

# INSPECTION REPORT

## **Snaresbrook Primary School**

South Woodford, London

LEA area: London borough of  
Redbridge

Unique Reference Number: 102832

Inspection Number: 193877

Headteacher: Mr D C Murray

Reporting inspector: Mr A P Baxter  
25217

Dates of inspection: 20-24 September 1999

Under OFSTED contract number: 706649

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
Type of control	County
Age range of pupils	3-11
Gender of pupils	Mixed
School address	Meadow Walk South Woodford London E18 2EN
Telephone number:	0181-989-9975
Fax number:	As above
Appropriate authority:	The governing body
Name of chair of governors:	Mr M Phillips
Date of the previous inspection:	May 1996

### Information about the inspection team

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Juliet Baxter	Equal opportunities	Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Shelagh Halley	English Music	The curriculum and assessment
Kay Rider	Under fives Special educational needs English as an additional language Section 11 History	The efficiency of the school
Mary Wilkinson	Science Art Physical education	Teaching Pupils' spiritual, moral, social and cultural development
Peter Thrussell	Mathematics Geography	Attitudes, behaviour and personal development Staffing, accommodation and learning resources

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# Main findings

## WHAT THE SCHOOL DOES WELL

- The pupils' relationships are very good.
- The financial control and administration are very good.
- The teaching is very good or better in 18 per cent of lessons, good or better in 48 per cent and the teaching is satisfactory or better in 98 per cent of lessons. The teaching in the nursery is very good.
- The senior managers' support and monitoring of teaching and curriculum development are very good.
- The pupils' attainments are above average in English, mathematics and science at the end of Key Stage 2.
- The pupils demonstrate good attitudes and behaviour.
- Most pupils make good progress in the nursery and in Key Stage 2.
- Provision is good overall in many aspects including leadership and management, curriculum and assessment and literacy and numeracy.

## WHERE THE SCHOOL HAS WEAKNESSES

- The attainments of pupils in information technology are below the expectations at the end of Key Stage 2 and pupils make unsatisfactory progress through this key stage.
- The pupils' attainments in writing are below expectation at the end of Key Stage 1.
- The curriculum for information technology does not meet the requirements of the National Curriculum.
- The rate of attendance of the pupils is unsatisfactory.
- Support staff are not always deployed efficiently in Key Stages 1 and 2.
- A significant proportion of pupils are not always fully challenged in Key Stage 1 and in reception.

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

## HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

The school has shown good improvement overall since the previous inspection and has maintained its momentum well despite a year of considerable disruption due to extensive building work. The quality of the teaching has been significantly improved, from over 33 per cent unsatisfactory or poor teaching at the time of the previous inspection in 1996, to two per cent unsatisfactory teaching now. The attitudes and relationships of pupils have improved and are now good and very good respectively. Standards in many subjects have risen, particularly in English, mathematics and science where they have been raised from average to above average at the end of Key Stage 2. The attendance of pupils has increased but not sufficiently to bring it up to the national average. Provision has improved or has been maintained at an effective level in most areas of provision, but notably in leadership and management, curriculum planning and assessment and the monitoring of attendance. Weaknesses in information technology are being targeted effectively. Overall the inspection team finds that the school has a good capacity to continue improvement.

## STANDARDS IN SUBJECTS

The table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

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

Although comparative figures are not yet available, the 1999 results show that 11 year old pupils have generally maintained similar levels in the National Curriculum tests. However, inspection evidence, which considers the full breadth of each subject, shows that the pupils' attainments are above the expectation in English, mathematics and science at the end of Key Stage 2. The pupils' attainments are below expectation in information technology at the end of Key Stage 2 and the limited use of this technology in developing the pupils' skills is significant at this time. Most pupils reach the expectations of the locally Agreed Syllabus in religious education by the end of this key stage.

Children under five make good progress in the nursery, satisfactory progress in the reception classes and make satisfactory progress overall. Most pupils make satisfactory progress over time, except in writing, through Key Stage 1 and good progress in Key Stage 2. Most pupils exceed the national expectations in science and meet the national expectations overall in English, mathematics and information technology by the end of Key Stage 1. The pupils' attainment meets the expectations of the locally Agreed Syllabus in religious education, by the end of this key stage. Pupils generally make good progress in art and unsatisfactory progress in information technology in Key Stage 2. Most pupils make satisfactory progress in most other subjects across the school.

## QUALITY OF TEACHING

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Satisfactory	Satisfactory	Good
Mathematics	Satisfactory	Satisfactory	Good
Science		Satisfactory	Good
Information technology		Satisfactory	Satisfactory
Religious education		Satisfactory	Satisfactory
Other subjects	Satisfactory	Good	Good

The quality of teaching is satisfactory overall; teaching is satisfactory for children under five and in Key Stage 1. The teaching is very good in the nursery and is good overall in Key Stage 2. Teaching

was satisfactory or better in 98 per cent of the lessons observed. In three per cent it was excellent, very good in 15 per cent and it was good or better in 48 per cent of all the lessons observed. The teaching was unsatisfactory in two per cent of lessons. There were too few opportunities, however, to judge the quality of teaching in design and technology in Key Stage 1. In Key Stage 2, the teaching is good in most subjects and in Key Stage 1 is good in art, history and music.

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

#### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
Behaviour	Good behaviour and attitudes and very good relationships.
Attendance	Unsatisfactory; below the national average.
Ethos*	Good overall; the school has an effective focus to raise standards.
Leadership and management	Good overall; very good support and monitoring of teaching and curriculum development, strong leadership of the headteacher and deputy headteacher and improved and effective contribution from governors, senior managers and subject leaders.
Curriculum	Good overall, and for children under five, but provision for information technology is incomplete. Satisfactory extra-curricular provision. Good procedures and use of assessments to support planning and teaching.
Pupils with special educational needs	Generally good provision.
Spiritual, moral, social & cultural development	Satisfactory overall, good moral and social development and satisfactory spiritual and cultural development.
Staffing, resources and accommodation	Good overall; good accommodation and staffing; satisfactory resources.
Value for money	Satisfactory.

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

#### **THE PARENTS' VIEWS OF THE SCHOOL**

<b>What most parents like about the school</b>	<b>What some parents are not happy about</b>
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Parents feel that it is easy to approach the school with questions or problems to do with their children.</li> <li>• The school enables their children to achieve a good standard of work.</li> <li>• The school achieves high standards of good</li> </ul>	<ul style="list-style-type: none"> <li>• The work that their children are expected to do at home.</li> <li>• The school doesn't give them a clear understanding of what is taught.</li> <li>• Inconsistencies in the annual reports of pupils sent to parents.</li> </ul>



behaviour. • The school's values and attitudes have a positive effect on their children.	• The way the school handles complaints.
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Inspectors' judgements support most of the parents' positive views, but feel that a significant number of pupils can achieve even higher standards especially at the end of Key Stage 1. With regard to other comments, the inspectors recognise that the new homework policy has brought improvements but practice is not yet consistent across the school. Communications with parents have improved and letters increasingly include information about what pupils will be studying in forthcoming weeks. Annual reports on pupils are generally satisfactory but some lack clarity. The staff of the school are careful in dealing appropriately with queries from parents.

### KEY ISSUES FOR ACTION

(P) = Key Issue from previous report

\* = Issues already identified for development by the school

In order to continue the successful development of the school and to bring all aspects of pupils' achievement to a high standard, the governors, headteacher and staff should:

- 1 (P)\*Raise the pupils' attainment in information technology, particularly at the end of Key Stage 2 and improve its contribution to the wider curriculum by: (paragraphs 11,15,17,36,65,67-69,121-128)

continuing to improve the range and quality of equipment available;

utilise the improving provision to provide more opportunities for pupils to learn by using computers across the breadth of subjects;

ensuring that pupils are taught their skills progressively in all strands, including control and modelling technology as they move through the school in full accordance with the requirements of the National Curriculum.

- 2 \*Raise the pupils' attainments in writing at the end of Key Stage 1 by: (paragraphs 10-14,27,28,89)

raising teachers' expectations of what pupils can achieve;

increasing the challenge and opportunities offered to the pupils;

promoting an effective pace in lessons to stimulate the pupils' interest and learning.

- 3 (P)\*Raise the rate of attendance of pupils by continuing to promote regular attendance and by more precisely identifying to parents when absences, particularly extended holidays during term times, may be unauthorised. (paragraphs 22-24,46)

- 4 Review the deployment and use of support staff in Key Stages 1 and 2 in order to maximise their impact on pupils' attainment. (paragraphs 30,66,71)

In the context of the school's many strengths, the following points for improvement should be considered for inclusion in the action plan: (paragraphs 10,11,12,14,16,17,32,47,96,98,99)

improving the quality of the pupils' handwriting and presentation of their work in both key stages;

utilise the improving provision to provide more opportunities for the pupils to learn from following their own lines of enquiry;

enrich the spiritual and cultural development of the pupils by identifying and planning specific opportunities for this development more purposefully within the curriculum and by more regularly

utilising and celebrating the diversity of cultural backgrounds of the pupils attending the school.

## Introduction

### Characteristics of the school

1 Snaresbrook Primary School is a large and popular school serving a mixed community located to the west of the London Borough of Redbridge. In relation to the national picture the background of the pupils is generally average in socio-economic terms. Approximately 75 per cent of the children entering the school attend the school nursery at the age of three years, for two terms prior to joining the reception classes at the age of four, and many of the remainder enter the school having attended private nurseries or playgroups.

2 The school is a very popular school and a programme of significant re-building and re-modelling has just been completed. The school has grown in size since the previous inspection and now accommodates 383 pupils in the main school, comprising 187 boys and 196 girls with an additional 65 children, comprising 40 boys and 25 girls in the nursery. There are 61 pupils on the school's register for special educational needs and of these, five have statements of special educational need. These are similar to the average found nationally. The school pupils have a wide range of special educational needs which includes; specific learning difficulties such as dyslexia, moderate and severe learning difficulties, emotional and behavioural difficulties and multi-sensory impairment including autism.

3 About 18.5 per cent of the pupils are eligible for free school meals and this is broadly in line with the national average. A large proportion of the pupils come from a variety of ethnic minority backgrounds. Currently 84 pupils have support for English as an additional language and this is very high in relation to the number found nationally. The attainment of the children on entering the main school varies considerably, but overall, it is slightly above that expected nationally for four year-old children.

4 The aims of the school embrace the Borough's curriculum aims and are supported by a set of general aims which include;  
helping pupils to develop enquiring minds,  
creating an activity based learning environment,  
helping pupils to acquire understanding, knowledge and skills.  
In addition the school strives to enable children to live in harmony with others and to acquire moral values which include truthfulness and honesty.

5 Within the school development plan the headteacher has identified key areas for development during 1999-2000 and these include :  
Producing or reviewing policies and schemes of work for personal, social and health education, art, music and design and technology.  
Implementing strategies or reviewing policy for early years, numeracy, classroom organisation and management, and for behaviour.

6 The school has set specific targets for the year 2000;  
That 77 per cent of pupils will achieve level 4 or above in English by the end of Key Stage 2.  
That 82 per cent of pupils will achieve level 4 or above in mathematics by the end of Key Stage 2.

## Key indicators

### Attainment at Key Stage 1<sup>1</sup>

Number of registered pupils in final year of Key Stage 1  
for the latest reporting year:

Year	Boys	Girls	Total
1998	25	24	49

National Curriculum	Test/Task Results	Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	20(25)	20(17)	22(26)
	Girls	20(22)	19(24)	18(23)
	Total	40(47)	39(41)	40(49)
Percentage at NC Level 2 or above	School	82(92)	79(80)	81(96)
	National	77(80)	81(84)	84(84)

Teacher Assessments	English	Mathematics	Science	
Number of pupils at NC Level 2 or above	Boys	18(15)	22(24)	23(25)
	Girls	19(24)	18(20)	20(20)
	Total	37(39)	40(44)	43(45)
Percentage at NC Level 2 or above	School	76(80)	81(87)	88(88)
	National	81(80)	85(84)	86(85)

### Attainment at Key Stage 2<sup>2</sup>

Number of registered pupils in final year of Key Stage 2  
for the latest reporting year:

Year	Boys	Girls	Total
1998	23	26	49

National Curriculum	Test Results	English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	17(18)	19(18)	20(21)
	Girls	21(22)	20(24)	23(25)
	Total	38(40)	39(42)	43(46)
Percentage at NC Level 4 or above	School	78(76)	80(84)	84(92)
	National	65(63)	59(62)	69(68)

Teacher Assessments	English	Mathematics	Science	
Number of pupils at NC Level 4 or above	Boys	17(18)	21(18)	21(19)
	Girls	22(22)	20(20)	22(21)
	Total	39(40)	41(38)	43(40)
Percentage at NC Level 4 or above	School	80(80)	84(76)	88(80)
	National	65(63)	65(62)	72(68)

## Attendance

<sup>1</sup> Percentages in parentheses refer to the year before the latest reporting year

<sup>2</sup> Percentages in parentheses refer to the year before the latest reporting year

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised Absence	School	7.0
		National comparative data	5.7
	Unauthorised Absence	School	0.4
National comparative data		0.5	

**Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:			Number
	Fixed period	2	
	Permanent	1	

**Quality of teaching**

Percentage of teaching observed which is:			%
	Very good or better	18	
	Satisfactory or better	98	
	Less than satisfactory	2	

## **PART A: ASPECTS OF THE SCHOOL**

### **Educational standards achieved by pupils at the school**

#### **Attainment and progress**

7 The national tests and the teachers' assessments at the end of Key Stage 1 in 1998 showed that the pupils' attainments were above the national average in reading, close to the average in mathematics and science, and below average in writing. Comparisons with similar schools in 1998 showed that the pupils' attainments were above average in reading, average in mathematics and well below average in writing. In the period 1996 to 1998 results in the tests showed a small rising trend similar to that nationally. The girls generally outperformed the boys in reading over this period, by a margin that was slightly above that found nationally. Discrepancies between the teachers' assessments and test results in 1998, when the teachers predicted that more pupils would achieve the higher levels, puts into question the accuracy of teachers' assessments, particularly in reference to potentially higher-attaining pupils. Although comparative figures are not yet available, this year's results show that these standards have generally been maintained at the end of this key stage.

8 The national tests at the end of Key Stage 2 in 1998 showed that the pupils' attainments were well above the national average in mathematics and science and above the national average in English. Comparisons with similar schools showed that the pupils' attainments in all these subjects were well above average. In 1998, the teachers' assessments generally matched the test scores at the end of Key Stage 2, except that the teachers predicted that more pupils would achieve the higher level in mathematics. In the 1996 pupils' performance in the standardised tests were slightly below average in all three subjects. In 1997 there was considerable improvement. 1998 saw a slight decline, but results were still better than the national average in all three subjects, particularly so for boys, where performance was higher than that of boys nationally. Inspection suggests that these results were particular to the group of pupils tested in 1998. Although comparative figures are not yet available, the results of this year's tests at the end of this key stage show that similar standards have been achieved in English, mathematics and science.

9 The inspection evidence which includes an examination of the school's baseline assessments shows that the children's attainments on commencement of full-time education in the reception class are slightly above those expected nationally for children of this age. Most children under five, make good progress in the nursery, satisfactory progress in the reception classes and satisfactory progress overall whilst aged under five years. By the age of five, most children have achieved the desirable outcomes in all the recommended areas of learning and have exceeded them in their personal and social development and in their physical development. The children's attainments in language and literacy and in mathematics meets the expectations. Most enjoy books, can re-tell favourite stories, recognise many letters and are beginning to attempt writing. Many children have a good mathematical vocabulary and can describe shape and size accurately. Most can count up to 10 and some can recognise numerals.

10 The inspection shows that the pupils' attainments are above the expectations overall and have generally continued to improve, despite a year of considerable disruption caused by the rebuilding programme. At the end of Key Stage 1, pupils' attainment is above the national expectations in science and in line with the national expectation, in English overall, mathematics and information technology. The pupils' attainments are above expectations in speaking and listening, in line with expectations in reading and below expectations in writing. The pupils' attainments in religious education meet the expectations of the locally Agreed Syllabus by the end of this key stage. Although the overall quality of teaching has improved since the previous inspection, these levels of attainment reflect that a significant

proportion of pupils are still not fully challenged by the end of this key stage. For example, there is a limited emphasis on writing through the key stage and not all pupils use joined-up handwriting in their everyday work. The pupils' attainments generally reach the standards expected of pupils of this age in all other subjects. Standards have been maintained in English, mathematics, and physical education compared to those found at the time of the previous inspection in 1996 and they have risen in all other subjects. This inspection identifies no significant differences in the attainments of boys and girls at the end of the key stage.

11 The inspection evidence shows that the pupils' attainments at the end of Key Stage 2 are above the national expectations in English, mathematics and science, but are below the expectations for information technology. The pupils' attainments in religious education are in line with the expectations of the locally Agreed Syllabus at the end of this key stage. These findings represent a significant improvement in the standards in all these subjects since the previous inspection. Improvements in the quality of teaching, in the planned curriculum and in the use of assessments of pupils' work have had a positive impact on pupils' attainment. Literacy and numeracy strategies are also having a beneficial effect on standards. The full impact of the development of information technology has yet to come to fruition but a new information and communications technology (ICT) suite is planned to open after half term and the school is well placed to use this facility to raise standards. However, these findings also represent lower standards than those identified by the national tests for they reflect the breadth of attainment across subjects. They also reflect the fact that during the inspection opportunities for pupils to follow their own research by using books and computers were limited, partly because of the unfinished library and ICT suite, but also because teachers do not plan well enough for this aspect of their learning. Inspection showed, however, that teachers in Key Stage 2 are using questions effectively to challenge an increasing proportion of pupils, consequently, differences in the attainment of boys and girls were not apparent at the end of this key stage.

12 The school has set challenging targets in English and mathematics for pupils to attain by the end of Key Stage 2 in the year 2000. Considerable disruption, caused by the extensive renovations, has delayed the school's movement towards these targets, nevertheless standards are rising. An increased emphasis on numeracy through mental strategies is having a beneficial effect on the pupils' attainments through the school. The inspection evidence shows that the school is raising standards in English and mathematics at the end of Key Stage 2. However, inconsistency in the amount of challenge presented to the pupils in Key Stage 1 and in the reception classes, and insufficient opportunities to develop and use their literacy and numeracy skills to best effect across the curriculum, particularly in writing and measurement is limiting standards at the end of Key Stage 1. This is restricting the momentum to raise standards overall.

13 Most pupils make satisfactory progress, over time, as they move through the school. Pupils with special educational needs and pupils who have English as an additional language make satisfactory progress towards the literacy and numeracy targets set for them in their individual educational plans. The children in the nursery make rapid gains in their preparation for school, and progress is good. Children in the reception classes consolidate much of this learning and generally make satisfactory progress overall. There are no significant differences in the progress of boys and girls, or as a result of the pupils' ethnic backgrounds.

14 In Key Stage 1, the pupils make satisfactory progress over time, largely as a result of improved teaching. Most pupils make satisfactory progress in English, mathematics, science and information technology. Progress in all other subjects is also satisfactory. There are weaknesses in the progress made by a significant number of pupils in writing; the development of the pupils' writing skills lacks emphasis across the key stage as a whole, and this restricts their attainment by the end of the key stage. These rates of progress, however, represent improved progress in mathematics, information

technology, religious education, art and design and technology compared to the previous inspection, and indicate that progress has been maintained in all other subjects in this key stage.

15 In Key Stage 2, progress over time is good. The significant improvement in teaching, in the planned curriculum and in the use of assessments of the pupils' work to target new learning, has raised the overall rate of pupils' progress through this key stage compared to that found at the time of the previous inspection. Inspection evidence, shows that most pupils are making good progress in English, mathematics and art, and unsatisfactory progress in information technology. Progress is satisfactory in all other subjects through this key stage. These rates of progress represent improvement in all subjects, except in physical education where progress continues to be good. In most English and mathematics lessons, literacy and numeracy strategies are beginning to raise expectations and the level of challenge presented to the pupils. These are having a positive effect on pupils' progress, and are promoting improving standards in these subjects through this key stage.

16 The pupils' developing skills in numeracy are not fully utilised or developed further across the breadth of subjects, however, and few examples of measurement were seen in the scrutiny of the pupils' work in science and geography. The pupils' literacy skills are being promoted more effectively, particularly in Key Stage 2, for example, discussions focusing on the nature of music and on painting in the style of Kandinsky extended and utilised the pupils' vocabulary effectively and history topic work often involved good opportunities to develop extended writing on aspects such as life in Ancient Greece. Opportunities to extend the pupils' skills in writing are less effective in a few classes in Key Stage 1 but, across the school as a whole, the increasing emphasis on using and developing technical language in subjects, such as mathematics, science and design and technology, is having a beneficial impact on pupils' attainment.

17 Throughout the school, data-handling skills are not supported adequately by the use of information technology, nor is information technology used adequately to extend pupils' skills across the breadth of the curriculum. Art is used effectively to enrich the school environment, but both art and music are not used to maximum effect in celebrating the pupils' cultural heritage or in promoting the pupils' spiritual development.

### **Attitudes, behaviour and personal development**

18 Overall the pupils exhibit good attitudes to their work and to each other. The school is an orderly community and pupils behave well. The quality of personal relationships throughout the school is very good. These aspects have improved significantly since the previous inspection.

19 Children under five enjoy being at school and demonstrate good attitudes to their learning. At Key Stages 1 and 2 pupils' attitudes are good. They listen carefully to their teachers and to each other, particularly in the introduction to lessons where discussion often takes place; they are keen to answer questions with many hands 'shooting up'. This was seen with good effect in a discussion about the "Wizard of Oz" in an excellent Year 6 English lesson. Whilst working they concentrate well and maintain enthusiasm and enjoyment, especially in those lessons which are well planned with appropriate activities for pupils of differing attainment. They are able to discuss their work sensibly in groups and in pairs and to share resources and materials.

20 The behaviour of pupils in lessons and around the school is good. Pupils know what is expected of them and generally follow instructions well. In only a few lessons were pupils less responsive to the teachers' instructions, where they became restless and noisy and exhibited poor listening habits. Pupils display a good measure of self-discipline, especially in those lessons where the teacher is working with a group of pupils and others are left to get on with their work, for example



during literacy and numeracy hours. Most pupils are proud to show their “We are working independently” signs and concentrate well. The behaviour of pupils is good at lunchtimes and playtimes with only one incident of bad behaviour reported during the inspection. During one wet playtime pupils’ good behaviour was evident as they occupied themselves in classrooms. No evidence of bullying was seen during the inspection and the school does not view this as a significant problem. Pupils look after the school’s property well and are trustworthy with it. In the previous year, one pupil was excluded temporarily before being excluded permanently. The rate of exclusions has remained static. Children under five also behave well. A small minority need help in concentrating on tasks such as joining in with discussions but all children show care when playing together.

21 The quality of relationships and the standard of personal development shown by pupils are very good. Pupils’ relationships with adults are good. This was seen in many lessons but notably in religious education lessons where the pupils trust their teachers and are able to discuss their beliefs openly. This is beneficial to their learning. The school community contains pupils of all abilities and from a variety of ethnic and cultural backgrounds, who all get on very well together. Pupils of all ages share a large playground and appreciate the ‘family’ nature of playtime. They participate in a satisfactory range of extra-curricular activities which further encourages personal development, although fewer such opportunities exist for pupils at Key Stage 1. Pupils become confident in their learning through answering questions and explaining their thinking to the rest of the class. For example, in science lessons the pupils co-operate well when investigating circuits in electricity and this enriches the learning process. They are keen to accept responsibilities; some classes display a list of jobs to be done and those pupils responsible; older pupils help with younger children during wet playtimes, write books for younger children and produce a termly magazine. However, they have fewer opportunities to develop initiative in their learning. They make investigations in mathematics and science but their opportunities for research using the library and information technology are less well developed and have also been disrupted due to limited access to resources during the rebuilding programme. All pupils make beneficial links with the wider community through the visits they make and the visitors to the school; they have raised money for charities such as ‘Shelter’ and ‘Help the Aged.’

### **Attendance**

22 Levels of attendance at the time of the last inspection were unsatisfactory. Considerable improvement took place following that inspection and then the rate evened out. There was a one percent drop in the last reporting year of 1998/9. Despite the improvement since the last inspection, the rate remains unsatisfactory and below the national average for primary schools. Figures for the first three weeks of this current term are encouraging and show an improvement on last year, which, if maintained throughout the year, should show a healthier picture for the reporting year of 1999/2000.

23 The rate of authorised absence remains considerably higher than the average for primary schools. In addition to normal reasons of illness, this is due to the growing number of pupils who take holidays during the school term.

24 The majority of pupils do attend regularly and their parents comment that they enjoy doing so and look forward to each day in school. Punctuality overall is good. A very small number of pupils arrive late regularly and drift in after the official start to the school day and their learning is disrupted.

## Quality of education provided

### Teaching

25 The quality of teaching is satisfactory overall, is satisfactory for children under five and in Key Stage 1, and it is good in Key Stage 2. The teaching was at least satisfactory in 98 per cent of the lessons observed and 48 per cent of the lessons were either good or better. This is the major contributory factor to the improved standards across the curriculum. It also represents a significant improvement in the quality of teaching as reported by the previous inspection when over a third of the teaching was found to be unsatisfactory.

26 Teaching is good overall in mathematics, science, art, history, music and physical education. Teachers demonstrate good knowledge in these subjects and use questioning most successfully to promote the pupils' learning, for example, when discussing levels in science or how torches work in design and technology. The quality of teaching is satisfactory overall in English, information technology, religious education and geography and it is satisfactory in design and technology in Key Stage 2. There were insufficient opportunities to judge the quality of the teaching of design and technology in Key Stage 1. Improvements to the planned curriculum and the guidance given to the teachers by senior managers and subject leaders are having a significant impact on the quality of the teaching across the curriculum. For example, in many lessons, the teachers are identifying appropriate learning objectives and are sharing these productively with the pupils. Teachers are following the literacy and numeracy strategies successfully with increasing effectiveness and these are having a positive impact on standards, particularly in Key Stage 2. The quality of the teaching in most subjects has improved since the previous inspection.

27 In the nursery the teaching is very good overall. In the last inspection report the teaching in the nursery was seen as a strength of the school and, with this consistently high quality of teaching, it continues to be a strength. The children in the nursery are offered a rich curriculum in a well-planned environment by caring and competent staff, and so are making good progress. Teaching in all lessons in the reception classes is satisfactory and reception children have a happy introduction to full-time schooling. Most pupils build effectively on previous learning, but on occasions the teaching lacks challenge and the teachers' expectations of what the children can achieve, in terms of following instructions, for example, are too low. Nursery nurses and support assistants make a particularly strong contribution in the nursery and reception classes. They work closely with the teachers and provide informed and well-planned activities and interventions, which promote good learning for the youngest children.

28 The majority of teaching at Key Stage 1 is satisfactory, with 33 per cent being good and 7 per cent very good. There is a small amount of unsatisfactory teaching. The good and better teaching is characterised by good planning, interesting activities, and teachers valuing pupils' contributions. For example, the teacher's emphasis on pupils observing each other's efforts in a Year 2 gymnastics lesson, stimulated the pupils to think more about how they moved and this improved their performance. Also, in a Year 1 literacy lesson, the teacher's detailed planning ensured that the tasks set were closely matched to the pupils' prior attainment. This led to the pupils developing a greater awareness of the use of capital letters and full stops. Where the teaching is unsatisfactory relationships have not been satisfactorily formed and as a result pupils are not motivated to behave, listen and learn. Consequently they become restless and progress is restricted. Many of the lessons, although of a satisfactory standard overall, often contain elements of group activities or whole class discussions which fail to challenge all pupils fully. For example, a few whole class discussions are dominated by potentially higher-attaining pupils and other pupils lose interest. On other occasions, in a few classrooms, the teachers' expectations of what the pupils can do is too low and the quality of work produced, in writing for

example, does not reflect appropriate progress.

29 In Key Stage 2 the quality of teaching is good overall. The majority of the teaching in lessons is good or better and at times the teaching is excellent, with the result that pupils make good progress. The very good and occasionally excellent teaching is characterised by teachers communicating their knowledge of the subject in interesting ways while offering pupils practical and exciting activities. This occurred in a mathematics lesson in Year 3 where the teacher used coins and a shopping list most successfully to interest the pupils. These teachers anticipate that all pupils will behave and perform and learn to a high standard.

30 The teaching of pupils with English as an additional language is good; a teacher gives specialist in-class support as well as working effectively with individuals. Pupils with special educational needs are taught well, both in class and in the small withdrawal groups. The group work is planned well and the pupils have good relationships with their teachers, all of whom work hard to motivate them by giving them feedback and reinforcement on basic and new skills. The support assistants make a useful contribution as they work in the classrooms alongside pupils who have a statement of special educational needs. On occasions, however, the staff giving specialist support in Key Stages 1 and 2 are not deployed to best effect and are not fully integrated into the organisation of lessons, and this reduces their effectiveness.

31 Led by the head teacher and senior managers, staff have made a study of the elements which contribute to effective teaching. Subject leaders have put good schemes of work in place, monitored lessons and shared skills beneficially with colleagues. These efforts have together ensured improvement in teaching and they are a major factor in the improved levels of attainment reached by pupils in the core subjects of mathematics and science.

32 Teaching over time, with strong subject policies, is impacting on raising standards in most subject areas. The improving and generally good quality of the teachers' assessments of the pupils' work is shown by the setting of tasks which meet the needs of pupils. This was completed well in a numeracy lesson on column addition, where the teacher's rigorous questioning challenged the pupils to think and to build on their previous knowledge, but is not consistently good across the school. Good use is frequently made of the plenary sessions in literacy and numeracy to check on the progress which pupils had made in that lesson. A strong feature of teaching in core and foundation subjects, which helps to consolidate learning, is the planning of work in a series of lessons. This ensures that work is repeated before being extended and promotes the pupils' confidence and competence. Good teaching provides appropriate opportunities for the pupils to reflect on their own ideas and those of others, as within the well-planned class assembly based on the story 'Where the Wind Comes From.' Although the quality of teaching has improved considerably, many teachers offer their pupils insufficient opportunities to learn from completing their own research and this is restricting the progress made by a significant proportion of pupils.

33 Resources are generally used well but the lack of use of relevant reference books, as in the science lessons on mini-beasts, for example, is limiting the pupils' ability to deepen their knowledge through independent study. However, delays in the re-modelling of the library area continue to restrict the availability of many books.

34 The new homework policy is beginning to be implemented and homework is now given regularly in many classrooms, although this is not fully consistent across the school. Sensible amounts of work are set appropriately to the attainments of the pupils in each class. A lunchtime homework club provides additional support for the pupils. It is expected that these efforts will further improvements. Marking is satisfactory in most subjects, especially when teachers share

additional oral comments with the pupils. However, the scrutiny of work showed inconsistencies in the extent to which ways forward are identified to the pupils.

### **The curriculum and assessment**

35 The curriculum for children under five is good. It is broad and balanced, is effectively based on all the recommended areas of learning and is designed to meet the national goals for pupils entering the National Curriculum programmes of study. The provision for their physical development is satisfactory overall, but the children aged under five in the reception classes lack a secure outdoor play area to learn from more robust independent play.

36 The curriculum for the rest of the school is also good overall. It is broad but there are imbalances in the allocation of time with a heavy weighting given to English and limited time allocated to science, design and technology, and information and communications technology. The latter does not meet the requirements of the National Curriculum in Key Stage 2. Work in science and design and technology is effective, however. There is an inappropriate breadth in the school's implementation of the programmes of study and there is insufficient provision for the teaching of computer skills across the curriculum as an integral part of lessons. The school has plans to remedy this when the new ICT suite opens after half-term. Religious education is taught in accordance with the recommendations of the locally Agreed Syllabus. There is informal, but effective, provision for a programme of personal and social education, which includes sex education and education in drugs awareness. The time allocated for teaching in Key Stage 2 remains the same as that identified by the previous inspection. The governing body carried out the review recommended in the last report but decided, as it was having not impacting adversely on standards, it should remain the same. Literacy and numeracy strategies are implemented well and time is set aside each day for the literacy hour and daily mathematics lessons recommended by the national frameworks, and this is already beginning to impact positively on standards of attainment and progress, especially in mathematics. The heavy weighting given to English has not improved standards in handwriting and presentation, particularly at Key Stage 1.

37 All pupils have full and equal access to the curriculum. Discretionary time outside the statutory curriculum is devoted usefully to personal, social and health education. However, there is no structured programme for this area as yet and practice is inconsistent across the school. Such a programme is a priority in the current development plan. The curriculum satisfactorily meets the needs of pupils with special educational needs and of pupils who have English as an additional language. For example, a strong emphasis is placed on developing appropriate vocabulary in English and this assists the pupils' learning. The curriculum is enhanced through a programme of visits connected with topics being studied, for instance, museums, environmental centres and places of historical interest. There is a satisfactory range of after-school clubs, including sports, music and drama. There are lunch-time music clubs, but there are no after-school clubs for pupils in Key Stage 1 because of problems some parents experience in picking up other children. The work of peripatetic instrumental music teachers is built upon productively in the lunch-time session, when pupils practise playing as an ensemble. The school's football and netball teams compete well with other local schools and are moderately successful.

38 Teachers' planning has greatly improved since the previous inspection and it is now good. Guidance, on the whole, is now much more detailed. Joint planning between teachers in the same year group provides continuity, with regular planning meetings for staff. All subjects now have appropriate schemes of work which take account of what has gone before and what is to follow, although that for music is insufficiently detailed to be of help to a non-specialist teacher in planning their work and this restricts the pupils' progress. Subject leaders meet regularly to check on coverage, and the curriculum sub-committee of the governing body receives regular presentations from subject leaders to keep them

informed, and help them monitor and evaluate provision.

39 The assessment of pupils' work has improved greatly since the previous inspection; there is now much more use of assessment data in setting targets for improvement. Levels of samples of pupils' work have been agreed with the local authority to improve accuracy. It is now good overall, although the use of assessment to identify specific learning intentions is generally used to better effect in Key Stage 2 than in Key Stage 1. The school participates, to good effect, in the Qualification and Curriculum Authority's assessment tests each year in the core subjects of English, mathematics and science. These are supplemented usefully by other standardised tests and the data obtained is analysed in the form of targets for each year group. Pupils' self-evaluation is in the early stages of development. Teachers are not yet tracking individual pupils, although evaluation of lesson objectives is carried out weekly to good effect, noting significant variations above and below the norm. Where the progress of individual pupils is causing concern, these are noted as an agenda for discussion at parent consultation meetings, details of which are given on the annual reports. This is an effective procedure which supports the pupils' progress well. Individual educational plans for pupils with special educational needs and those receiving support from the Ethnic Minority Achievement Grant are regularly and comprehensively reviewed.

### **Pupils' spiritual, moral, social and cultural development**

40 The overall provision for the spiritual, moral, social and cultural development of the pupils is satisfactory. The school makes good provision for the pupils' moral and social development and so provides a positive contribution to the quality of education and pupils' good attitudes to learning. Provision for pupils' cultural and spiritual development is satisfactory and supports the standards they achieve. This represents a movement forward since the last inspection. Governors, along with parents, teaching and other staff, are continuing to shape a happy and caring community, where everyone is encouraged and expected to perform well. The school is meeting the requirements for a daily act of worship and every assembly offers pupils a few moments for peaceful, personal reflection. The theme for the week is set usefully in the headteacher's assembly (pupils recognise this gathering as an important occasion) and the theme is taken up, repeated and extended effectively through the other assemblies held in classes and key stages through the rest of the week.

41 The spiritual provision is satisfactory and ensures that each child is seen as a unique individual. Values are clearly established and pupils have some opportunities to explore them through engaging with literary texts and in religious education lessons. Personal, social and health education programmes are being established in order to provide further opportunities to explore issues which are important to pupils. Some curriculum policies are beginning to refer to spiritual development, but the school has not yet explored through schemes of work how this can enrich the subject or how opportunities can be made in teaching to foster the development of all pupils. An exception to this, however, occurred in a design and technology lesson when children gasped ('Wonderful!') with excitement when told they would be making their own torches.

42 Provision for the pupils' moral development is good and is founded on firm principles. All staff promote behaviour which respects the needs of each member of the community. Adults offer courteous and effective role models for pupils. Children are treated fairly, they know right from wrong, and learn respect and tolerance from lessons and from the way they are encouraged to behave and to learn.

43 The school makes good provision for the pupils' social development. Though they give little instruction in group skills, teachers ensure that pupils relate very well, work co-operatively, listen to each other's ideas and share equipment sensibly. The classroom celebration of 'super stars' (pupils acknowledged by their peers to have worked specially hard, to have been especially helpful or to have

done some task well) is impacting on pupils' enthusiasm positively for making that extra effort which helps them attain really good standards. Assemblies too are times for celebrating, when pupils demonstrate their achievements before the whole school. They gain the praise of other pupils and enjoy and appreciate each other's contributions. This practice is promoting positive attitudes and good social development.

44 Cultural development is satisfactory. There is effective liaison with the local secondary schools and local services whose representatives regularly visit the school and involve pupils in understanding community links. While local businesses and parents are generous towards the school, the children support a series of charities. There are several clubs (mainly for older pupils) which give pupils extra experiences in sport, drama, music and French. A significant number of pupils join the Borough concert at the Royal Albert Hall. Some appreciation of cultural artefacts, sounds and events is enjoyed in lessons dealing with aspects of modern music, ancient history and technology. Religious education lessons are effective in raising the pupils' awareness to the values, beauties and importance to their lives of role models from a variety of faiths, such as when pupils studied the life of Guru Nanak. There was little further evidence during the inspection of the school acknowledging or celebrating its cultural and multi-faith diversity. Consequently, opportunities which lend themselves to opening up these areas of experience within the curriculum are being missed.

### **Support, guidance and pupils' welfare**

45 The previous inspection report judged the support, advice and guidance afforded its pupils to have a positive effect upon pupils' welfare and contributed well to the work of the school. This view is supported by the current inspection team who judge that this provision is good overall.

46 Attendance is monitored regularly and satisfactorily in an effort to improve outcomes, and promoted well in assemblies each Monday morning. However, the school is aware of the difficulties caused by its high rate of authorised absence arising from holidays taken during term-time and is seeking ways to reduce this. Good systems are in place for monitoring pupils' academic progress through their work records, targets, tests and annual reports to parents.

47 Measures to promote discipline and eliminate bullying are generally effective and include completion of incident sheets in regard to behaviour, bullying and racial harassment. No bullying was observed during the inspection week and pupils were quick to comment that it is a rare event, which is dealt with immediately and effectively if it occurs. The positive behaviour policy concentrates on procedures for dealing with unacceptable behaviour and penalties which are enforced as a result. Many teachers reward good behaviour and work by means of stickers at the end of class lessons, and good behaviour is recognised in assemblies. These have a positive effect on the pupils' confidence and encourage good behaviour. However, rewards and recognition for good behaviour are not written into the school policy and this results in inconsistent practice.

48 The school has good procedures in place with regard to child protection. Under the management of the special educational needs co-ordinator, child protection is sensitively handled and all staff receive regular and effective training. The personal, social and health education programme is in early stages of development and aims to provide pupils with a more complete foundation for their personal and social growth. At this time these needs are met appropriately, as they arise, within other lessons, such as science and religious education.

49 The pupils' welfare and safety are taken seriously by the school and are secured well. The deputy headteacher and the caretaker undertake regular risk assessments and checks around the school. The caretaker represents ancillary staff on the governing body and this ensures that governors are able to deal effectively with health and safety matters within the school. Good first aid procedures are in

place, with an appropriate number of staff who have certificated and first response training. Accident books are completed appropriately and fire drills take place effectively twice a term.

50 Pupils with special educational needs receive good help and guidance from both teaching and support staff. A number of professional staff from outside agencies work alongside the school to provide extra help when required. Pupils who have English as an additional language are well supported not only by the specialist teacher from the local education authority but by the school's own teaching and support staff.

51 Induction procedures for children under five are good and include regular visits to the reception classes from the nursery and a staggered entry at the appropriate time. When pupils move to secondary school they enjoy visits to the secondary school of their choice and Year 7 teachers from the secondary schools visit Snaresbrook to meet prospective pupils. These procedures support transition to secondary education effectively.

52 At the pre-inspection parents' meeting a significant number of parents present commented on what they consider to be the poor quality of school lunches. The school's small hall means that pupils take lunch in several sittings resulting on occasions in meals being rushed. Inspectors found the fare provided to be similar to that expected in primary schools, with sufficient choice. They also found that it was often cold and pupils in the later sittings received smaller portions when the day's provision started to run out.

53 Parents also aired their concerns to the effect that there are insufficient midday assistants at lunch-time who have to patrol a very large outside play area which includes four climbing frames. Overall, the inspection team share the parents' view in terms of the deployment of staff but at the same time note the school's intention to enhance the role of midday assistants by providing training in managing the pupils' behaviour in the near future. It should be recorded that during the inspection week pupils and staff had to cope with wet playtimes on most days. Staff handled these occasions well and pupils responded sensibly and positively.

### **Partnership with parents and the community**

54 The school's good relationship with parents and the community identified in the last inspection report has been maintained in the intervening three years. The large majority of parents express their unconditional support for the school and what it does for their children. Parents are always welcome in the school and have been consulted on matters such as the home school agreement. In response to parents' requests they have been consulted and involved in the formulation of a homework policy, implemented within the past few weeks since the start of term. Some parents are able to give their time to lending help in classrooms and on school trips and outings.

55 Communication with parents is good. Year group letters are sent home six times a year and are now beginning to contain the information parents want on what their children will be studying in forthcoming weeks. The headteacher sends out a regular newsletter to all parents giving them general information about school events. Open evenings to discuss pupils' progress and an Early Years Forum, held twice a year, are further examples of the good communication the school initiates with parents. The pupils' annual reports are satisfactory, but vary across the school. Some provide useful information to parents about what pupils know, understand and can do, but others are not so detailed and are bland. The homework policy, just in place, is assisting the parents' involvement with their children's learning at home and several instances of its implementation were observed during the inspection week.

56 Parents who have children with special educational needs are closely and effectively involved in

annual reviews and individual educational plans and this has helped to identify clear targets for improvement and has raised the pupils' self-esteem. Those parents who have English as an additional language are well supported by all staff when they visit the school and form an effective partnership in supporting their children's learning. There is a hardworking and committed Parents' Association which is successful in raising funds to benefit pupils and the school as a whole. An example of its spending of raised funds is the pleasant paved area under a large tree in one area of the playground, which has significantly improved the playtime environment for the pupils.

57 Visitors to the school are always welcome and include the community policeman, fire officer, music and drama groups and representatives of chosen charities. Membership of the local cluster group ensures there are good links with other schools, and pupils participate in local netball and football leagues. Pupils also enjoy taking part in the Borough choral festival at the Royal Albert Hall. Work experience students and trainee teachers spend time in the school and there are good links with an organisation of retired and senior volunteers, all of which make a positive impact on pupils' developing knowledge of the community in which they live.

58 The school has been very successful in forging good links with commerce and industry. In addition to its involvement with the Redbridge Educational Business Partnership it has sought and gained considerable sponsorship from a number of business concerns resulting in the purchase of a large number of computers for the new ICT suite, which is almost complete. Through another local business organisation the school is currently negotiating the establishment of an annual music prize to promote the pupils' achievements.

## **The management and efficiency of the school**

### **Leadership and management**

59 The leadership and management of the school are good, and have been significantly strengthened since the previous inspection in 1996. Generally, the school has made good improvement since the previous inspection and is well placed to continue this improvement. The headteacher and senior managers of the school now have a clear vision and direction and have targeted the key issues of the previous inspection systematically and effectively alongside the continuing development of the school. The headteacher and deputy headteacher have led the school well during a period of significant disruption due to the re-modelling of the buildings. The roles of senior managers, subject leaders and of the governors' committees have all been developed successfully. These continue to have a beneficial influence on the support and monitoring of teaching and curriculum development especially in Key Stage 2 in English, mathematics and science, and this has raised pupils' attainment at the end of this key stage. More consistent teaching is now beginning to impact positively on the pupils' progress through Key Stage 1 and the reception classes.

60 The headteacher provides strong and effective leadership and has played a key role in securing a good ethos and in raising standards across the school. His personal endeavours, closely supported by a talented deputy headteacher, in achieving successful links with the community, effective management and improved teaching have helped to develop and utilise the very good relationships in the school. He has introduced a corporate style of management whereby senior managers, subject leaders and governors play an effective part, as a team, in the management of the school. The well-formulated action plan, drawn up after the previous inspection has been carefully implemented. This shared partnership provides good educational direction to the school and has contributed successfully to the significantly improved quality of the education provided now compared with that found at the time of the previous inspection.



61 The support and monitoring of teaching and curriculum development are good overall. Through a carefully planned process and under the direction of a dedicated and well-focused chair of governors, the governing body have improved its knowledge and its impact on the development of the school. Governors visit the school regularly, contribute well to the process of monitoring provision and are increasingly involved in developing school policies. Most governors have a clear awareness of the standards achieved in the school and support senior managers successfully in the raising of standards. Several governors have close links with the Parents' Association and promote strong and supportive links with the community and parents. The senior managers, particularly the deputy headteacher and increasingly subject leaders, monitor the quality of teaching and planning purposefully and support colleagues well. This has had a significant impact in raising the quality of teaching across the school and especially in Key Stage 2. For example, teachers are identifying clear learning objectives in their lessons and this is having a positive effect on pupils' achievement. The co-ordination of provision for pupils with special educational needs, of literacy and numeracy, of pupils who have English as an additional language, and of children in the nursery are particularly effective. The school is about to open a new ICT suite and is well placed to gain full effect from the detailed and careful plans drawn up by the subject leader. Leadership in most other subject areas has a beneficial effect on the quality of provision and the standards achieved by the pupils. For example, in religious education, the co-ordinator's support of teachers' planning has raised their confidence to teach all aspects of the subject.

62 The school's aims and values are implemented satisfactorily. The quality of the teachers' planning has improved considerably and with the support of senior managers and subject leaders, have improved many of the subject policies and schemes of work which underpin the curriculum. Most are followed consistently across the school, but all strands of the scheme of work for information technology are not taught consistently across Key Stage 2 and this restricts pupils' progress at this time. The school's aims are generally implicit in the day-to-day life of the school, but aspects, such as the spiritual and cultural development of the pupils, are not sufficiently planned. Opportunities to utilise the rich cultural heritage of the pupils are not fully exploited across the curriculum, and opportunities to promote spiritual development are not clearly identified within topic plans or lessons. This restricts the pupils' spiritual and cultural development.

63 The quality of development planning is good. The school development plan identifies agreed priorities well and targets development appropriately in relation to the budget available. Senior managers, subject leaders and governors play a full part, through monitoring provision, in identifying needs and in agreeing relevant priorities based on them. Key issues of the action plan which followed the last inspection have been carefully woven in to the whole school development plan, which has been instrumental in achieving improvement. The school's strategies for appointing, inducting and appraising staff are effective. These are supported well by good quality staff training and have made a positive contribution to the significant reduction of unsatisfactory teaching.

64 Pupils with special educational needs receive full and equal access to the National Curriculum. The co-ordinator for special educational needs and the designated governor are well supported by all the staff and ensure that the Code of Practice is implemented fully. The needs of pupils who have English as an additional language are met well. The development of literacy, mental mathematics and investigative strategies in pupils' learning are having an increasingly positive effect on pupils' progress, particularly in Key Stage 2, but older pupils frequently lack opportunities to learn through independent study. This is limiting the progress of a few potentially higher attaining pupils. Strategies are less effective in challenging pupils in Key Stage 1 and in the reception classes and a significant proportion of pupils are not achieving the levels of which they are capable by the end of Key Stage 1. Information technology and library resources are currently being improved significantly, but as yet these facilities are incomplete and were not available to support pupils' learning during the week of the inspection. Consequently the pupils' attainments are restricted at this time. However, the school's good ethos now includes a more purposeful intention to achieve higher standards.

65 Class and school assemblies promote the caring relationships and the good ethos of the school and contain appropriate acts of collective worship. The school prospectus and the annual governors' report to parents are welcoming and informative documents and include all the required information. The governors are diligent in ensuring the health and safety of the pupils. Current provision for information technology does not meet the requirements of the National Curriculum. The school is aware of this weakness and a well-equipped ICT suite will be brought into operation this half term to remedy the situation. In all other respects the school meets its statutory obligations.

### **Staffing, accommodation and learning resources**

66 The school is well staffed with a sufficient number of appropriately qualified and experienced teachers and they meet the demands of the National Curriculum well. Staff are suitably qualified to teach nursery, infant or junior aged children, and have a broad range of experience gained in a variety of different schools. Most have had sufficient initial or subsequent in-service training in the subjects which they lead. A good number of appropriately qualified support staff are also employed in the school. Although part-time teachers working with pupils having special educational needs or English as an additional language and classroom assistants employed in Key Stages 1 and 2 have taken part in literacy and numeracy training their role in several lessons is not always effective. Often their time is wasted as they sit passively through the introduction to lessons. The governors' staffing and appointments committee have ensured that all staff are provided with an appropriate job description.

67 Induction procedures in the school are satisfactory; newly qualified teachers are provided with good help and this enables them to settle productively into a demanding school life. Arrangements for staff appraisal and professional development are good. In-service training in literacy and numeracy has had a positive effect on the provision the school makes in these curriculum areas. Further training will soon take place in information and communications technology (ICT) to coincide with the opening of the new ICT suite. The last inspection noted a lack of expertise in design and technology, information technology and religious education. Focused staff development rectified this well. Religious education and ICT are well supported now by subject leaders, and design and technology and art are monitored appropriately by the headteacher and deputy headteacher until a new appointment can be made in the spring.

68 The accommodation provided at the school has been significantly improved since the previous inspection. Additional classrooms, resource area and administration accommodation has been provided. The school has good, updated accommodation for the successful teaching of the curriculum. It is in good condition and is well cleaned and maintained on a day-to-day basis by a conscientious caretaker. The governors' general purposes committee supports the long-term maintenance and development of the accommodation appropriately. Facilities in the nursery and for children under five in the reception classes are generally good except that the children aged under five in the reception classes lack a secure outdoor play area of their own. A new extension opened earlier this year, has provided good office and staff room accommodation, a new library and an ICT suite. The library and ICT suite are being equipped and will soon be in full use. The school hall is barely big enough to accommodate all the pupils comfortably and conditions are cramped at lunchtimes. Consequently an extension to the school hall is planned. The previous report mentioned that access to some classrooms was restricted; this is still the case with Year 3 classrooms where access to one classroom is through another. The school is well equipped with outdoor play areas, including for children under five, and these are being further developed with additional seating facilities. Throughout the school, in classrooms and public areas, there are displays of work which are attractive, informative, and enrich the learning environment.

69 The school has adequate learning resources which are accessible and well used in most curriculum areas. Resources have improved for religious education and history since the last inspection. The new ICT suite, yet to be opened, will be well resourced and the new library is still being organised since its move to a new location. Resources for literacy and numeracy are sufficient. The school makes effective use of the local area as a learning resource and visitors to the school extend learning further.

### **The efficiency of the school**

70 Overall the financial resources of the school are managed well; this is in line with the findings of the last inspection. The finance committee of the governing body oversees financial matters well, delegating certain responsibilities appropriately to the headteacher. The finance committee meets termly and is alert to its increasing responsibility for costs related to upkeep and maintenance of the buildings and fabric of the school. The school has good financial planning with areas of development fully costed and built into the school development plan. A clear and efficient route of delegation has been established since the last inspection. Educational developments, such as the literacy and numeracy strategies, have been well resourced and supported and these are raising standards

71 The teaching staff are generally deployed and used effectively. The deputy head's role in relation to school monitoring has been satisfactorily addressed since the last inspection and he now produces an annual report for the governing body outlining the effectiveness of this monitoring of provision. In terms of the impact of funds on the pupils' progress, the additional funding for pupils with special educational needs is used satisfactorily. The nursery nurses and class assistants in the nursery and reception classes are used well. The support assistants in Key Stages 1 and 2 generally give good support to pupils with special educational needs and to pupils who have English as an additional language. Support staff have been usefully involved in training for the literacy and numeracy strategies but too often their presence in such lessons is not planned by the class teacher and their training and expertise is not used to best effect. Consequently, their deployment and use are not efficient. Generally the funds available for staff training are used well

72 The budget shows a carry forward of less than five per cent and reflects the prudent management of the budget available. The savings on the original budget were the result of unplanned staff changes and have been used to keep class sizes small and to fund additional resources. The new building is now open and there are some costs related to equipment, such as blinds and curtains, which will be met from the carry forward.

73 The learning resources and accommodation are generally used effectively. Weaknesses in the use of computers and books are being overcome by the refurbishment of the library and by the opening of a new ICT suite.

74 The routine financial controls and administration of the budget are very good, and have been maintained at a high standard since the last inspection. The school's office manager, finance officer and headteacher ensure that day-to-day finances are kept in very good order and that papers are prepared well for the governors' finance meetings. The last audit was completed in November 1998 and its main recommendations, relating to improving the quality of monitoring, have all been satisfactorily addressed.

75 The school receives an above average budget per pupil but given the strong and decisive leadership, the improved quality of provision since the last inspection and the satisfactory progress made by most pupils as they move through the school, the school gives satisfactory value for money.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **Areas of learning for children under five**

76 Since the previous inspection the nursery and reception classes have co-ordinated their curriculum and established an effective early years department under the management of the teacher in charge of the nursery. This structure has been in place since January 1999 and is still being developed. Children are admitted to the nursery in either the September or January after they have reached the age of three years and when a place is available.

77 The children enter full-time education in the reception class in September and January as pre-rising fives, where after a good preparation in the nursery, the school's baseline assessments show that the children's attainments are slightly above average. At the time of the inspection only one pupil in the reception classes was five years old, the other 37 being under-five. By the age of five children have attained standards which are above those expected for children of their age in physical development and personal and social development, and standards which are in line with expectations in language and literacy, mathematics, knowledge and understanding of the world and creative development.

78 Children under five make satisfactory progress overall across the areas of learning, due to very good teaching within the nursery class and satisfactory teaching in the reception classes. The children's individual learning needs are targeted and the variety of their pre-school experiences are recognised appropriately. The children's overall attainments at five meet the standards expected nationally.

79 The curriculum covers all the recommended areas of learning and the teachers plan directly to the desirable learning outcomes, thus producing a well-balanced learning programme. The pupils are assessed by ongoing assessments in the nursery. They are grouped in reception in broad ability bands for literacy and numeracy, and baseline assessment of the children's attainment is completed within six weeks of entry to reception. Assessment procedures are effective, but they are not always used to challenge all the children to best effect.

80 Resources for the under fives are generally good. There is a good variety of play equipment available for use both inside and outside the nursery unit. The accommodation provided is good. The nursery is spacious and well utilised and the outside area is secure and used well by the children in the nursery class but, it is not utilised to best effect in providing outdoor play opportunities for the children aged under five in the reception classes. The reception classes share a well-equipped double classroom which has two separate home areas. The children in the reception classes use the main playground and share access to the main school's outdoor equipment but they do not have their own separate secure outdoor play area and this is a weakness.

### **Personal and social development**

81 The children make good progress in personal and social development, in this area of learning they exceed the expectation by the age of five. On arrival in the nursery children are actively encouraged to take turns, share equipment and materials, show respect for personal property and school's resources and establish good relationships with each other and with staff. Teaching in the nursery targets this area of learning very effectively. In the reception classes small group lessons effectively promote collaboration and co-operation.

## **Language and Literacy**

82 Language and literacy skills are satisfactory; by the age of five, pupils are achieving the Desirable Learning Outcomes in this area of learning. Children talk confidently about themselves and use a wide vocabulary during their play activities. They enjoy books and can re-tell stories they hear and discuss events and characters. Children are introduced, in the nursery, to letter sounds and letter names and are encouraged to attempt writing in the sand. The development of recording skills and early reading continues in reception. The teaching of literacy is well planned. The small group work in reception is less effective, however. Over a week, there are insufficient opportunities for each small group to work with an adult on the focused development of literacy.

## **Mathematics development**

83 Mathematical development is satisfactory, by the age of five pupils are achieving the desirable learning outcomes in this area of learning. Children have good mathematical vocabulary and can describe shape, size and quantity with ease. Matching and sorting skills are well developed and good use is made of rhymes and counting songs to increase number knowledge. Most children can count to 10 and some can recognise numerals. The small group work in reception effectively focuses the children on new areas of learning, but there are insufficiently frequent opportunities to join these adult-led number activities. The planning of teaching in this area is satisfactory.

## **Knowledge and understanding of the world**

84 The children make satisfactory progress; by the age of five pupils are achieving the desirable learning outcomes in this area of learning. Some children join the nursery with a sound knowledge of animals, plants and materials and can use the computer confidently. Some children have only limited pre-school experience and progress for these pupils is good, with the development of knowledge and awareness being an actively planned part of the early years curriculum. Opportunities to extend knowledge and understanding are found through topic work where stories, such as 'The Hungry Caterpillar', are used to promote not only literacy and number, but also awareness of caterpillars becoming butterflies. The teaching in this area of learning is generally satisfactory but sometimes opportunities to question the children more challengingly about their learning are not taken.

## **Physical development**

85 Children make good progress in physical development and by the age of five children exceed the expectation in this area of learning. Children develop good control and co-ordination of their bodies through the use of the outdoor play equipment and through the regular lessons in the main hall, where movement and physical development are promoted. Children are confident and agile. Finer manipulative skills are satisfactory. The children use pencils, crayons and paintbrushes effectively and learn to hold these implements correctly. They use scissors and play dough and have a wide range of small construction materials which encourages careful and delicate handling. They have restricted opportunities to follow independent outdoor play, however, and whilst there is little to indicate reduced physical development, the opportunities to co-operate and communicate with other children are missed. Overall the teaching is well-organised and is effective in this area of learning.

## **Creative development**

86 Children make satisfactory progress in their creative development and most achieve the desirable learning outcomes in this area of learning by the age of five. Children have good imagination and observation skills and develop these well through imaginative play and dressing up. They use paint and crayons to good effect and are encouraged to create pictures through cutting and gluing. The

children enjoy singing, and sing in tune. The teachers organise this area of learning well.

87 The quality of teaching is satisfactory overall. Within the nursery the teaching is very good overall. The teacher and nursery nurses act effectively as a team ensuring that the tasks offered to the children are well planned and matched to the children's needs. Progress is effectively monitored and children, including those with special needs are given challenging learning opportunities. Parents are welcomed into the nursery class and encouraged to share the children's learning during circle times. Bilingual parents of children who have English as an additional language are actively encouraged to share language with all the children. There is a warm, friendly and calm atmosphere in the nursery which gives the children the confidence to explore and discover new activities. The nursery continues to be a strength of the school. Although only one pupil has reached the age of five, the school is developing literacy and numeracy strategies effectively and discussions and mental mathematics sessions are having a beneficial effect on the children's learning.

88 Within the reception classes the teaching is uniformly satisfactory. The teachers have a sound understanding of the developmental needs of this age group. The teaching is well planned and the two teachers and one nursery nurse work as a team sharing the adult-led tasks between themselves. The children's progress is satisfactory overall. The organisation and structure of the timetable is still being developed to make more effective use of the plenary discussions at the end of lessons. On occasions, group activities offer little challenge to the children and opportunities for questioning by an adult, to reinforce learning, are not always taken. Overall the education provided for the under-fives is satisfactory.

## **English, mathematics and science**

### **English**

89 The results of the 1998 national tests and teachers' assessments at the end of Key Stage 1 showed that in reading the pupils' attainment was above the national average, and the percentage of pupils achieving the higher levels was well above average. The pupils' attainments in writing were generally below the national average. Over the three years 1996 to 1998 the pupils' attainments in reading and writing have remained close to the national average, with girls generally outperforming boys. Comparisons with similar schools in 1998, showed that the pupils' performance in reading was well above average and their performance in writing was well below average. The trends show a slight rise in reading standards from 1996 to 1997, then little change from 1997 to 1998, over time remaining close to, but slightly above the national average. There was a slight rise in the standards achieved in writing from 1996 to 1997, then a drop from 1997 to 1998, over time falling below the national average. Recent indications from this year's national tests show that standards have been maintained since 1998 at the end of this key stage. Standards overall at the end of this key stage have shown little change since the time of the previous inspection.

90 The National tests and teachers' assessments completed at the end of Key Stage 2 in 1998, showed that the pupils' attainments had improved since the previous inspection and were above the national average, with the percentage of pupils attaining the higher levels being well above average. Over three years 1996 to 1998, standards have been consistently above the national average. There was little difference between the performance of boys and girls in 1998. Trends show a rise from 1996 to 1997, then a slight drop in 1998, but standards were still higher than in 1996. This year's results show a small decline but indicate that standards are similar to those achieved by pupils at the school in 1998.

91 Inspection evidence shows that the pupils' attainment in English at the end of Key Stage 1 is

broadly in line with the national expectations overall. However, there is a significant weakness in handwriting and presentation, which are barely satisfactory. Observations of lessons show that teachers are matching tasks effectively to the pupils' needs and work seen during the inspection shows that boy and girls are now performing at similar levels. At the end of Key Stage 2, standards are generally above the national expectation, and handwriting and presentation are satisfactory.

92 Standards of speaking and listening are above expectation throughout the school. In Key stage 1, pupils are eager to share their news and communicate effectively with their teachers and their classmates. They listen well to their teachers and others during introductions to lessons and plenary sessions. In Key Stage 2, pupils respond well to opportunities for very thoughtful discussions in several subjects. They listen carefully to what their teachers have to say, and respect the opinions of others in class discussions. Some average and above average-attaining pupils are very articulate, with an extended oral vocabulary. Pupils with special educational needs, and pupils who have English as an additional language, also listen very carefully and reply clearly to questions, although they need a little help to find the right words.

93 Standards in reading are in line with the national expectation at the end of Key Stage 1. Most pupils read fluently and accurately, and with good understanding. Pupils with special educational needs read simpler texts hesitantly, but with the same degree of accuracy and good understanding, although they sometimes need help in recognising isolated letters during literacy hour. Some are capable of reading more challenging texts. Research and reference skills are below the national expectation. Pupils at the end of Key Stage 2 achieve standards which are above those expected for pupils aged eleven. Most read expressively and build words with the sounds they know when they encounter difficulties. Those with prior lower attainment, and pupils with special educational needs, read a little mechanically, although fluent and almost always accurate, enjoying humour in the stories. Most pupils possess the reading skills necessary to undertake research using books or computers, but this form of enquiry is not sufficiently available.

94 Writing is below the national expectation at the end of Key Stage 1. Pupils produce a good range of writing for different purposes and audiences, with some imaginative and creative work, including poetry. Although pupils are generally above average in the development of oral language, there is a reduced emphasis on written work across the key stage, which has a detrimental effect on their overall achievement. Only the highest attaining pupils produce extended writing. Pupils draft their work and then make final versions which show that sentences are clearly delineated and that they reach appropriate standards in spelling, grammar and punctuation. Not all use joined-up handwriting in their everyday work and there is often a great deal of difference in the size and spacing of their letters. A significant number of pupils do not take sufficient pride in their work.

95 At the end of Key Stage 2, standards in writing are above the national expectation, although again, handwriting and presentation are satisfactory. There is a good variety of work covering all aspects of English, with some creative work based on texts used in the literacy hour, for instance, play-scripts based on 'The Wizard of Oz' and 'The Jungle Book.' Higher-attaining pupils produce some extended writing with some good use of simile, and work is usually spelt correctly and punctuated accurately. Average-attaining pupils produce pieces of reasonable length, with sentences correctly delineated, but the use of other punctuation, for example, commas, is often incorrect. They use a common vocabulary which is spelt correctly. Those pupils with special educational needs and pupils, who have English as an additional language, present their final versions well, although there is not very much creative writing.

96 The school has adopted the national literacy strategy taught in the literacy hour every day and this is beginning to impact positively on standards of attainment and progress in most classes. Reading and writing are encouraged in other subjects of the curriculum, particularly in Key Stage 2, and the

specialist vocabulary associated with mathematics, history, religious education, geography, design technology and science is generally being developed satisfactorily. Opportunities for discussion are provided in almost every lesson, for instance, in art where pupils speak enthusiastically in favour of or against the style of Kandinsky, and in music, where there is thoughtful discussion about the nature of music. There are, however, very limited opportunities for research in several subjects, especially in science and religious education.

97 Pupils generally make satisfactory progress in Key Stage 1, but this is sometimes inhibited by lack of challenge in some classes. Higher-attaining pupils consolidate and practise their reading skills and make good gains in the knowledge and understanding of how to make characters and stories more exciting. They improve their spelling skills through effective reinforcement procedures. Those with prior lower attainment and those with special educational needs learn to co-operate and create whole group stories with all members contributing well, because of tasks being adapted to suit their needs. Pupils who have English as an additional language learn new initial sounds and practise writing and matching sounds to symbols. In some classes, pupils need more challenge than that which is offered. At the end of Key Stage 2, most pupils make good gains in all aspects of the subject, but some prior higher-attaining pupils can do more than is required. For prior higher-attaining pupils, the length of writing and the use of new learning in grammar, spelling and punctuation, clearly improve over the final year and especially in work connected with the literacy hour. Presentation and handwriting also improves to become satisfactory. Pupils with special educational needs and pupils who have English as an additional language make satisfactory progress in all aspects over the year, because the tasks set for them are well-suited to their needs and they receive good support in the classroom. All pupils, across the breadth of attainment, make good progress in reading, with little difference between ability groups.

98 Pupils generally enjoy their English work and respond well to the challenge of the literacy hour. Most listen well to their teachers and each other. They are generally well-behaved, concentrate on their lessons, and work hard. They share resources well, are pleased with their own work in plenary sessions and applaud the efforts of others. Pupils in some classes, however, have not developed the skill of working independently sufficiently well to enable them to complete their work and make progress when left unsupervised. During long introductions and group work they become restless and fidget, losing their motivation and impetus. Pupils have positive attitudes to reading and many read for pleasure, being members of the local library.

99 The quality of teaching is satisfactory in Key Stage 1. There are instances of good and unsatisfactory teaching. Most teachers plan their lessons well, with careful adaptation of tasks to the needs of their pupils. They have good subject knowledge and understanding and their enthusiasm is appropriately conveyed to their classes. They have warm relationships which preclude problems with management and discipline. Their expectations of what they wish to receive from pupils, both academic and behaviourally, are high. Their effective questioning, directed to the whole ability range and involving passive children, ensures the active participation of all to enable pupils to learn. Where teaching is less satisfactory, planning is a little vague, and independence is not really encouraged. Teachers do not check on the progress of groups working with learning assistants, and there is some inconsistent management of pupils. Class instructions lack clarity and little effort is made to involve all pupils in learning. Expectations are low and individual tasks are not matched to abilities to offer challenge and sustain interest. Teaching improves to good in Key Stage 2. There are several instances of very good and excellent teaching. Most teachers have very high expectations and have the confidence to deviate briefly when pupils make suggestions of their own. Tasks are sufficiently demanding and are well-suited to the differing abilities in classes. They make effective use of time and resources and question very effectively, relating new learning to pupils' past experiences, for example, when asking pupils what Greek and Roman stories are about. They have very well-established classroom procedures and very well-structured lessons. They give very patient, effective support to those with prior lower attainment and pupils with special educational needs. Pupils who have English



as an additional language have their needs met effectively. Occasionally, teachers give all pupils the same work at the same level, which provides insufficient challenge for previously higher-attaining pupils. There is some inconsistency in the marking of pupils' work, so that not all give sufficient guidance to pupils on how to improve their work.

100 The curriculum is broad and balanced between all aspects of the subject. The policy documents, taken with the national literacy framework, provide useful and effective guidance on most aspects, but more could be provided on handwriting and presentation. Information technology is insufficiently planned for and there is only limited encouragement for pupils to compose on screen. The curriculum is enhanced by book weeks, fairs and visiting story-tellers, with the occasional visit from theatre groups who run workshops for pupils.

101 The school's use of assessment information obtained from regular testing has improved greatly since the previous inspection. The subject leader analyses results by aspects, highlighting weaknesses to be targeted in future planning. The subject makes a satisfactory contribution to the spiritual, moral, social and cultural development of pupils. The subject leader has a good understanding of the role and has a positive and effective influence on the subject throughout the school. The library is being re-organised now that the new accommodation has been opened and the school is aware that the library needs further development. Resources are adequate and have been increased, especially for the literacy hour. There is a lack of pre-twentieth century and multicultural literature in class collections of fiction.

## **Mathematics**

102 In the previous report standards of attainment in mathematics were judged to be similar to national expectations at the end of Key Stage 1 and at the end of Key Stage 2. In 1998 results from national testing in mathematics showed that the pupils' performance was close to the national average at the end of Key Stage 1 and well above the national average at the end of Key Stage 2. The boys outperformed the girls significantly in the end of Key Stage 2 tests. Evidence from the last three years (1996-8) National Curriculum tests show a similar overall picture to 1998. Indications are that the school's 1999 results have been maintained at levels similar to those achieved in 1998.

103 Inspection evidence shows that by the end of Key Stage 1, most pupils are on course to attain levels which are in line with the national expectations. By the end of Key Stage 2 most pupils should attain levels which are above the national average. An analysis by the co-ordinator of school and national test results from the previous year has shown a weakness in handling data in Key Stage 2. Planned emphasis on this aspect, along with the very good progress observed in Year 6 lessons, could mean the results at the end of Key Stage 2 being higher. Evidence also indicates that improved planning and teaching and the more precise targeting of pupils' needs, particularly in numeracy lessons, is now enabling boys and girls to achieve similar standards.

104 By the end of Key Stage 1 most pupils can count to a hundred and can mentally add and subtract numbers to ten and beyond with a developing understanding of place value. The majority can understand halves and quarters and can identify two and three-dimensional shapes. Some double and halve numbers accurately in their mental activities. In the previous inspection few pupils used and applied their mathematical knowledge in different contexts; this aspect is now being developed and pupils are encouraged to explain their thinking to support the development of reasoning. Pupils in Year 2 were able to use their knowledge of double numbers to identify and add near doubles.

105 By the end of Key Stage 2 most pupils have an increasing knowledge and understanding of the facts of mathematics. They are developing a mathematical vocabulary and are encouraged to use this when talking through problems, suggesting strategies for finding solutions and the operations of number involved. Over-head projectors are frequently used and pupils demonstrate confidently to the rest of the

class their working out of problems. They have good computational skills and recall of multiplication tables; they understand place value and can multiply and divide by ten and one hundred; they understand standard measures and can select the appropriate measure to be used in problems, such as those involving area and perimeter; they are able to represent information graphically, but are not always able to interpret charts and graphs, with a hesitant understanding of mode and mean.

106 In the previous inspection it was reported that progress in Key Stage 1 was often slow, and few pupils were really stretched. This inspection shows that progress in Key Stage 1 is satisfactory overall and it is clearly linked to the teaching in lessons, which is now mostly satisfactory. In lessons which are well organised and where there are high expectations both of work and behaviour, progress is good. Pupils made good progress in a well planned lesson where they were expected to partition numbers as an aid to addition. Pupils who have special educational needs make satisfactory progress towards the targets set for them in their individual educational plans. Pupils who have English as an additional language also make satisfactory progress through this key stage.

107 Pupils in Key Stage 2 now make good progress, whereas at the last inspection it was reported that higher attaining pupils were rarely stretched and progress for pupils was often too slow. This improvement has been brought about in lessons which are well planned, with work set according to the pupils' previous levels of attainment and where the analysis of pupils' results means that weaker areas are now being targeted. Teachers have higher expectations and challenge pupils throughout lessons to explain what they are doing and how they have found out their answers. This was demonstrated by a lesson in Year 4, where very good progress was made by pupils who were working on subtraction in columns; they were expected to use the correct technical vocabulary, discuss problems and explain their working. Pupils who have English as an additional language and pupils who have special educational needs also make good progress through this key stage.

108 Pupils' attitudes to mathematics are mainly good. Where there is sufficient pace and variety, pupils enjoy the lesson and maintain interest and enthusiasm; when the introductions to lessons are insufficiently planned and are drawn out, or when work is insufficiently challenging and easily finished, pupils begin to lose interest and become restless. The previous report mentioned a significant minority of pupils at the end of Key Stage 2 having a jaded approach to work and unable to sustain their enthusiasm for very long. This inspection shows that pupils throughout Key Stage 2 are now more enthusiastic about mathematics; they talk confidently about their work and explain the mental strategies used to solve problems.

109 The quality of teaching in Key Stage 1 is satisfactory overall, with two lessons being judged as good. In Key Stage 2 the quality of teaching is good overall with two lessons being judged as very good and one as excellent. This represents a significant improvement since the previous inspection, when about twenty five per cent of lessons were judged to be unsatisfactory. All lessons are planned with tasks based on the pupils' previous attainment and attention is given to pupils with special educational needs, ensuring that provision is made for all pupils to make progress in mathematics. Evidence of successful planning was seen in a lesson in Year 3 where the pupils used coins to learn to count to 1000 and worked productively in groups. Where teaching is graded as good or better, teachers have good knowledge of the subject, lessons are well planned and prepared, time and resources are used well and the pace of lessons helps to maintain pupils' interest. This was seen in a numeracy lesson in Year 4 where number cards were used to promote the pupils' mental mathematics. Pupils' work is consistently marked but there are few written evaluative comments to further their learning and understanding. Homework is becoming sufficiently used to support the curriculum.

110 The school has recently introduced the numeracy hour and all lessons in mathematics now follow the numeracy hour structure with mental calculation, main teaching input and pupil activities, and a plenary session. Teachers are becoming more skilled in oral work, asking many more open

questions which require thought-out answers. When the structure and timing of the numeracy hour is followed, pupils are responding positively to the variety within and the pace of lessons.

111 The school provides a good, broad and balanced curriculum in mathematics, incorporating the programmes of study for both key stages. Although using and applying mathematics is being stressed appropriately in mathematics lessons, mathematics is not used extensively in other areas of the curriculum. Assessment is carried out well through the marking of pupils' work, a weekly evaluation of lessons and annual school and national testing with an analysis of results.

112 The subject leader in mathematics gives strong support throughout the school. There is a good policy and scheme of work and careful thought has been given to the introduction of the numeracy hour. The subject leader is monitoring this introduction by observing lessons for teaching and learning outcomes. The current published scheme of work, which the school uses, is being assimilated effectively into the numeracy programme and other materials are being added. There are adequate resources for teaching mathematics; some new resources for numeracy are in school and others are on order. Classroom resources are being audited productively so that they can be redistributed and used more effectively.

## **Science**

113 The teachers' assessments of the pupils' attainments at the end of Key Stage 1 completed in 1998 showed broadly average attainment. However, the performance of pupils was above average in experimental and investigative science and below average in life and living processes. Comparing these results with similar schools showed that the proportion of pupils in this school achieving the expected level 2 or above was below average, whereas the proportion achieving the higher level 3 was above average. At the end of Key Stage 2 in 1998, the pupils' performance in the national tests was well above average and was well above the standards reached in similar schools. Over time the trends since 1996 is one of improvement in standards. The pupils' performance was marginally below average in 1996, rose significantly in 1997 and fell in 1998, but was still well above the national average overall. The school's results of this year's national tests and teachers' assessments show that standards have been maintained at the end of both key stages.

114 This inspection finds that, as a result of improved planning, all aspects of science are taught effectively, consequently across all strands in the subject, including the pupils' ability to investigate and communicate their findings, the pupils' attainments are generally above the national expectations at the end of both key stages. Standards in science are similar to those in English and mathematics at the end of Key Stage 2 and better at the end of Key Stage 1. These represent a significant improvement over the average standards found at the time of the previous inspection but not the well above average attainment indicated by the tests and teachers' assessments. This is largely the result of the under-developed use of information technology in supporting data-handling and the lack of opportunities for the pupils to continue their own lines of inquiry. Nevertheless standards have risen and are rising across the school.

115 Attainment in science is above average across both key stages. The younger pupils have started to study life processes and can draw, name and label different parts of the body. Their attainment in life and living processes is on course to show good improvement by the end of the key stage. They use parts of their bodies for experimenting, generating, copying and repeating sounds, tapping and clicking their fingers. This work is supported in music lessons and the class explore sound duration and make recordings of long and short sounds. In Key Stage 2 the pupils know the essential elements of electrical circuits, understand that the battery is the source of power and can fix wires to bulbs to make them light. They record their findings accurately and use their knowledge to predict which of a set of drawn circuits will work, and can explain why. Pupils with special educational need enjoy this practical work.

By the end of the key stage the older pupils know about habitats, have a good knowledge of minibeasts and a good understanding of the relationships between the lives of these tiny creatures and the places where they live. They handle them with care and learn from observing them closely. They use an identification key as part of their research methods.

116 Most pupils, including those who have special educational needs and those who have English as an additional language make good progress in both key stages, in lessons and over time. Pupils have a practical, hands-on curriculum and do plenty of guided investigative work. They predict, test, draw and record conclusions and are able to explain cause and effect. Pupils in Year 1 learn the parts of the human body and answer questions and label parts correctly. Pupils in Year 2 build on previous learning effectively and, for example, develop their understanding of how creatures move. Pupils continue to progress well through Key Stage 2, by developing their observational and investigative skills, for example, by comparing the different habitats of mini-beasts. By the end of the key stage they are making predictions and are testing their ideas systematically.

117 Science contributes effectively to work in literacy through providing opportunities to write in a logical way, carefully organising evidence and conclusions. There are also times when children discuss and share ideas beneficially by working in pairs, but the few reference books available were little used. Few examples of work in science contributing significantly to the pupils' numeracy skills were seen in lessons or in the scrutiny of work and aspects such as measurement in science are under-developed.

118 The pupils' attitudes to science are good, they listen intently and contribute ideas, share information, work effectively in pairs giving real support to each other's learning. This high level of co-operation was particularly evident in the two lessons on circuits.

119 The quality of teaching is satisfactory in Key Stage 1 where teachers plan good activities but they could expect pupils to do and learn more in the time allocated. Generally questioning lacks rigour and all pupils are not equally challenged. Strengths include clear links with previous work and the consolidation of learning. In more successful lessons there is a "busy" atmosphere, as seen, for example, in a Year 1 lesson about the parts of the body. In Key Stage 2 the teaching is good with pace and rigour especially evident in a lesson on circuits which allowed children to explore and reach real conclusions. An excellent lesson in Year 4 was typified by the teacher's high expectations and by an emphasis on pupils making predictions when investigating electrical circuits. This approach captured the pupils' interest and stimulated good progress. Generally there is insufficient time and attention given to independent research and opportunities to develop this from the structured work on investigations is not taken.

120 Science is well managed by the subject leader who has written a supportive scheme of work which ensures proper progression through the different science strands. A good curriculum is in place and assessments of pupils' work are used effectively to move learning forward. Practical work is supported by the school's wild area to which classes have easy access. Resources are good overall and the resource boxes are regularly and efficiently maintained so that teachers are sure that everything taken out will be in good working order. On occasions the work in science contributes effectively to the pupils' spiritual development, by celebrating the wonder of animal and plant life, for example, but this is not planned to best effect across the subject.

### **Information Technology**

121 The previous inspection conducted in 1996 found the standards in information technology to be poor in relation to the national expectations throughout the school. This inspection shows that standards are rising as the school introduces up to date equipment.

122 During the present inspection, little direct teaching of the subject was seen. Evidence was collected through an analysis of displays, a scrutiny of pupils' work, discussions with teachers and pupils and a consideration of the school's plans. These show that the pupils' attainments at the end of Key Stage 1 are broadly average and their attainments at the end of Key Stage 2 are below the national average.

123 By the end of Key Stage 1, most pupils have appropriate skills in word processing and have developed a satisfactory awareness of data-handling, for example, by producing bar graphs. Although their experiences have been limited and little work was seen in these areas during the inspection, when questioned, the pupils in Year 2 could describe how they give instructions to computers and their attainment in the control element of information technology meets the expectation. Pupils at the end of Key Stage 2, have good skills in communicating information through word processing. However, their competency in other areas such as data-handling through database and spreadsheet modelling is below expectation.

124 Most pupils make satisfactory progress in Key Stage 1 and unsatisfactory progress in Key Stage 2. Although each classroom has a computer, often they were out of use during the week of the inspection and were not fully used to support other subjects of the curriculum. As a consequence, most pupils have insufficient opportunities, at this time, to acquire the appropriate knowledge or skill in how to use computers, and their progress is significantly restricted, particularly in Key Stage 2. Pupils with special educational needs and those who have English as an additional language often receive specialist support when using computers, particularly to support their language development, but overall they make the same progress as their peers in information technology. At this time computers are not used consistently across the school in promoting the pupils' literacy and numeracy skills effectively.

125 Invariably when pupils were seen using the computers, they showed much interest and enthusiasm, for example, when presenting their writing or when 'painting' pictures. The pupils share ideas readily and support each other well. The pupils considered it a privilege when given the opportunity to use the computers and treated them with care and respect.

126 A few examples of direct teaching of information technology were observed in both key stages and on several occasions pupils were seen being supported in groups during the inspection. These show that the quality of teaching in both key stages is satisfactory. Inspection shows that information technology is being given a higher profile in several classes where teachers possess confidence and knowledge and skills in how information technology should be used to reinforce and enhance pupils' learning in all the subjects of the curriculum. Too few teachers include the use of information technology in their teaching plans and this limits the use of computers. Generally most teachers are well supported by the scheme of work and work more confidently with computers when word processing and a number of teachers use these skills well to prepare work for the pupils. Observations of whole class information technology lessons showed that the teachers challenge the pupils effectively through focused questions and involve pupils well in demonstration. For example, in a Year 3 lesson pupils changed font and size of text effectively. On other occasions the effectiveness of lessons is reduced by inappropriate seating arrangements where the pupils who cannot see the computer clearly soon lose interest.

127 The planned curriculum has been significantly improved since the previous inspection, however, as yet, it is not consistently followed across in Key Stage 2, as a result all strands are not taught appropriately and the requirements of the National Curriculum are not in place fully. A detailed scheme of work and a clear policy statement give good support to the teachers. Samples of work show that some pupils use computers to gather information in history, geography and science, but this is not consistent across the school. There is little written assessment of pupils' work and not all teachers have

an understanding of what constitutes an appropriate level of attainment for pupils at the end of each key stage.

128 The school has been aware of the deficiencies in the subject for some time but due to significant financial constraints and delays in the re-modelling of the buildings has found it difficult to move forward earlier. Information technology is now a rapidly developing subject in the school. A well-equipped ICT suite is almost complete and a planned programme of professional development of teachers is about to begin. There is good direction to the development of the subject and the subject leader has enthusiasm and expertise. She has chartered a clear course for the development of the subject and has raised the teachers' confidence to teach the subject. The school is well-placed to raise standards significantly when the new ICT suite comes into use later this term. However, at the time of the inspection the school has yet to feel the full impact of this development.

### **Religious education**

129 Inspection shows that the pupils' attainments at the end of both key stages are in line with the expectations of the locally Agreed Syllabus and are above those found at the time of the last inspection in 1996. By the end of Key Stage 1, pupils understand that family life is based on relationships and expectations and that religious belief is underpinned by rules. Most pupils have developed a satisfactory awareness of Christian belief and custom and know that there are other religions such as Islam. They talk about their brothers and sisters and identify links with rules at home and at school. The pupils share ideas about belief and practice and younger pupils write 'Rainbow Poems' and show their appreciation of our wonderful world. On occasions, however, opportunities to promote the pupils' spiritual development, by using religious artefacts and books, are not always taken and this reduces their progress in this aspect. Overall most pupils make satisfactory progress through Key Stage 1.

130 By the end of Key Stage 2, most pupils have developed a satisfactory knowledge of religious ceremonies and practices such as pilgrimage. They have widened their knowledge of Christianity and their understanding of world faiths such as Islam and Judaism. The pupils in Year 6 consider and write about values and expectations, contrasting and comparing, for example, Islamic and Christian teachings. Evidence from a scrutiny of pupils' work, however, shows that pupils have had limited opportunities to develop their own ideas through extended writing or through independent research as they move through Key Stage 2, although their attainment by the end of key stage is in line with the expectations of the locally Agreed Syllabus. Several pupils demonstrate good awareness of religious thinking and respond thoughtfully to religious and moral issues, noting, for example the qualities shown by people they admire. Not all pupils operate at this level of understanding, but nevertheless the scrutiny of written work showed that such exercises significantly enrich their literacy skills and extend their vocabulary. Following an examination of a variety of religious artefacts, the pupils in Year 6 explored the symbolism associated with Hindu statues, for example, and showed appropriate understanding of people's responses, values and beliefs.

131 As they grow older the pupils show respect in the quality of their oral responses in discussions and offer perceptive ideas. In a lesson in Year 5, for example, the pupils showed a developing maturity in their assessments of what qualities made people 'admirable', for example friends and close relatives were chosen ahead of 'football stars'. Discussions such as this promote their spiritual, moral, social and cultural development well. Examples of work completed by pupils in Year 4 when studying 'Rites of Passage' show that on occasion pupils can produce work of a higher standard.

132 Generally pupils build progressively on previous learning and most pupils, including those with special educational needs, make satisfactory progress over time as they move through the school. Pupils who have English as an additional language also make satisfactory progress overall. A

significant number of pupils utilise a well developed knowledge of their own faith to support discussions and make good progress. The pupils in the Reception and Year 1 classes establish links with their own experiences and begin to respect the beliefs of others. Pupils in Years 2 and 3 extend their knowledge of 'Special Places' and pupils in Years 4, 5 and 6 consider how people's values and beliefs support their everyday lives. Overall most pupils make satisfactory progress through this key stage but in a few lessons observed during the inspection, effective teaching is promoting a higher rate of progress.

133 Pupils show good attitudes in lessons and are particularly understanding of the views of others. Most pupils behave well and show interest in the subject. Many pupils willingly share their beliefs and views about different values and practices related to religious faiths. This developing appreciation of the beliefs of others contributes significantly to the very good relationships in the school.

134 The quality of teaching varied from satisfactory to good and was satisfactory overall. The teaching in Key Stage 2 is generally more effective in involving pupils in discussions, but the strength of the teaching in both key stages lies in the careful planning and identification of clear learning objectives. This was clearly evident in a Year 6 lesson, where the teacher's clear learning objectives and good use of religious artefacts stimulated the pupils' interest and enthusiasm when studying the theme 'Friendship and Religion'. As a result, the pupils made good progress. The teachers use questioning effectively to challenge the pupils, they value the pupils' responses and encourage discussion. In the more successful lessons, the teachers are careful to develop links with previous work and this is effective in promoting the pupils' progress. Occasionally, however, questioning focuses too much on potentially higher attaining or more attentive pupils and opportunities to involve and extend the thinking of other pupils are not taken, limiting the pupils' progress. The scrutiny of pupils' work and discussions with pupils showed that visits to churches and places of worship are beneficial and regular features of the curriculum.

135 The curriculum and policy are securely based on the locally Agreed Syllabus and comply fully with the statutory requirements. This aspect has been improved significantly since the previous inspection and is underpinning the improving provision in this subject across the school. The teachers now have clear guidance and as a result they are more confident in their approach to issues and when responding to the pupils. The teachers plan well in the medium and long-term to develop the pupils' understanding. Most teachers are now identifying assessment opportunities in their planning and are using assessments of the pupils' responses effectively to promote and evaluate new learning.

136 The curriculum leader has managed the subject successfully since the previous inspection and has ensured that a purposeful action plan, drawn up following the previous inspection, has been implemented effectively. With support from senior managers, she has monitored the quality of the teaching, teachers' plans and the pupils' work, systematically and effectively. This has raised the teachers' confidence and expertise and has significantly raised the quality of provision and the standards across the school. The curriculum leader has expertise and enthusiasm and through a well constructed subject development plan she is targeting the continuing improvement of the subject. Standards are rising and religious education now has a more clearly respected position within the school's curriculum.

137 Resources have been improved since the previous inspection, particularly through the acquisition of a good range of religious artefacts representing an appropriate number of world faiths, such as Christianity, Islam, Judaism, Hinduism and Sikhism. Resource packs also contain a selection of relevant books but generally the library and classrooms lack a sufficient supply of books and resources overall are satisfactory. Effective links are made with assemblies and increasingly pupils are encouraged to share ideas and to reflect on the views of others. As a result, the work in religious

education across the school makes an important contribution to the pupils' spiritual, moral, social and cultural development.

## **Other subjects or courses**

### **Art**

138 All pupils, including those with special educational needs and pupils who have English as an additional language, are acquiring a suitable range of artistic skills, and progress in art is good. Younger pupils experiment with line and colour when blending soft pastels. Many showed good awareness of colour. Year 6 pupils draw the human hand in varied, individual styles: some of the drawings showed sensitivity, some were free and bold, others were restrained using an economy of line, but all were impressive. Most pupils demonstrated drawing skills which are above those expected of pupils of this age. These artists are able to modify their drawings and to refine and improve their work while it is in progress. This represents a considerable improvement in the overall standard of work since the last inspection and throughout the school most pupils exceed the standard expected of pupils of this age.

139 Work in design is good and enhances much of the collage and craft. Modelling and work with fabrics is done to a good standard but there is a lack of large group structures and models which pupils design and build together. Pupils express strong opinions about the work of the artists they study and while some admire Kandinsky's work others dismiss it as, 'not proper pictures.' These discussions make a positive contribution to the pupils' literacy skills and include good opportunities to evaluate each other's work. Most pupils do this sensitively and appreciatively. There was little evidence to show that work in art is contributing effectively to the pupils' numeracy skills, few examples of measurement or accurate considerations of proportion were seen

140 Most pupils have a positive attitude to art and to being an artist. All behave well because they are interested in the activities which are well-pitched to hold their attention and extend their skills. Pupils are developing personal skills through art from the success they achieve, by sharing equipment and by acknowledging other people's ability in art, craft and design.

141 All the teaching is good and this is why pupils are so well motivated. Teachers give clear instructions and demonstrate skills, like the layering of shapes and colours, so that pupils know what they have to do. The activities keep everyone interested and involved. The comments that teachers make inspire confidence and direct pupils to further observation and effort. Most of the lessons are well-timed and well-balanced and leave pupils feeling good about their improving abilities

142 There is no subject leader currently in post, but the last subject leader organised materials and developed and monitored the curriculum well and has lifted the subject to a good level. The headteacher and deputy headteacher are monitoring the subject effectively until a new appointment can be made in the spring term. Overall resources for learning are satisfactory. Good use is made of the school display areas to promote art and to celebrate the pupils' artistic talent effectively and this has a positive impact on the pupils' spiritual development. However, there were few examples of work in art being used to promote the pupils' cultural development.

### **Design Technology**

143 The previous inspection conducted in 1996 found that "standards were poor throughout the school." This inspection shows that there has been significant improvement, particularly in Key Stage 2, and pupils now make satisfactory progress as they move through the school.



144 Inspection evidence shows that most pupils, of differing attainment and including pupils with special educational needs, acquire appropriate knowledge, understanding and skills, particularly of the design process, and make satisfactory progress as they move through the school. Pupils who have English as an additional language also make satisfactory progress through the school.

145 The pupils in Key Stage 1 develop sound skills in cutting, joining and modelling. When questioned, they show an appropriate awareness of the design process and readily describe how they refine and improve their ideas when making models such as carrier bags. The pupils in Key Stage 2 design and make a good range of products such as puppets, animal models and board games. Food technology skills are well developed and the pupils observe directly the processes involved, for example, in designing and making their own biscuits and cakes. The pupils develop a sound awareness of the design process of planning, designing and making and demonstrate this effectively when planning methods, choosing ingredients and analysing their finished products, such as spiced oat biscuits. However, few examples of measuring activities contributing to the pupils' numeracy skills, were observed and there was little use of information technology to present ideas.

146 Most pupils demonstrate positive attitudes to learning and show interest and enthusiasm for the subject. The pupils behave well in lessons and show consideration and appreciation of other people's ideas. The pupils bring objects from home to support their learning in school, for example, a range of slippers to consider the materials used.

147 As a result of the school's planning cycle, little design technology was taught during the week of the inspection in Key Stage 1. It was not possible, therefore, to judge the quality of the teaching in this key stage. Evidence shows, however, that the teachers plan effectively to maintain pupils' progress. The quality of teaching in Key Stage 2 varied from satisfactory to good and was good overall. Clear strengths of the teaching lay in the focused use of questioning and the very good relationships with the pupils. Some teachers demonstrate very good knowledge of the subject, for example when discussing levers in a Year 3 lesson. On occasions, however the pace slows and not all pupils are stimulated into joining in with discussions and this slows their progress. Too often, support assistants are not fully involved and are not used to best effect in lessons. Generally expectations of what pupils can achieve have risen significantly in this subject since the previous inspection.

148 The design and technology curriculum is good overall. The detailed scheme of work and policy statement gives clear and helpful guidance to teachers. Projects are often planned to link with topics in other subjects, such as science, and make a valuable contribution to pupils' understanding in these areas. For example, pupils in Year 4 were disassembling torches to study their construction and this linked well with their investigations of electricity in science. Little formal assessment takes place, but the school is usefully collecting examples of pupils' work and using these as exemplars of good practice.

149 The leadership of the subject has been good, but the subject leader has now left the school and the headteacher and deputy are monitoring the provision effectively until a new appointment can be made in the new year. The previous subject leader was particularly effective in moving provision forward and in raising standards across the school. She monitored the teaching and the planning successfully and gave supportive advice to colleagues. This represents a considerable improvement since the previous inspection, when the subject lacked a clear direction.

150 Resources for teaching design and technology are generally adequate but, except in the reception classes, few technical construction kits were seen in use during the inspection. A few of the displays of pupils' work celebrate their achievements well, and by including descriptions of how they completed their tasks, these make a positive contribution to the pupils' developing skills in literacy and

numeracy.

## **Geography**

151 The previous report showed that pupils in Key Stage 1 were making satisfactory progress in geography, but in Key Stage 2 insufficient progress was being made. Evidence in this inspection shows that the pupils in both key stages, including those with special educational needs, are making satisfactory progress. Pupils who have English as an additional language have full access to learning and also make satisfactory progress.

152 In Key Stage 1, pupils study the local environment and a contrasting locality; they look at towns and villages and contrast an island and a seaside environment with their own. They develop an appropriate knowledge and awareness of their locality. Pupils begin to consider the nature of environments by identifying their human and physical features. Most pupils achieve the standards expected of pupils of this age within this key stage. In Key Stage 2 pupils study settlements, the changing environment and the problems caused by pollution. The pupils' detailed written observations show that the subject is making a useful contribution to the pupils' literacy skills. They make a detailed river study and look at climate and weather in different parts of the world. Their awareness of environment issues and the impact of climate on people's lives meets the standard expected of pupils of this age. Pupils are able to identify continents and countries from globes and atlases, can identify the constituent countries of the United Kingdom and show where they live. They undertake fieldwork by going out into the local area to study features such as shops and rivers. However, from the scrutiny of work, mapping skills are not consistently developed and do not reach the standard expected of pupils of this age. Generally information technology is not fully utilised to promote the pupils' data handling skills and the pupils' skills in these aspects and the subject's contribution to pupils' numeracy skills are below expectation.

153 The quality of teaching is satisfactory overall. A very good lesson was observed when pupils looked at environmental change through a series of pictures showing the view from a window over a long period of time; pupils identified human and physical features and considered man's effect on the changing environment. In lessons where pupils were asked to recognise local environmental issues and to suggest solutions, they needed more time and information to identify these issues and to discuss realistic solutions. The previous year's work was at times poorly presented by pupils, indicating some unsatisfactory expectation in teaching.

154 The pupils' attitudes to geography are good; they show interest and contribute well in the introductions to lessons; they discuss their work in pairs and in groups, making a significant contribution to their developing literacy skills.

155 The subject leader has been in post for one year; a new policy and scheme of work have recently been approved and introduced. The scheme of work draws from the Qualifications and Curriculum Authority's scheme and sets out topics appropriately for each year group. In the past, work in geography has been inconsistent throughout the school, but this is being addressed by the new scheme of work and the effective monitoring of planning, teaching and pupils' work by the curriculum leader. Resources in geography are adequate and increased by additional resources on loan from the local authority.

## **History**

156 Standards in history have improved since the last inspection. The history lessons observed show that pupils are now achieving the standards expected for pupils of this age. No history lessons were planned for the week of the inspection in Key Stage 1. However, the scrutiny of pupils' work in

Year 2 show that through a study of seaside holidays, past and present, pupils know the similarities and differences between then and now and are able to sequence events correctly. By Year 6 all pupils demonstrate satisfactory knowledge of different periods in history. Higher-attaining pupils can link information across historical periods and relate this perceptively to different consequences for themselves. All pupils successfully contributed to a lively newspaper from the times of Ancient Greece and Sparta. A new scheme of work is now in place for Key Stage 2 and current Year 6 pupils are able to analyse and link information about the derivation of the name of their locality and its possible origins.

157 Most pupils make satisfactory progress overall and, occasionally, better progress in lessons. History is now given a more consistent emphasis since the previous inspection and this is demonstrated by the school's strong commitment to the use of outside visits to enhance learning. In Key Stage 2 the pupils' visit to the British Museum resulted in a range of work that showed vitality and enthusiasm for the topic and most pupils made good progress as a result of this visit. Where standard worksheets are used progress is satisfactory; where open-ended research questions are offered, pupils make good progress in researching and discovering the topic for themselves. Too often it is the former that is given emphasis. Pupils with special educational needs and pupils who have English as an additional language make satisfactory progress as they move through the school.

158 The pupils' attitude towards the subject is good and this is consistent with the findings of the last inspection. Pupils enjoy tackling the practical research needed for history study. Where open-ended research questions are offered, pupils are interested, involved and become absorbed in their work. The pupils co-operate and care for materials well.

159 The quality of teaching is good overall and this represents a significant improvement since the previous inspection. In the reception classes the children are able and willing to tackle difficult historical concepts, for example 'old' and 'new' toys. In Key Stage 1 pupils demonstrate an understanding of historical events, for example the Great Fire of London. In Key Stage 2 pupils are able to develop topics using a variety of research materials including a CD ROM and resource boxes. Pupils' oral accounts of historical events are good and contribute well to their literacy skills. Year 4 chose to make history part of a humanities topic, but the result did not show the 'blending' needed to enhance understanding; the new scheme of work aims to avoid this potential confusion. Pupils produce drafts of their work but the teachers' corrections are not consistently applied to their final copies, reducing the potential for pride in work presentation.

160 The curriculum shows a marked improvement since the last inspection and is now satisfactory throughout the school. The subject leader has provided a sound scheme of work allowing for effective planning and progression. Record keeping is satisfactory and good assessment folders of work have been established including evidence of on-going monitoring and evaluation. This is an improvement since the last inspection and shows that solid leadership has been provided for this subject. A good annual capitation of £600 is available and there is a clear plan of priorities. Information technology is used effectively to enhance the presentation of the pupils' work and to support research, and increased use of this technology is planned for the future.

## **Music**

161 Standards have been maintained since the previous inspection and pupils produce work which is broadly expected from pupils of this age. In Key Stage 1, pupils name all the percussion instruments they play and explain how the sound is made - whether they are struck or shaken. Most sing traditional rhymes from memory, matching actions to the words. Most older pupils correctly write down and then play from their picture scores, beginning to appreciate the need for notation to ensure the same performance every time. There is a clear emphasis on using appropriate musical terms and this extends

the pupils' literacy skills productively. There is, however, a weakness in singing particularly amongst the older boys. In Key Stage 2, pupils select the appropriate instruments to represent, for instance, the sound of the wind and the rain. Most pupils understand that music conveys emotions and moods and respond to pieces of modern music with enjoyment. They express their reactions quite sensibly in very thoughtful discussions on the nature of music. Again, the weakness is in singing, where pupils find two-part singing difficult.

162 In Key Stage 1, pupils make good progress in identifying long and short sounds, and in learning types of tuned percussion, for instance, the glockenspiel. In Key Stage 2, pupils make satisfactory progress in the art of performing as an ensemble. They learn the meaning of tempo and show understanding of the term, which contributes to building the vocabulary associated with music. This developing awareness and measurement of time contributes positively to the pupils' numeracy skills. Pupils with prior lower attainment, those with special educational needs and pupils who have English as an additional language, make the same satisfactory progress overall across both key stages. Girls gain more from singing than boys, because they perform!

163 Pupils enjoy their music lessons, listening well to teachers and each other and are very pleased with their own efforts, whilst applauding the efforts of others. They organise themselves into partners quickly and with little fuss, quite impressively. Occasionally, some become a little noisy discussing their work and not all boys pay attention during singing assemblies. There is some restlessness during lessons in Key Stage 2, and on a few occasions instruments are carelessly handled.

164 The quality of teaching is good overall in both key stages. Teachers plan lessons well and organise resources efficiently. They build well on previous work and make effective links with work in other subjects, for instance, the science topic on sound. Some encourage creativity, telling pupils, 'You are the musician - you can do what you want.' They make effective use of games and questioning to engage and sustain pupils' interest, encourage them to listen carefully and lead them to think more deeply about what they have heard and whether or not it can be called music. Some give opportunities for pupils to evaluate their own work. They value all contributions made by pupils, using them as teaching points or to generate further discussion. Occasionally, they do not give appropriate guidance on handling instruments and the management approach is not tight enough to control the activity and make it productive.

165 The new policy and scheme of work ensure that teachers, when planning lessons, take into account what has gone before and what is to follow. The school, however, acknowledges that they are insufficiently detailed to be of useful guidance to the non-specialist teacher and the subject leader is currently refining the document. There are no formal procedures for assessing pupils' progress. The subject makes a satisfactory contribution through the study of a variety of music, but opportunities for celebrating the diversity of cultures within the school are missed. Satisfactory opportunities are provided for pupils to enjoy music clubs during the lunch breaks. Several pupils receive regular instrumental lessons purchased by their parents and these experiences enrich the pupils' musical skills and experience. The subject leader has a good understanding of the role and monitors teaching and provision effectively throughout the school. Resources are broadly adequate, but some instruments are in poor condition.

### **Physical Education**

166 The pupils in Key Stage 1 generally make satisfactory progress and the pupils in Key Stage 2 make good progress. Younger pupils run and jump with appropriate co-ordination, respond to a sonorous gong and change direction quickly. They can combine a variety of movements effectively to form a simple sequence. In well taught lessons in Key Stage 1, the pupils improve the quality of their movements because they think about the challenge offered by their teacher and find inventive solutions.

The pupils with special educational needs and those who have English as an additional language are fully involved, perform well and make satisfactory progress throughout this key stage. Overall most pupils are achieving the standards expected of pupils of this age.

167 The pupils in Key Stage 2 know about the way exercise affects their bodies and have good co-ordination and control over their movements. They plan and improve their performance well, linking symmetrical and asymmetrical actions to form smooth and interesting sequences. Some can hold an asymmetrical balance skilfully while high up on the gym apparatus. Overall, most pupils including those with special educational needs make good progress and achieve standards which are above expectation for pupils of this age. A significant proportion of pupils also achieve above average standards in swimming in this key stage. The pupils who have English as an additional language are fully integrated into lessons and also make good progress throughout this key stage.

168 Physical education contributes well to the pupils' skills in speaking and listening by giving them practical opportunities to listen and carry out instructions, and to analyse and comment upon each other's performance.

169 Most pupils co-operate and respond well to their teachers. In some classes they are keen and confident and many respond by producing imaginative and controlled movement. In all Key Stage 2 lessons pupils behave very well, they work hard and enjoy responding to the teacher's challenge and many are keen to demonstrate their achievements. Pupils are gaining all round benefits from physical education lessons

170 The quality of the teaching is good overall. It is satisfactory in Key Stage 1 and good in Key Stage 2. A small proportion of the teaching in Key Stage 1 is not commanding pupils' co-operation, partly because instructions are not sufficiently clear and positive. The good teaching is characterised by the teacher modelling the skills which the pupils are to perform and by commenting on pupils' demonstrations to help the class understand the movement and quality she is expecting. Teachers set learning objectives for all lessons and in most cases these targets are clear and precise. When they are set in broad terms, without sufficient detail, they do not give a clear direction to the lesson and hamper opportunity for assessing skills. Much of the teaching in Key Stage 2 is marked by the teachers' clear understanding of the pupils' needs, by teachers having high expectations with regard to behaviour and performance and by setting challenging tasks founded in secure knowledge.

171 Physical education is well led by an enthusiastic teacher who produced a suitable policy and helpful scheme of work, which ensure the delivery of all aspects of the national curriculum requirements. This includes appropriate opportunities for pupils to be taught swimming in Key Stage 2. The curriculum is enriched in Key Stage 2 by a good range of sporting activities after school. These are well supported by approximately a quarter of the teachers and pupils. Such opportunities are not available to pupils in Key Stage 1 due to difficulties in collecting pupils after school. Since the last inspection, achievement has improved and pupils make good progress. The school does not have a consistent system by which pupils' achievements and progress are systematically recorded, but the subject leader is addressing this issue in her development of the subject. The accommodation provides good space, both indoors and out of doors, for physical education and the resources for learning are generally satisfactory overall.

## PART C: INSPECTION DATA

### Summary of inspection evidence

172 The team consisted of six inspectors, who spent a combined total of 24 and a half days gathering first-hand evidence. Approximately 91 hours were spent observing classes, in discussions with pupils and in evaluating their work. A further 13 hours were spent interviewing staff, governors and parents. Parents' questionnaires, displays, documents and resources were also examined.

173 The inspectors visited registration sessions and assemblies and observed the pupils' behaviour at break and lunch times. All full-time teachers were seen to teach at least five times and most were seen more than this. Discussions were held with members of the teaching and support staff, representatives of the governing body and others, both during the inspection and on the initial inspection visit. All the available work of a representative sample of three pupils from each class and the work and records of a sample of pupils with special educational needs was scrutinised. Approximately 10 per cent of pupils were also heard to read either individually or during group reading in literacy lessons. A large amount of documentation provided by the school was analysed both before and during the inspection. The registered inspector held a meeting attended by 36 parents before the inspection and considered the parents' responses to a questionnaire.

### Data and indicators

#### PUPIL DATA

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	383	5	61	71
Nursery Unit/School	36	0	1	0

#### TEACHERS AND CLASSES

##### Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	17.1
Number of pupils per qualified teacher	22.4

##### Education support staff (YR – Y6)

Total number of education support staff	10
Total aggregate hours worked each week	224

##### Qualified teachers (Nursery school, classes or unit)

Total number of qualified teachers (full-time equivalent)	1
Number of pupils per qualified teacher	36

**Education support staff (Nursery school, classes or unit)**

Total number of education support staff	2
Total aggregate hours worked each week	65

**Primary**

Average class size:	27.35
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**FINANCIAL DATA**

Financial year:	1998/1999
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	£
Total income	665111
Total expenditure	659082
Expenditure per pupil	1762
Balance brought forward from previous year	7238
Balance carried forward to next year	13267

## PARENTAL SURVEY

Number of questionnaires sent out:	800
Number of questionnaires returned:	86

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	35	60	1	4	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	50	45	2	2	1
The school handles complaints from parents well	18	48	27	4	5
The school gives me a clear understanding of what is taught	17	65	6	8	4
The school keeps me well informed about my child(ren)'s progress	31	54	6	8	1
The school enables my child(ren) to achieve a good standard of work	24	63	8	4	1
The school encourages children to get involved in more than just their daily lessons	23	47	20	8	2
I am satisfied with the work that my child(ren) is/are expected to do at home	17	38	17	19	9
The school's values and attitudes have a positive effect on my child(ren)	33	54	10	2	1
The school achieves high standards of good behaviour	24	57	12	7	0
My child(ren) like(s) school	62	33	5	0	0

### Other issues raised by parents

Several parents raised concerns about the local authority's admission policy and with the quality of the lunchtime meals which are provided in the school. Both these concerns have been discussed and made known to the headteacher, the governing body and a representative of the local education authority.