofsted inspection.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The leadership and management of the headteacher and key staff are good. The headteacher has a clear vision for the school with a focus on maintaining good quality teaching and good standards. She is particularly effective at team building and motivating staff. This was exemplified by the way in which the four new teachers, who were only in their second full week of teaching in the school during the inspection, were fully aware of the school's policies and practices. The working atmosphere in the school is purposeful and motivating, resulting in a determined will to succeed. Although the school has found it difficult to appoint teachers at middle management level, the current senior management team is working well to guide developments. In addition, the skills and expertise of the headteacher and deputy headteacher are well complemented and they work well together on all issues of school improvement. The senior managers have a clear view of the school's strengths and priorities for development and ably assist the headteacher. The headteacher helps colleagues to become fully involved in school improvements, stays up to date with developments and offers support when necessary. The role of subject co-ordinator has developed well over recent years and although a number of the current co-ordinators are recent appointments, they share a clear understanding of what should be achieved. The school is now in a position to extend the co-ordinators' management role so that they give guidance to teachers, particularly in relation to achievement and attainment in each subject.

52. Staff and governors have a clear and consistent view of what they want the school to achieve. As well as reaching good standards, they are keen to ensure that pupils are well-rounded individuals, who are able to relate positively to each other and to a range of experiences. Staff has a good understanding of the pupils' needs and how they learn and create an ethos of care and concern together with high expectations. By the time pupils leave school they show a mature attitude and are sensitive to the needs of others. There is a good degree of mutual tolerance and respect.
53. The school's aims of raising standards and improving the quality of education are increasingly reflected in its work. Good systems are used to monitor pupils' progress and to evaluate the quality of teaching. Records indicate that the school has been successful in improving its results in line with the national trend and the tracking system, which records the gains that pupils have made in their learning, indicates that most pupils meet the realistic targets set by the school.
54. The school has successfully addressed the key issues arising from the last inspection. Governors now give full support to the school and they and the headteacher have worked hard to make improvements. Governors continue to develop their role, particularly in relation to strategic planning. They have good levels of knowledge and are well informed, which helps them to be fully involved in discussions and developments. Governors, headteacher and staff continue to show a clear commitment to maintaining the pace of improvement. There is an established culture of monitoring and target setting that keeps the school moving forward towards achieving its aims. The school development plan sets a clear agenda for improvement and is the result of a sound consultation process. Governors fulfil their statutory responsibilities.
55. The management of the provision for pupils with special educational needs is very good. There is clear educational direction and strategy for improvement in the systems operated in the school. The governing body is well informed and committed to helping the school to meet the needs of all its pupils. Funding for pupils with special educational needs is used appropriately, primarily to provide additional teaching and support staff. The levels and quality of support provided have a positive impact on the progress of these pupils. The school has a strong commitment to inclusive education and makes appropriate provision for all its pupils. Starting with the school mission statement, there is a clear commitment to equality of opportunity in all policies, and statutory documents.
56. There are sufficient and appropriately qualified teaching staff to ensure that classes are not too large and that the curriculum is taught well. There is a good balance between teachers new to the school and those with longer service. Support staff are well qualified and very experienced. The procedures for supporting newly qualified teachers and to assist teachers new to the school are good. Newly qualified teachers receive support from a mentor and have a structured induction programme with appropriate time away from the responsibility for their classes when they can review and develop their practice. The school also provides places for training student teachers.
57. The performance management policy is fully implemented and includes good appraisal procedures supported by in-class monitoring. There are good opportunities for the professional development of all staff. Teachers and teaching assistants all have their own professional development portfolios.

58. The standard and quality of accommodation for the number of pupils on roll are satisfactory. Some pupils are taught in mixed-age classes but the available space is well utilised and supports the full delivery of the National Curriculum. The hall is used for physical education, school assemblies, as a dining area and for some group work. Classrooms are a good size for the number of pupils in each class and all are fitted with a sink and water supply. There is a dedicated room for groups receiving additional learning support and a specialist art and design technology classroom. A small but well stocked school library supports the literacy programme and provides a further space for small group teaching. There is adequate storage for learning resources.
59. The interior of the building is cleaned and maintained to a good standard. The quality of display is good in both classrooms and the main corridors. Displays celebrate pupils' work, give information about school trips and additional activities as well as stimulating interest in the curriculum and spiritual and cultural awareness. Externally the building appears to be well maintained but in heavy rain an extensive number of leaks through the roof were in evidence during the week of the inspection. The site is landscaped and provides adequate hard surfaced and large grassed areas for physical education, sports, athletics and recreation. There is a secure environmental studies area.
60. Overall, learning resources are satisfactory and used well to support learning throughout the school. The availability of learning resources and appropriate equipment is good in English, music, religious education, physical education, science and design technology. The library stock is good and supports the curriculum and the literacy programme. In the reception classes there are not enough toys for children to ride on or equipment outside to develop their climbing and balancing skills. For all other subjects learning resources are adequate.
61. Financial planning is thorough and takes full account of the cost of implementing the school's plan for development, so that priorities can be addressed. Governors have a good grasp of the school's finances and financial planning is clearly linked with the school's development planning. School developments are costed for the year ahead and specific grants are used well for their designated purposes. Staff and governors have good control over the budget and have reserved sufficient funds to meet planned expenditure. The large carry forward has been reserved to improve toilet facilities, develop a computer suite in the library and develop the outside play area, particularly for children in the Foundation Stage. Correct tendering procedures are followed and staff and governors seek to obtain the best value for their spending. The day-to-day organisation of the school is very efficient. The office staff provide a very good administrative service to support staff, pupils and parents.
62. The school has successfully addressed the key issues arising from the last inspection and developed significantly since that time. This is due in the main to the good leadership and direction given by the headteacher, and key managers, the support of governors and the hard work of the staff, all of whom endeavour to improve the quality of education provided and the standards achieved. The school continues to provide good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- Continue to raise levels of attainment in information and communication technology at both key stages by:
 - * ensuring that pupils have sufficient opportunity to practise and develop their computer skills across all areas of the ICT curriculum;
(Paragraphs: 8,113)
 - * ensuring that sufficient attention is placed on matching the work to the range of abilities in the class and linking this to national standards e.g. by using the newly developed skills continuum;
(Paragraphs: 115,116)
 - * ensuring that computer skills are developed across a range of subjects;
(Paragraphs: 81, 89,108,112,123,133)
 - * ensuring that pupils experience using a full range of communication technology, e.g. listening centres in literacy sessions.
(Paragraphs: 115)

- Raise standards in all subjects by:
 - * improving the quality and consistency of marking so pupils are clear about how they can improve;
(Paragraphs: 25,78)
 - * use the information gained through assessing pupils' attainment and progress to direct the next stage in their learning;
(Paragraphs: 43, 44,45)
 - * further develop the role of curriculum co-ordinators so they give guidance for teachers and clearer expectations for pupils in their subject.
(Paragraphs: 25, 51,101,105,108,111)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Improve provision for outdoor play for the reception age children by purchasing more ride on toys and balancing and climbing equipment.

The school has already highlighted information and communication technology as a key area for development, together with the need to further develop the role of subject co-ordinator and review the marking policy. It has also reserved sufficient finance to develop the outside play area, particularly for those children in the Foundation Stage.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	71
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	14	36	18	2	0	0
Percentage	1	20	51	25	3	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR - Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	263
Number of full-time pupils known to be eligible for free school meals	N/A	9

FTE means full-time equivalent.

Special educational needs

	Nursery	YR - Y6
Number of pupils with statements of special educational needs	N/A	2
Number of pupils on the school's special educational needs register	N/A	40

English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	48
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	6.49
National comparative data	N/A

Unauthorised absence

	%
School data	0.04
National comparative data	N/A

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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	20	16	36

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	17	19
	Girls	15	15	15
	Total	32	32	34
Percentage of pupils at NC level 2 or above	School	89 (88)	89 (88)	94 (82)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	17	19
	Girls	14	14	15
	Total	31	31	34
Percentage of pupils at NC level 2 or above	School	86 (88)	86 (85)	94 (97)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	27	19	46

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	23	25
	Girls	17	16	17
	Total	42	39	42
Percentage of pupils at NC level 4 or above	School	91 (80)	85 (80)	91 (87)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	22	25
	Girls	15	14	17
	Total	33	36	42
Percentage of pupils at NC level 4 or above	School	72 (78)	78 (85)	91 (85)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	2
Chinese	1
White	240
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	11.7
Number of pupils per qualified teacher	22
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	160

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	599,479
Total expenditure	627,158
Expenditure per pupil	2,281
Balance brought forward from previous year	93,123

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	6
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	275
Number of questionnaires returned	61

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	40	3	3	0
My child is making good progress in school.	44	46	8	0	2
Behaviour in the school is good.	36	59	3	0	2
My child gets the right amount of work to do at home.	20	49	28	3	0
The teaching is good.	34	49	11	2	4
I am kept well informed about how my child is getting on.	28	53	16	3	0
I would feel comfortable about approaching the school with questions or a problem.	44	44	7	3	2
The school expects my child to work hard and achieve his or her best.	41	51	5	0	3
The school works closely with parents.	31	46	21	2	0
The school is well led and managed.	26	54	7	2	11
The school is helping my child become mature and responsible.	34	56	5	2	3
The school provides an interesting range of activities outside lessons.	28	45	20	7	0

Other issues raised by parents

Some parents raised concerns about mixed-age classes

One parent raised concerns about school lunches.

Two parents raised concerns about the introduction of a new reading scheme.

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

Personal, social and emotional development

63. Teaching and learning in this area are very good and a significant number of children reach standards above those expected for children of that age nationally. The school is successful in creating positive relationships with parents before their children start school and has developed a good induction programme. Staff are effective in creating a caring and stimulating learning environment in which children quickly understand the routines and structure of the day, and develop very good attitudes to learning. A significant improvement in the children's confidence was noticed over the four days of the inspection with children in both the reception class and the Reception/Year 1 class. Children were observed playing well together and sharing resources, for example, when playing in the 'doctor's surgery', and helped each other to act out the imaginary roles of doctor and patient. They learn how to share resources and take turns, as a result of the high expectations of the teachers and support staff, who make appropriate comments to encourage co-operation, for example when working together using the computer. Snack time provides a good opportunity for children to develop their personal and social skills as they choose biscuits, sit and talk with others in the class, and then clear away afterwards. Children recognise the importance of keeping healthy and are aware of personal hygiene issues. For example, one child told the inspector "there are bugs and germs, we need to wash our hands before milk and biscuit".
64. A good balance is created between teacher-directed activities and those when children are able to play without direct adult supervision. This develops confidence in the children and a growing independence and initiative when presented with choices. They are encouraged to be polite and sensible and move easily from work undertaken as a whole class to group and individual activities, for example, in literacy and numeracy lessons. Staff act as good role models and the children's skills are continually developed through the positive interactions between staff and children. Consequently, children are very well behaved and form very good relationships with each other and with adults. The very good gains made in pupils' personal, social and emotional development are a key feature in children feeling secure and learning well in other areas of the curriculum.

Communication, language and literacy

65. Teaching and learning in this area of the curriculum are very good. Children, including those who speak English as an additional language, make good progress through experiencing a range of activities that stimulate their learning and maintain their interests. The children's speaking and listening skills are developed well across all areas of the curriculum, such as knowledge and understanding of the world, when the children are encouraged to put forward their views on going to the doctors, and during 'Circle Time' when they all sit in a circle and talk about their feelings. The children's speaking skills are systematically developed through the provision of specific activities such as in the imaginative play areas and through day-to-day interactions between staff and children.

66. Children are keen to choose books and settle down to 'read' with a friend. Children handle books carefully and know that print carries meaning. Most follow and recall a story by looking at the pictures and enjoyed sharing books with the inspector. They give reasons for their favourite story or book, which indicates a good understanding of character and story line. Regular sessions on phonics support children well in their recognition of letters and the sounds that they make. All children are encouraged to read regularly with their parents at home, which has a significant impact on the progress that they make and the standards that they achieve.
67. Children develop their writing skills by, for example, writing postcards and notes in the 'doctor's surgery'. A satisfactory range of resources to encourage writing and communication is available, and results in the lower attaining children making marks on paper and the higher attaining children writing their names on their work. A scrutiny of the work of children who were in the reception class last year indicate that higher attaining children could write three simple sentences using full stops and capital letters and all other children could write familiar words. Letters are generally well shaped and spelling indicates a good understanding of the sounds that letters make. Children are aware of the purposes of writing, for example, pointing to words in a catalogue which describe a toy.

Mathematical development

68. Teaching and learning in mathematics are very good and make a positive contribution to the progress that children make. Most children are achieving standards in line with those recognised nationally for children of this age. Their skills and understanding are regularly developed and consolidated in the daily numeracy sessions where they confidently count forward and backward to 10. The children particularly like to count backwards as they act as astronauts getting ready for 'blast off'. This reflects the good understanding the teacher has of how young children learn as she gains their interest and enthusiasm in a variety of fun activities. The children were further supported in their learning by playing a 'feely' game which encouraged them to recognise numbers by touch only. Pupils are supported well in their learning by the provision of a variety of activities which develop their skills in number, shape and space. One group working with a learning support assistant made good progress with identifying the correct objects by number, colour and shape. A well-taught activity using sand encouraged the children's understanding when they were asked to predict the number of scoops of sand that would fill a box. When a child replied 'lots', the teacher said, 'No, I need a number', thereby challenging the children to think further. Children were also observed working independently having been encouraged by the teacher to make a tower with cubes. One higher attaining child correctly counted his tower of 33 cubes and was aware that his was the tallest. Average attaining children worked well matching numbers to objects and lower-attaining children completed jig-saws by counting dots and matching shapes. The needs of all pupils were well met in this lesson as the match of tasks to the children's abilities was good and consequently they made very good progress. The teacher's good subject knowledge is used well and her careful questioning and use of mathematical language encourage the children's mathematical thinking and understanding.

Knowledge and understanding of the world

69. Teaching to promote children's knowledge and understanding of the world is very good overall. A scrutiny of work from last year shows that children have a clear knowledge and understanding of the parts of a flower and are aware of the need for water and light for growth. They use the computer to draw a flower and add a sentence of explanation. Some good quality drawings record their ideas of what bacteria looks like. Their observation skills are developed well by recording the growth of a bean over time. The teacher identified clear objectives for a lesson on the role of a doctor and was successful in getting the children to recognise and understand the use of specific equipment such as a stethoscope. Children who played well together using a doll's house, demonstrated a good understanding of family relationships. The staff develop pupils' understanding of place by looking at maps and working on a 'Journey to Grandma's House'. The children's knowledge of beliefs is being developed through discussing celebrations such as Christmas and Thanksgiving and the making of prayer beads. They have a satisfactory understanding of the uses of everyday technology. Opportunities are provided for children to assemble and disassemble simple models, using a variety of construction kits to try out ideas, for example by building a large house outside. Good questioning by the learning support assistants and the teacher develops the children's thinking and extends their skills.

Physical development

70. The quality of teaching and learning in formal physical education lessons is very good. The teacher and learning support assistant were sensitive to the needs of children in one lesson observed when children were getting changed for the first time. Health and safety issues were addressed well and the whole activity was presented in a very positive and exciting manner. So much so, that one child asked, "Are we having a party?" This good preparation resulted in the children being very clear about what they would do and learn. They followed instructions well and understood the need for the warm-up activities. Due to the good demonstration by the teacher and good range of activities, by the end of the lesson the children moved sensibly forwards, backwards and diagonally around the hall using space well. The teacher's good use of praise and high expectations raised the children's self-confidence and improved their physical skills.
71. Staff work hard to develop the learning environment outdoors but at the time of the inspection poor weather restricted the children's outdoor activities. The school has recently improved the storage area and has plans to develop the playground area now that reception children are taught in a different part of the school. Staff use available equipment and resources well but there are not enough toys for children to ride on or balancing and climbing equipment to develop children's skills on a day-to-day basis. The children's use of small objects, such as pencils, construction equipment and paintbrushes, is satisfactory, and they handle them safely and appropriately. They have opportunities to cut, stick and join objects together, for example, when making a collage of themselves.

Creative development

72. The quality of teaching is good and effective in getting good responses from children in relation to what they see, hear, feel and imagine. Their creative development is successfully fostered through a range of activities. Children are encouraged to experience mixing paint and using this to make animal prints and

paint in the style of Monet. However, in one session observed they were not taught about brush strokes or how to wet the paintbrush when it would have been appropriate to do so. Also, their creativity was not fully extended. The children's responses are developed through specific music sessions and through singing rhymes and songs. In one music session, the teacher recapitulated on previous learning and provided a good range of activities which built up the children's understanding of 'loud' and 'soft' sounds. Children had fun making animal noises and could identify noises from the environment, for example, loud thunder and the gentle sound of a breeze. The role-play areas provide opportunities for children to play co-operatively and develop their imagination. They extend their language skills by re-enacting familiar situations or making up their own.

73. The quality of teaching in the Foundation Stage was very good in six out of the eight lessons observed, good in one and satisfactory in the other. This quality of teaching is characterised by good subject expertise, high expectations, and the systematic development of children's very good attitudes to learning and very good behaviour. This results in children being confident in what they do and willing to 'have a go'. Staff work hard to provide a consistent approach to teaching and learning and plan well. The curriculum takes into consideration the national guidance for the Foundation Stage and staff adapt this to meet the needs of the children. A clear early years policy has also been developed. Staff use good assessments of the children to inform their planning and records are kept to monitor the progress that children make. Staff provide a calm, secure learning environment and the needs of children in both classes are well met.

ENGLISH

74. In the 2000 National Curriculum tests, standards at the age of eleven were well above the national average and in line with the average for schools in similar circumstances. Standards for the highest attaining pupils followed the same pattern. Results from this year's tests, however, indicate that standards have dipped and are well below the national average. This was due largely to the high proportion of pupils transferring from other schools, many of whom had specific learning needs. There were also disruptions during the year due to staff changes. Inspection findings show that in Year 6, standards are in line with the national expectation at the moment although the number of pupils who are currently working at a higher level is below average. Achievement is good for most pupils including pupils with special educational needs. A few pupils join the school speaking English as an additional language. Their needs are well met within the mainstream class teaching and they make similar progress to that of their peers. They are fully involved in all learning activities.
75. Standards in reading at the age of seven were below the national average in the year 2000 national tests and were well below when compared to those for similar schools. Standards in writing were in line with national expectations. The results from this year's tests and inspection evidence show that standards are rising, particularly in reading. Currently, standards in reading and writing are very similar and there is an average percentage of pupils working above the expectation for their age. Achievement by the age of seven is good, given the prior attainment of the year group and this includes pupils with special educational needs. Over the last five years standards are more variable in Key Stage 2 than in Key Stage 1 due to the large number of pupils who join the school late.

76. Pupils' speaking and listening skills are good. Particularly noticeable is the way children throughout the school listen attentively. Most pupils express themselves clearly and confidently and even the quietest members of each class are willing to participate in discussion when encouraged to do so. A small group of pupils in the younger age groups still interrupt others occasionally in their eagerness to express their thoughts. The learning environment provides some excellent opportunities for both informal, meaningful talk and more structured learning experiences. During the inspection, drama played a large role in literacy lessons and pupils of all ages were keen to participate in dramatisations. In a Year 2/3 class, one group put on an impromptu performance for the rest of the class and used their voices and gestures to convey feelings and thoughts from a scene from *The Wind in the Willows*. In a Year 4 class, one boy had written a thoughtful piece of dialogue for a script that included realistic dialect, which he read aloud to the class, for example, "Knock it off you two!" Year 6 pupils translated 'Ere you go darlin!' into Standard English. Teachers and learning support assistants do correct grammatical errors and mispronunciations but will more often rephrase the pupil's words, reinforcing accuracy and improving learning. Some pupils need more repetition to enable them to understand learning points. Learning support assistants focus on a small number of pupils each day, and information gained from this is used to develop an overall picture of each child.
77. By the age of seven and eleven, standards in reading are in line with national expectations. Children in Key Stage 1 have positive attitudes to reading and read regularly at home. A small group of very confident readers can sum up the main points in a text and read challenging texts fluently. Pupils read simple texts accurately and fluently and express their opinions confidently. When faced with an unfamiliar word they use more than one strategy to tackle it. Pupils with special educational needs, however, are less secure when reading an unfamiliar text and find the comprehension element of the national test very challenging. The guided reading sessions, shared reading sessions and reading at home are all giving the pupils the confidence to tackle new material and learning is good. The skilful teaching of phonics and phonological awareness helps the pupils to match sounds to the letters or groups of letters in a word. The younger juniors enjoy reading and they have made markedly good progress with their research skills, confidently skimming and scanning for selected information. Pupils with special educational needs are given very clear instruction when given a task and make good progress. By age ten and eleven, pupils have read a broader range of material but the books they take home are not always set at an appropriate level. Inference, deduction and finding evidence in the text to support their opinions are being successfully developed through the guided reading sessions. Progress is good for most pupils, including those with special educational needs who are given more targeted help. Analysis of this year shows that achievement by the age of seven of all pupils, including those with special educational needs, is good. Over the last five years, standards are more variable in Key Stage 2 than in Key Stage 1 due to the large number of pupils who join the school late. Achievement by the age of eleven, however, is good overall.
78. The standard of writing at age seven and eleven is in line with expected levels, with the exception of handwriting which is above national expectations. Pupils in Year 1 begin to learn a joined handwriting style and most seven-year-olds write neatly and at speed. Presentation in the juniors is more variable but generally pupils have responded well to high expectations and progress is good. In most classes, written work is clearly presented, dated and completed. Lowered expectations are apparent in some books where a temporary teacher has taught the class or set. In

these instances the handwriting and the pride taken in work have often deteriorated. Spelling is helped by phonic knowledge in the infants and lower juniors. Personal targets are rather general in most classes and are not specifically referred to by teachers when marking the pupils' work. The infants are beginning to build descriptions and to use diagrams and other layouts for their writing. They use commas, capital letters and full stops correctly.

79. Pupils in Years 3 and 4 write clear factual accounts and interesting stories. They write diaries and play scripts. They are also building their descriptive writing by choosing the most appropriate adjectives when composing creative work. In extended writing sessions they show great enthusiasm for imaginative writing. Year 5/6 pupils are using paragraphs and different layouts in their written work but stylistic features are sometimes lacking. There is a strong emphasis on the teaching of punctuation, spelling and grammar but errors are not being corrected consistently. Some classes use the drafting process more creatively than others, and are given more guidance on ways to improve. An analysis of work shows that the older pupils suffered disruption to their education last year through changes in staff, which has resulted in a poorer quality of diagnostic marking and lowered expectations for some pupils, including the highest attaining pupils. The resulting written work, therefore, often lacks depth and originality and pupils are not taught to critically assess their own work at an appropriate level. There are some good examples of marking where teachers have responded to work positively and have also helped individuals to understand how to further improve. Progress over time is variable. It is generally good for most pupils but it could be better with a more rigorous approach to target setting and diagnostic marking.
80. The quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2. The best teaching displayed an outstanding ability to promote critical thinking and this is laying good foundations for raising the standard of writing. Particularly good features include detailed planning, secure subject knowledge and clear learning objectives that are either displayed or explained to the pupils. In most lessons, skilful questioning checks understanding and extends individual pupils by building on their comments and questions. The main area for improving teaching is linked to raising expectations through marking. The evidence showed missed opportunities where pupils were not guided to the higher achievement of which they were capable. The best teaching taught self-evaluation.
81. Although the co-ordinator is not currently in school, the overall management of the subject is good. A number of positive developments have recently been put into place, which are now helping to raise standards. The systems and structures related to the literacy hour have been introduced well, particularly the guided reading sessions, which are well structured. They provide a balance of activities and teachers use good quality resources. The attention paid to writing is already having an impact on standards in Key Stage 2. The opportunities provided in other subject areas are particularly good in teaching pupils to use different formats for their work and overall, standards in literacy across the curriculum are average. A rigorous, cohesive commitment to information and communication technology through literacy has not yet been adopted. Best practice in marking is not shared so that all staff, including temporary staff, are aware of the minimum expectation. Improvement since the last inspection is satisfactory.

MATHEMATICS

82. Evidence from the inspection, conducted in the second week of term, indicates that standards attained by pupils are at least in line with the national averages by the ages of seven and eleven. A significant number of pupils at both ages achieve above the expectations set nationally for their age.
83. In the national tests for 2000, standards of attainment were close to the national standard at the age of seven and above at the age of eleven. Unconfirmed results for 2001 show that nearly all seven-year-olds attained the expected level with a third achieving at the higher level. At the age of eleven only two-thirds achieved the expected level with a few pupils achieving at the higher level.
84. There is an improving trend in pupils' attainment, which exceeds the rate of the national trend, although this dipped in Year 6 in 2001. This was due to a large number of pupils, who joined the school after the age of seven and a significant number of pupils with additional special educational needs. These factors are not evident in the present Year 6.
85. Improvement since the last inspection has been good. Because teachers have introduced the national numeracy strategy, pupils now have the chance to develop their maths in the solving of everyday problems. Also, good arrangements make sure that pupils are assisted across the whole ability range. The arrangements for developing mathematics across the curriculum are satisfactory. For example, pupils make accurate measurements in science and compile tally charts in geography.
86. Pupils from Year 1 to Year 6 make good advances in their learning. By Year 2, higher attaining pupils can double numbers up to 10 and are beginning to order numbers up to 100. By Year 3, more able pupils use addition with numbers up to 100. Pupils in Year 6 can plot co-ordinates in two quadrants, with the higher attainers plotting them in all four quadrants. Pupils in Year 6 also solve real life problems using two and three stages of calculation. The attitudes and behaviour of pupils are good and support their effective learning. Standards are good and teachers provide good opportunities for pupils to improve their attainment. Lower attaining pupils and those with special educational needs are well supported by learning support assistants and additional teaching. Pupils with English as an additional language achieve at a rate similar to their peers.
87. The quality of teaching and learning has improved. Across the school, over three-quarters of the teaching is good or better and there is no unsatisfactory teaching. There are no significant differences in the quality of teaching for the younger and older pupils. Pupils learn effectively, because of the planning and support given by their teachers. They are interested in their work and respond well to the challenges presented by their teachers. Teachers plan their lessons well and this ensures that pupils build upon their knowledge in a consistent way. Relationships between pupils and their teachers are good and this creates a pleasant yet purposeful atmosphere in which pupils feel comfortable about learning. Learning support assistants provide very good support to lower attaining pupils and to those with additional educational needs. This enables pupils of these abilities to achieve in lessons. Extra support is also given to higher attaining pupils to challenge them in developing their capabilities in mathematics. Homework is used effectively to engage pupils in their learning and to give them opportunities to consolidate their learning.
88. Teachers' planning is good overall and in some cases they use information gained from the regular assessment of pupils so that future lessons are well matched to the variety of needs in the class. However, planning is not always sufficient to support

all pupils. Information about pupils passed on from one year to another is not always sufficient to enable teachers to plan effectively. The records kept by the learning support assistants are very good in assisting teachers to plan for lower attaining pupils.

89. The co-ordination of maths is very good and provides clear leadership and direction for the improvement of teaching and raising of standards. Systems for monitoring pupils' attainment and progress are effective and analysis is made of the data collected on pupils. This information is used to set targets for groups of pupils, which enables teachers to target their teaching. Information and communication technology is used initially with programs for the higher-attainers but overall its use is under-developed.

SCIENCE

90. In 2000, results in the national science tests for pupils aged 11 showed that the school's standards were well above the national average and above average when compared with similar schools. During the last four years, 1997 – 2000, test results have improved. However, indications are that the results for 2001 do not continue the trend and will be lower than the previous year although they will slightly exceed the target set. This is due to that particular group of pupils rather than any deficiencies in provision. Inspection findings from lessons are that attainment in the current Year 6 has greatly improved since last year. The high quality of teaching seen is beginning to have a significant impact on raising standards at Key Stage 2. The 2000 teacher assessments for pupils aged seven indicate that the proportion of pupils achieving the expected level was above average. Indications are that this has further improved in 2001. Inspection findings indicate that the attainment of pupils currently in Year 2 is at least in line for this early part of the school year. Since the last inspection, pupils continue to demonstrate above average attainment.
91. By the age of seven, pupils explore and recognise the differences and similarities of materials. They create and use simple tables for sorting and recognising materials that are found naturally. They begin to learn about sorting materials into groups and describe the basis for their groupings. During the inspection, pupils were seen discussing the texture of shells, wool and a variety of metals and plastics.
92. Pupils aged eight to eleven make relevant observations and measure quantities. They carry out a simple fair test with help. Many pupils demonstrate how to vary one factor while keeping others the same. They form a hypothesis, make a prediction and suggest a simple experiment to test it. Most pupils can describe differences between the properties of different materials and explain how these differences are used. Pupils classified liquids and solids in experiments dealing with dissolving sugar in one class and evaluated an experiment using water, sugar and sand in another. Scientific activities are recorded competently and evaluated effectively. Recorded work is presented neatly.
93. Pupils, including those with special educational needs, have good attitudes to learning. They listen well and are able to sustain concentration during lessons. During the inspection, there were many examples of very good collaboration, with pupils working in groups to discuss the properties of materials in Key Stage 1 and the speed of sugar dissolving in Key Stage 2. Pupils are quiet and attentive, volunteering questions and suggestions politely. Relationships between pupils are friendly with a clear focus on learning. Pupils show respect for practical apparatus and health and safety issues.

94. The quality of the teaching and learning is good overall with one excellent lesson observed in Year 6. This quality of teaching has been maintained since the last inspection and has a significant impact on pupils' learning. Teachers have good subject knowledge and usually provide clear instructions and helpful demonstrations for practical work. The best lessons have tasks, which provide high levels of challenge for all pupils, and an appropriate pace of learning. Teachers and learning support assistants employ good questioning techniques for instance, asking pupils what would happen next during an experiment. In most lessons, objectives were very clear and supported pupils' progress. Confident classroom management ensures pupils have good access to appropriate well-organised resources. This is supported by effective deployment of other adults.
95. Teachers plan lessons well throughout the school making good use of practical activities. They share with the class what they want the pupils to learn. This ensures that the pupils are clear about what is expected and they make good gains in their knowledge and understanding. Although there is effective use of assessment information to determine what pupils know and can do, there is inconsistent focus on learning objectives in relation to the different levels of attainment. If teachers were to place greater attention on this, it would ensure progress is more rigorously maintained against the highest possible expectations of pupil performance.
96. The co-ordinator is new to her role and shows enthusiasm for the subject. She has inherited an effective monitoring programme across the school, which should continue to provide information regarding the quality of teaching and learning in science. There is a good level of resources which are stored efficiently.

ART AND DESIGN

97. Standards for pupils aged seven and eleven are in line with expected levels and overall achievement is satisfactory. Attitudes are consistently good. Teaching is good overall but a scrutiny of artwork shows that the attention paid to the quality and finish of work is often a little slapdash. The quality of work in sketchbooks, for example, varies from poor to outstanding. The work produced for the art week, however, is of a very high standard. The care and pride taken in this work are remarkable and the attention paid to colour, shape and form is very good.
98. By the age of seven pupils can draw people from different angles and record observations from memory, although evidence of their understanding of tone is limited. The Spanish puppets designed for the art week show evidence of care and precision taken in work. By the age of eleven, pupils have a satisfactory knowledge of artists. Work is increasingly evaluated and modified. Tools are used safely and effectively. Pupils' three-dimensional life-size Australian animals show flair and imagination.
99. Attitudes to the subject are good. There is a willingness to learn and explore. Pupils listen attentively to instructions, sharing ideas and resources considerately. They work well both individually and in groups.
100. Teachers use interesting ideas, objects and artefacts to stimulate pupils' interest and imagination, such as collections from nature, the biblical story about 'Joseph's Dream', and a collection of pictures of African art in Year 6. Several teachers demonstrate skills and techniques effectively to the whole class and to small groups and interact purposefully with pupils, giving encouragement and constructive

criticism. This was evident in a Year 5/6 lesson in which pupils were using pastels to reproduce a still life composition. Not only did the groups of pupils arrange their objects into their own compositions, inspired by great works of art, but when they evaluated their work too critically they were helped by a very motivating teaching style that encouraged them to complete their work.

101. The newly appointed co-ordinator has expertise in the subject, is enthusiastic and has imaginative plans for stimulating interest and promoting learning. The scheme of work has only been in existence for a short period and does not provide sufficient guidance for the progression of skills, which is an area for development. Resources have recently been labelled, organised and stored centrally to make them accessible to staff. These have been matched to planning, although the school currently does not have enough computer software to support the teaching of art and design.

DESIGN AND TECHNOLOGY

102. During the inspection, it was not possible to see any lessons due to timetabling arrangements. Observations are based on information from other sources, including previous work and discussions with staff and pupils. Standards of attainment in design and technology are broadly in line with national expectations for pupils aged seven and eleven. This reflects the findings of the last inspection.
103. Pupils in Years 1 and 2 use models, pictures and words to explain their own designs. There are many examples of pop-up puppets, and pupils' own hand puppets, using stitches to join felt and other fabrics. There are also examples of pupils' capability to design and build pneumatic monsters and an effective simple chassis in Key Stage 2. Some good examples of shadow puppets illustrated appropriate links with other subjects as the characters were based on Greek mythology. There was evidence from pupil discussion that the puppets had been used in a performance during the summer term. However, most pupils have limited skills and need much guidance and support. There was not enough evidence to demonstrate a sustained approach to creative planning using a range of tools and materials, or pupil evaluation to increase the complexity of designs. Attractive displays of a wide variety of puppets representing a range of countries and cultures illustrated many of the aspects required to achieve acceptable levels of attainment.
104. Pupils' attitudes to design and technology are good. Evidence of pupils working co-operatively was seen in photographs of model making and food technology. Pupils demonstrated a keen interest and pride in what they had accomplished.
105. From the examples of models, planning, previous work and monitoring by the co-ordinator and senior management, indications are that the quality of teaching is satisfactory. Planning is often effectively linked to a project or theme and is broadly satisfactory. However, there is not enough focus on standards of attainment. Although plans identify what pupils will do, they do not always identify the knowledge required of pupils to develop effective creative and evaluative skills. The tasks are often prescriptive and there are too few opportunities to extend and challenge higher-attainers. There has been a positive move to include the development of literacy skills through the use of writing frames but as yet, insufficient development of numeracy skills for example in measurement of materials. The subject has not been identified as a priority in the school development plan but resources and timetabling are sufficient for the subject. The co-ordinator has attended recent training and although there have been

opportunities to monitor planning and pupils' work, there has been no recent school in-service training for the subject. The policy is appropriately written and has good coverage of equal opportunities and health and safety issues.

GEOGRAPHY

106. The attainment of pupils at the ages of seven and eleven is in line with that expected of pupils of a similar age nationally. This is because of the effective planning and teaching. By the age of seven pupils can record different kinds of weather and recognise the effects of extreme weather conditions like hurricanes. They conduct a traffic survey and record the results of the survey. They study the island of St Lucia and identify features that create wealth on that island. By the age of eleven pupils can identify the impact of water on the environment, recognise the some features of mountain regions. They explore the effect of traffic restrictions on the local area.
107. Only one lesson was observed during the inspection. From the planning and examples of pupils' work the indications are that the quality of teaching and learning is good and supported by sufficient resources. Pupils learn effectively and their work is well presented.
108. The co-ordination of the subject is good. Effective planning and resources ensure that teachers have a clear idea as to what they should teach. However, the monitoring of teaching is not effectively linked to raising standards of pupils' attainment. The opportunities for the use of information and communications technology identified by the co-ordinator are not sufficiently used with confidence by all teachers to assist pupils in their learning. Progress made since the last inspection is good.

HISTORY

109. Pupils' standards of attainment at the ages of seven and eleven are in line with those expected of pupils nationally. They achieve these standards because of effective planning and teaching. By the age of seven, pupils recognise some of the changes that have taken place in their lives, and the lives of their families. They know the sequence of events that led to the Gunpowder Plot and identify some of the consequences of the Battle of Hastings. By Year 6, pupils identify reasons for the depression in Britain in the 1930s and identify some of the effects of the depression on industrial workers in the north of England. They know how the Second World War changed the lives of people living in London.
110. The quality of teaching and learning is good. Teachers are confident because of their good subject knowledge and supportive planning. Relationships between staff and pupils are good and this helps pupils to feel secure in their learning. Pupils enjoy their learning and use their literacy skills to write short accounts and letters. However, there are limited opportunities for pupils to develop their research skills with books and use of information and communications technology. Pupils write in a limited range of formats. The development of ordering events in a chronological way is relatively weak and so pupils do not get a clear idea of events happening over time. Pupils' behaviour is good and supportive of effective learning. Those pupils with special educational needs are well supported in their learning. However, lower attaining pupils are not set work appropriate to their abilities and consequently much

of their work is unfinished. Expectations of what pupils can achieve are not linked to expected levels of work for all pupils.

111. The planning and support for teaching are good. The teaching is enhanced by visits to places of interest and sufficient resources, both books and artefacts. The co-ordinator is new to the post, and systems are not yet sufficiently developed to monitor teaching in order to raise standards. Good improvement has been made since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

112. Pupils' attainment in information and communication technology is just in line by the time pupils leave the school at the end of Key Stage 2 in those areas observed during the inspection. Pupils' attainment by the age of seven is below that expected nationally. Standards since the last inspection have remained the same. Teaching was observed in specific ICT lessons, the majority of which were structured around teacher demonstration to the whole class. During the inspection, there was not enough use of ICT in other lessons, for example, literacy and numeracy. The examples seen indicated that there was an inconsistent approach to ICT supporting other areas of the curriculum.
113. Pupils are introduced to computers in the Key Stage 1 classes through demonstrations to the whole class followed up with effective group work with learning support assistants, who provide secure learning experiences and demonstrate good questioning techniques. However, pupils do not have sufficient time to develop their skills and reach appropriate standards in areas of data collection, simulations and independent word processing. In Key Stage 2, pupils are beginning to demonstrate knowledge and skills in relation to saving, retrieving and amending their work. There is insufficient evidence to illustrate a secure knowledge and understanding of a range of ICT skills. In Year 6, pupils evaluated a range of multimedia and were clear about the use of ICT in the world beyond school. For example, they used effective, evaluative strategies to support their understanding of the strengths and weaknesses of magazines, encyclopaedias, newspapers and CD-ROMs.
114. Most pupils have satisfactory attitudes to learning in ICT. They enthusiastically engage in whole class discussion and demonstrate their understanding of basic keyboard skills. More able pupils are hindered from achieving higher standards of attainment because activities are not always matched to their experience and abilities. In all lessons seen, pupils sustained interest during teachers' demonstrations. Many pupils have computers at home and help their classmates with their work. Pupils work well together when sharing computers and show respect for each other and the equipment they are using.
115. The quality of teaching in lessons observed was satisfactory. Planning outlines what teachers aim to achieve by the end of the lessons but there is not enough focus on national standards or support for the range of abilities in the class. During literacy and numeracy sessions, there was insufficient use made of data, listening centres and other forms of communication technology. Clear health and safety issues are outlined by teachers and some effective use of projectors in whole class lessons and demonstrations were seen.
116. The co-ordinator has ensured that there is an up-to-date policy document but it has not yet been fully implemented consistently across the school. Pupils' skills and

standards of attainment are not yet monitored and evaluated. The school development plan highlights ICT as a priority development area, for instance, the school has recently launched its website. There are also plans to develop an ICT suite in the near future. All staff have attended training and have appropriate knowledge to ensure that ICT can be effectively taught in the school. Resources are appropriate to deliver the ICT requirements. Significant investment in hardware and software has already been made. The school is now at a stage to bring all the recent developments together and focus on the raising of standards across the school.

MUSIC

117. Only four lessons were observed during the inspection and those with pupils aged seven and eleven showed that standards were above average. This indicates an improvement since the last inspection. However, pupils' progress is not consistent across the school. In Years 2 and 3, learning was good, in Year 4 it was unsatisfactory and in Year 6, it was very good. Pupils with special educational needs and those for whom English is an additional language make similar progress to that of their peers. They are fully involved and have equal access and opportunity to participate in a well-balanced and appropriate curriculum. Pupils benefit from the visiting specialist instrumental teachers and overall music provision is enhanced by extra-curricular opportunities for interested pupils to take part in the recorder club, and concerts. Pupils also participate in the local music festival.
118. Two music assemblies each week provide opportunities for pupils in the lower and upper school to develop their singing. Good piano accompaniment and good teaching enhance this, for example, when the older pupils were observed learning a new hymn. Pupils were pleased with their singing and were obviously aware of the good sense of harmony and community that was developed through this activity. This session also positively contributed to the pupils' spiritual development. In the sessions observed, appropriate praise was given and key elements were developed. This resulted in pupils developing confidence in performing.
119. A key feature of the school's success in singing is the way in which teachers frequently demonstrate by using their own voices and the pupils perceive it as 'natural' to model their singing on the teachers. For example, in a very good Year 6 lesson, following a demonstration to improve technique, a pupil confidently sang solo. Pupils responded positively and were very keen to join in and learn all verses of 'The Quarter Master's Stores'. Pupils made very good progress with their singing as a direct result of the high expectations of the teacher and the challenging tasks set. They listened well and followed instructions, which ensured that their learning built up through the lesson in a systematic way. Pupils left this lesson in a good mood after having fun. The teacher was also successful in maintaining the pupils' interest by using music which they were familiar with from their dance lessons, to maintain a steady beat.
120. In the good lessons, clear learning objectives are identified by the teacher and shared with the pupils so all are clear about what they are to do and learn. In a Year 2/3 lesson, the teacher introduced the concept of pitch well and maintained the pupils' interest by introducing the idea of sounds in the environment. Pupils were confident and enthusiastic, keen to answer the questions which the teacher used well to challenge and develop their thinking. In a Year 3 lesson, the teacher planned well to introduce the concepts of 'scale' and 'pentatonic' in small stages, through building on what the pupils already knew. Consequently, all pupils quickly learnt how

to play the scale on a glockenspiel. In a Year 4 lesson, although the lesson plan provided an appropriate structure to the lesson, the time allocated for pupils to play and engage in discussion was inappropriate and consequently little learning took place. Standards of attainment were below those expected for pupils of this age and during the lesson pupils were not given enough opportunity to develop their skills and evaluate their performances.

121. The pupils' behaviour and responses to learning are generally good or better apart from when the teaching is unsatisfactory and here they remain satisfactory. In the best lessons, the enthusiasm of the teachers and support staff, and the creation of a stimulating learning environment, result in pupils giving of their best. Pupils share instruments well and treat them with care as a result of the high expectations of staff and the clear guidance that they give.
122. The school has a good range of tuned and untuned musical instruments, including a selection of instruments from several cultural traditions. A range of recorded music is available within the school to extend pupils' appreciation of different types of music from around the world. Overall, music is beginning to play a significant part in school life and makes a good contribution to pupils' spiritual and cultural development.
123. The subject has been well managed but the current co-ordinator has been in post for only a few weeks. She is enthusiastic and keen to develop the subject further by making greater use of ICT across the school, particularly to encourage the pupils' composition skills. She is also eager to develop ensemble work within the school and re-establish a choir.

PHYSICAL EDUCATION

124. Unfortunately, two of the outdoor games lessons were cancelled during the inspection due to heavy rain, limiting observations to gymnastics, dance and extra-curricular football club. In these areas, standards at the age of seven and eleven are in line with national expectations and achievement is satisfactory overall. Year 6 pupils, however, displayed high quality work in dance, demonstrating good control, co-ordination and imaginative thinking.
125. Pupils in Year 1 and 2 respond well to mood in dance and copy simple rhythms and sequences performed by their partners. They remember routines well and their control over their bodies is good. This was evident when they played the warm up game of 'Beans' at the start of a dance session. Not only were pupils able to stop quickly and safely on command but they could switch very quickly from one activity to another, such as pretending to shiver for chilli beans to becoming French beans and remembering to say, "Ooh la la!" In gymnastics, many Year 2 and Year 3 pupils have sufficient control over their bodies to hold a bridge shape and to travel while holding a crab shape. Pupils are good at critically evaluating their performance. All pupils have the confidence to swim by the end of Year 5. The school encourages competitive team activities, developing skills and simple team games in Key Stage 1 and full participation in team sports in Key Stage 2.
126. The teaching is satisfactory overall, with good features in Key Stage 1. Good teaching is characterised by clear directions that build on demonstrations by the teacher or pupils, and general, constructive comments that enable individuals to refine and vary their movements. As a result, there is an enthusiasm about lessons and attitudes are generally good. Although a few pupils come to school without

their physical education kit most pupils display disciplined attitudes, and work hard. There is evidence of teamwork even among the younger pupils. They listen attentively to instructions, respond appropriately and move and use apparatus sensibly. There was, however, one isolated lesson when the lack of firm control and structured teaching resulted in pupils' behaviour falling below the high standard that is a strong feature of the school. The aerobic warm up at the start of lessons is not yet fully established in every session.

127. In general, good attention is paid to health and safety issues and pupils are given opportunities to evaluate their own and others' performances. Most lessons have a clear structure. A very good example was a stimulating Year 6 lesson on 1940s dance phrases which opened with an energetic warm up that challenged the pupils' mental skills and physical muscles as they attempted to copy the teacher's fast-paced sequence, and ended with dance phrases created by the pupils. It was skilfully structured to include fast, energetic bouts balanced with time set aside for planning, discussion, demonstration and evaluation. The promotion of creativity was a feature of dance lessons throughout the school. Good attitudes are also evident in gymnastics when enjoyment and taking turns are emphasised.
128. The co-ordinator has promoted and developed the subject over the last year through a variety of initiatives. The gym has been equipped with high quality apparatus and the designs on the playground help to make physical activity at playtimes and lunchtimes both fun and stimulating. The setting up of athletics, football club and 'Jump and Pump' have also encouraged a higher level of physical fitness. Additional material has been added to the scheme of work to improve the level of guidance given to teachers.

RELIGIOUS EDUCATION

129. Standards have been maintained since the last inspection and remain good. Pupils in Year 2 and Year 6 show elements of knowledge, and understanding above those required by the Havering Agreed Syllabus for children of their age. Pupils gain a good knowledge of Christianity and other world religions. They learn to respect the beliefs of others and become aware of key celebrations. Pupils with special educational needs and those for whom English is an additional language make a positive contribution to class discussions, and make similar progress to that of their peers. Girls and boys also make equally good progress. Religious education makes a positive contribution to pupils' spiritual, moral, social and cultural education.
130. The quality of teaching and learning across the school is generally good. In a Year 1 and 2 class, the pupils' interests were sustained by the teacher who brought into school her own 'special book' and talked to the children about why it was 'special'. Her sensitive approach and good questioning of the class resulted in the pupils wanting to talk about their own 'special' or favourite book and thus laid the foundation for pupils to be aware of key texts in each religion. The needs of the pupils in this mixed age class were well met by additional help being given to the Year 1 pupils when recording their ideas. In one Year 2 and 3 class the quality of teaching did not move beyond satisfactory because although most pupils were attentive, a few pupils were restless and this slowed their learning.
131. Particularly good features of the lessons observed in Years 3 to 6, were the good planning and careful questioning by teachers. Teachers identified clear learning objectives for the lessons and shared these with the pupils so that all were clear about what they were to learn and do. Pupils in Year 3 made thoughtful responses

to questions about their role in life and why each person is 'special'. Discussion on these areas confirmed the school's view of its pupils 'being special' and also encouraged the pupils to appreciate a variety of beliefs and develop positive relationships with each other. In Year 4, effective teaching encouraged the pupils to record their views following a visit to a local synagogue. The pupils were enthusiastic and keen to share their views. The visit had obviously provided a good stimulus to the children's learning who, in turn, displayed a sensitivity to the beliefs of others and a sense of awe in relation to the things that they had seen. In this class, a few pupils were observed using the computer to gain additional information about Judaism. In Year 6, the careful questioning of the teacher and her good preparation and planning for the lesson encouraged the pupils to display good levels of knowledge and understanding, following the reading of the passages about 'The Good Shepherd'. Her good subject knowledge allowed her to ask searching questions and thus move the pupils' thinking on. This resulted in the pupils moving beyond the literal when reading the text.

132. Overall, pupils have at least good attitudes to their learning and good behaviour, and sometimes they are very good. This is because the work interests them and builds systematically on what they already know and understand. The scheme of work helps with this aspect as teachers are guided in what they should teach for each unit. Good use is also made of the good range and quality of resources and the pupils show care when handling them.
133. Management of the subject is good as the co-ordinator has good subject expertise and a clear action plan for improvement. She is aware of the need to improve the use of information and communication technology and increase writing opportunities. She is also aware of the need to review how teachers' assess pupils' work. There already exists some elements of good practice in the school.