

INSPECTION REPORT

TRINITY ROAD PRIMARY SCHOOL

Chelmsford

LEA area: Essex

Unique reference number: 114805

Headteacher: Mr M J A Gotsell

Reporting inspector: Mrs J M Punnett
17826

Dates of inspection: 11 – 14 February 2002

Inspection number: 194217

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Trinity Road Chelmsford Essex
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Appropriate authority:	The governing body
Name of chair of governors:	Ms Glenys Chatterley
Date of previous inspection:	April 1997

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17826	June Punnett	Registered inspector	Music	Characteristics of the school Results and achievements Teaching How well is the school led and managed? What should the school do to further improve?
			English as an additional language	
			Foundation Stage	
11414	Ann Bennett	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? Partnership with parents
22831	Clive Lewis	Team inspector	Science	
			Geography	
			Art and design	
			Physical education	
12116	Christina Morgan	Team inspector	English	
			Design and technology	
			History	
			Equal opportunities	
10270	Sandra Teacher	Team inspector	Mathematics	How good are curricular opportunities?
			Information and communication technology	
			Religious education	
15918	Margaret Goodchild	Team inspector	Special educational needs	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Trinity Road Primary School educates boys and girls aged between four and 11. Additionally, it has a Speech and Language Centre for 20 pupils. It serves a community just to the north of Chelmsford town centre. During the term of the inspection, there were 33 children in the Foundation Stage. In total, there are 251 full-time pupils, which is an average size for a primary school, although the roll has fallen since the last inspection. The majority of children enter the school at below average levels of attainment, although this varies from year to year. There are more boys than girls, with some classes having a disproportionate number of boys. There are 13 pupils who speak English as an additional language; this is higher than in most schools. About 14 per cent of the pupils are entitled to free school meals, which is below the national average. Approximately 19 per cent of pupils are identified as having special educational needs; this is broadly average. Eleven per cent of pupils have statements of special educational need, which is well above the national average. During the last school year, 16 pupils entered the school other than at the usual time of first admission and 36 left it at times which were not those of the normal leaving or transfer for most pupils. This represents a below-average level of mobility.

HOW GOOD THE SCHOOL IS

The overall effectiveness of the school is satisfactory. When compared to other schools nationally, standards are average at the age of seven in reading, but well below average in writing, mathematics and science. At the age of 11, standards in 2001 were well below average in English and mathematics, and very low in science, when compared with all schools. These standards, however, reflect the abilities of this year group of pupils, 26 per cent of whom had special needs. Overall, the leadership of the headteacher is satisfactory. The staff is committed to improving standards and the curriculum co-ordinators work hard to achieve this. Teaching is satisfactory overall, with good teaching in the Foundation Stage. The school provides a positive and calm learning environment. The provision for pupils' social and moral development is good. The behaviour of pupils is good. The school gives satisfactory value for money, as at the last inspection.

What the school does well

- Pupils' behaviour and attitudes to learning and their enthusiasm for school are good.
- Relationships between all members of the school's community are very good.
- Provision for pupils' moral and social development is good, helping them to become good citizens.
- Teaching is satisfactory overall, and good in the Foundation Stage.
- The school has developed effective relationships with other schools and with the pre-school providers.

What could be improved

- The leadership of the school in providing clear guidance on how to raise standards.
- The quality of writing from Years 1 to 6.
- Provide a scheme of work for personal, social and health education, and complete and implement schemes for history and geography.
- Standards in religious education.
- The planning of lessons and the adaptation of work to suit the needs of all groups of pupils in lessons.
- The quality of marking so that it helps pupils improve their work.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has responded satisfactorily to the issues raised at the time of the last inspection in April 1997 and has made satisfactory progress since then. However, standards in mathematics, science and religious education have declined. In design and technology and music, standards have improved. The headteacher has taken action in many areas of the previous key issues, although there has been a limited effect in other areas. The school has made unsatisfactory improvement in providing a policy for personal, social and health education, and the schemes of work for history and geography are not fully developed. There are good procedures for assessment; targets are set but not all teachers use the targets to help pupils make progress. The senior management team has been re-structured, and curriculum co-ordinators have a clearer role. Systems for the headteacher, co-ordinators and governors to monitor and evaluate the effectiveness of the curriculum and teaching and learning are at the early stage of development. Some monitoring has taken place that promotes improved standards and quality. However, the organisation of the foundation subject co-ordinators' time is not well developed. Curriculum planning has developed since the last inspection, although there is still insufficient planning by class teachers for pupils with special educational needs, the potentially higher-attainers and those with English as an additional language. The quality of teaching has improved, although there are inconsistencies in providing opportunities for pupils to develop their research and investigative skills. The younger children have insufficient opportunities to decide on their own activities, especially in the outdoor play area. The dedication of the staff demonstrates a capacity to improve further.

STANDARDS

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

Performance in:	Compared with			
	All schools			similar schools
	1999	2000	2001	2001
English	E	E	E	E*
Mathematics	E	E	E	E
Science	E	E	E*	E*

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

The table shows that standards have been consistently well below average or very low, over the past three years. These results include the pupils from the Speech and Language Centre. The school's rate of improvement has been in line with the national trend. When the results are set against those of pupils from similar schools, Trinity pupils have achieved well below average standards in mathematics and very low standards in English and science. Pupils' attainment in these subjects was in the bottom five per cent of all schools nationally. The school exceeded its very low agreed targets in 2001 in English and mathematics. Current inspection findings judge standards to be slightly higher in the current Year 6 than in the 2001 test outcomes. In information and communication technology, standards are in line with expectations. Standards in art and design, design and technology, music and physical education are in line with those found in most other schools. In religious education, history and geography, standards are below expectations. Standards in music and design and technology have improved since 1997.

The inspection findings show that standards in Year 2 are average in reading and below average in writing, mathematics and science. They are in line with expectations in all other subjects except religious education and geography, where standards are below average. There was insufficient evidence to make a judgement about physical education. Children under the age of five make good progress and the majority are on course to attain the expected standards in all areas of learning by the age of five. Pupils with special educational needs make satisfactory progress. Pupils with communication difficulties, and those with English as an additional language, make satisfactory progress. Higher-attaining pupils make good progress in some classes.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. They are keen, interested and participate fully in the life of the school.
Behaviour, in and out of classrooms	Good. Both in and out of the classroom, pupils are polite and well behaved.
Personal development and relationships	Relationships between teachers and their pupils are very good. Pupils' personal development is good.
Attendance	Satisfactory, although unauthorised absence is double the rate at the time of the last inspection. Too many pupils arrive late for school.

Pupils' attitudes towards school are good; they concentrate, work hard and are eager to learn. Behaviour in lessons is good and makes a strong contribution to learning. The personal development of pupils is good, and relationships are very good. Attendance is satisfactory.

TEACHING AND LEARNING

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

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

The overall quality of the teaching is satisfactory. Almost half of the teaching is good or better. This judgement includes teaching in the Speech and Language Centre. The teaching judgements take account of the quality of previous work seen and analysed by the inspection team. Teaching is better than at the time of the last inspection. The quality of teaching in English and mathematics is satisfactory.

Most teaching is underpinned by the very good relationships between staff and pupils, especially in the Foundation Stage. Teachers respect the pupils and expect them to do their best. Consequently, pupils respond well and most work hard in lessons. The quality of marking is inconsistent across the school. Although the support staff work hard, their contribution to the work in classrooms is often limited by the lack of the clearly defined role. The provision for potentially higher-attaining pupils is unsatisfactory in most classes, as there is little curricular planning for these pupils. The quality of teaching for pupils in the Speech

and Language Centre is satisfactory. The quality of teaching for pupils with special educational needs is not good with some mainstream class teachers, due to the lack of well-planned and matched activities. Pupils with English as an additional language make slower progress than they are capable of, due to the lack of specific curriculum planning and activities that enable them to understand the lessons.

Literacy and numeracy are taught using the national strategies, and teaching is satisfactory overall.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory overall as the school is not providing a broad and balanced curriculum in history, geography and personal, social and health education. This includes sex and drugs education. The provision for the under-fives is satisfactory. The range of extra-curricular activities supports pupils' learning satisfactorily.
Provision for pupils with special educational needs	Satisfactory provision overall. Curricular planning for these pupils does not always match their needs. The use of individual education plans by class teachers is unsatisfactory.
Provision for pupils with English as an additional language	Unsatisfactory, as the amount of available support and resources are insufficient to help all pupils make the progress of which they are capable.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for pupils' spiritual and cultural development is satisfactory, and for their moral and social development is good.
How well the school cares for its pupils	Satisfactory. The staff know the pupils well, and ensure they are well looked after. There are good assessment procedures in place, but they are not used to best effect.

Curricular provision is unsatisfactory, because of omissions in some subject areas. The provision for personal, social and health education is unsatisfactory. Extra-curricular provision is satisfactory. Insufficient opportunities are taken to involve parents in their children's education. Twenty-one parents who responded to the questionnaire expressed concern about this area of the school's work.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The pace of improvement is slow, resulting in little improvement in standards since the last inspection. The management of the provision for special educational needs is satisfactory. Good team spirit contributes to the good ethos in the school. Curriculum co-ordinators make a strong contribution to the school's development, but have insufficient time to support an improvement in standards. The school collects and analyses data, but it is not used well.
How well the governors fulfil their responsibilities	Satisfactory overall. Governors, however, have insufficient knowledge of the strengths and weaknesses of the school, and are insufficiently involved in making decisions about its development. With new members, they are now in a better position to monitor and evaluate school performance and to become the 'critical friends'.
The school's evaluation of its performance	The school's priorities for development are satisfactory, although not focused sufficiently on the raising of standards. Monitoring and evaluation of teaching are neither fully developed nor effective.
The strategic use of resources	Satisfactory. Teachers and non-teaching staff are satisfactorily deployed. There is room to improve the ways in which support staff are used during lesson time. The use of learning resources and the accommodation are satisfactory. The school is carrying forward a substantial amount of the budget to protect small class size and the effects of a falling roll.

The number, experience and qualifications of staff meet the needs of the National Curriculum. Accommodation is satisfactory. Leadership, although caring and committed, is insufficiently focused on raising standards. The school effectively seeks ways to ensure that it gets best value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • The progress children make in their work. • The school is approachable. • The good teaching. 	<ul style="list-style-type: none"> • The homework arrangements. • The way in which the school involves parents in their child's education. • The range of extra-curricular activities.

The inspection team agrees with most of the parents' positive views. Twenty-five per cent of parents who responded to the questionnaire expressed a concern about homework. Although the arrangements for homework are satisfactory, there are inconsistencies between classes. Twenty-eight per cent of parents felt they were insufficiently involved in their children's learning. The school does provide some opportunities to involve parents in their children's learning. However, there are missed opportunities, such as the failure to seek parents' views about drugs and sex education and homework. Although 33 per cent of parents expressed disquiet, the inspection team finds the range of extra-curricular activities is satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Most children enter the school with below average levels of attainment in all aspects of learning. In some years, these early assessments show well below average levels of attainment. A good proportion of the current children is likely to reach average standards by the end of the Foundation Stage in all areas of development. They make good progress in communication, language and literacy, mathematical development, personal, social and emotional development and knowledge and understanding of the world. Most are on course to reach average standards by the end of the Foundation Stage. In creative and physical development, children make satisfactory progress. Overall, the quality of children's learning and achievement are good in relation to their prior attainment. Children with special educational needs are well supported and make appropriate progress in relation to their prior attainment. Children with English as an additional language make satisfactory progress, even though they do not always receive sufficient second language support in the classroom.
2. In the end of Year 2 tests in 2001, compared with all and similar school, standards in reading were broadly average, but in writing and mathematics they were well below average. The assessments made by teachers in science in 2001 were also well below average. The trend in standards in these tests and assessments has been variable but generally upward in reading and writing since 1999. There was a slight decline in reading standards in 2001, and a sharp decline in mathematics attainment between 2000 and 2001. Although boys perform less well in tests, the inspection found there to be no significant differences in the attainment of girls and boys in lessons. The exception is in English, where boys under-perform.
3. The findings of the inspection are that, in Year 2, the pupils achieve below average standards in writing, mathematics, science, geography, and religious education. Compared with the findings of the school's last inspection, standards are lower in science and mathematics, and similar in all other subjects. Pupils' attainment in geography has not improved during the past five years. This is because there is insufficient guidance about what to teach in the subject. The achievement of pupils with special educational needs, and those with English as an additional language, is satisfactory.
4. In the Year 6 tests in 2001, compared with all schools, standards were well below average in English and mathematics, and very low in science. When compared to similar schools, standards were very low in English and science, and well below average in mathematics. These results reflected the school's intake for that year group and include pupils from the Speech and Language Centre. If the pupils from the Speech and Language Centre are excluded from the figures, then the school's performance in all three subjects was close to the average in comparison with similar schools. The trend in the school's average National Curriculum points for all core subjects over the previous two years was in line with the national trend. In English, mathematics and science, attainment at Level 5 or above was well below average. Boys performed less well than girls in all three subjects over three years. In English, there are significant differences in the performance of boys and girls. The school exceeded its very low agreed targets for the percentage of pupils achieving Level 4 and above in English and mathematics in 2001, but has raised these targets suitably for 2002.

5. The findings of the inspection are that, by the end of Year 6, the pupils attain below or well below average standards in English, mathematics and science. In the majority of other subjects, standards are in line with national expectations. They are below expectations in history, geography, personal, social and health education and religious education. Compared with the findings of the school's last inspection, standards are higher in music and design and technology because of the co-ordinators' focus on raising the subject profiles. The achievement of pupils with special educational needs is satisfactory. Overall, pupils with English as an additional language make satisfactory progress.

Pupils' attitudes, values and personal development

6. Children in the Foundation Stage show positive attitudes to learning and behave well. Personal and social development is identified in planning, but staff are not always skilled in implementing the plans. The organisation of Reception classes is often over-directed by adults. Opportunities for children to develop independence, and to make choices about activities and resources for themselves, are too limited. As a result of this, the development of imaginative and creative skills is sometimes stifled.
7. The good links established with parents during the induction period, give the children a positive start to school. However, parental involvement is not a strong feature of Reception work. Children with special educational needs are identified early and are included in all activities. Children with English as an additional language, although identified, miss out on some activities because of their removal from the classroom for individual support. This support is often unrelated to the class activity and does mean important lost opportunities for these children. Children take responsibility for a range of duties including taking the register back to the office and tidying up at the end of sessions. Children enjoy their activities. They are enthusiastic when participating in the 'sounds of letters' activity and are keen to contribute their ideas.
8. Pupils come to school happily, and walk purposefully across the playground to their classrooms. They know the classroom routines well and these help them make a good start to the day. Pupils enjoy school; they are friendly and interested; they want to talk and tell what they know. The dental nurse speaking to all the Year 1 and 2 pupils had to deal with a forest of hands belonging to willing contributors. After-school clubs are popular, and a good number of pupils attend. Teachers initiate most activities, but pupils are loyal in their support, for example in the gardening and stamp clubs.
9. Relationships among pupils, and between pupils and teachers, are very good. Pupils behave very well in class. They have an open and receptive attitude towards learning, and contribute well in oral work. They respond well when teachers direct their thinking, and will re-focus when their attention drifts. Their independent learning skills are less well developed. They find it hard to recall and to apply what they have learnt, or to transfer skills learnt in one area of the curriculum to another. Lessons designed to develop their personal skills show that they have little successful experience of making decisions in pairs or small groups. Pupils have few thought-out opinions about what they believe, though as a result of good teacher-led discussions in religious education, they were beginning to express ideas. Because they are taught in mixed-age classes there is no clearly identified senior group of pupils in the school. In Year 6, pupils' gains in confidence as they get older are somewhat reduced.
10. Pupils enjoy playtimes, and make good use of the playground and quiet seating areas. Behaviour is satisfactory although a number of disagreements occur, particularly

among the girls, which they feel unable to resolve without help. No bullying or significant antisocial behaviour was observed during the inspection, and there have been no exclusions recently. Quite a lot of litter is blown around the playground after break time, as a result of pupils eating crisps. However, pupils take good care of the inside of the school building. Pupils like to take responsibilities, and will often volunteer for simple duties, like holding doors open, whilst other duties are allocated in turn. Older pupils help younger ones in the playground, and others have duties in class, assembly or the library.

11. Throughout the school pupils are motivated by the awards they can receive. In assembly pupils participate well and are attentive. Most respond well when given time to reflect on the content of the assembly talk. Those Years 1 and 2 pupils receiving awards glowed with pride at their nomination and also at the applause that followed. They sing with enthusiasm, and enjoy action hymns.
12. Attendance is broadly in line with the national average, as is unauthorised absence, but this is double the rate at the time of the last inspection. The figures mask wide variations. Whilst over a third of pupils attended every day last term, and the attendance of another third was over ninety per cent, over a quarter of pupils were in school on less than ninety per cent of days, and an eighth were absent for the equivalent of a day each week. Punctuality to school in the mornings is also a problem. Each day a significant number of pupils are late.

HOW WELL ARE PUPILS TAUGHT?

13. The quality of teaching and learning is satisfactory overall. Sixty-six lessons, or parts of lessons, were observed. These included nine in the Speech and Language Centre. Of these, 65 were satisfactory or better and one was unsatisfactory. Just under half the lessons were satisfactory and over a half were good. Five lessons were very good and one lesson was excellent. In coming to an overall judgement about teaching, teachers' planning, assessments and samples of pupils' work were evaluated. Furthermore, discussions were held with pupils about their work. The teaching has improved since the last inspection, when 15 per cent of lessons were unsatisfactory. The teaching makes suitable provision for the needs of boys and girls and for pupils of different ethnicity. The teaching of children in the Foundation Stage is good overall. This strength was present at the last inspection.
14. The quality of teaching and learning for children in the Foundation Stage is good overall, and they make satisfactory progress and reach good standards given their below average attainment on entry. Within this overall judgement, teaching and learning are good in most areas of learning, and satisfactory in creative development. The school's last inspection also found good teaching. During this inspection, seven observations of the teaching of children in the Foundation Stage were made. Seventy-one per cent of teaching was good, and 29 per cent satisfactory. The way basic skills are taught, teachers' phase knowledge, and use of support staff are good. Weaknesses are evident, however, in teachers' understanding of how to maximise children's learning and independence. Teaching methods are used appropriately to direct children's learning, for example, in number work, handwriting and in practical skills, such as using scissors. However, at other times, the methods confine children's creative development because they are not able to explore situations for themselves. The use of day-to-day assessment is good.
15. In Years 1 and 2, the quality of teaching and learning is satisfactory and promotes satisfactory progress and appropriate standards. This judgement is similar to that

made when the school was inspected in 1997. Sixteen lessons were observed during the inspection, including those in the Speech and Language Centre. Most aspects of teaching and learning in Years 1 and 2 are satisfactory in all subjects, including literacy and numeracy. There was insufficient evidence to make a judgement in physical education. The management of pupils is good, but teachers do not always expect high enough standards in pupils' work, and aspects of teachers' planning for all groups within classes are weaknesses.

16. A Year 1 and 2 numeracy lesson about time illustrated the strengths and weaknesses of the teaching, and showed that the school has implemented the National Numeracy Strategy well. The lesson was satisfactorily planned; although different activities were planned through worksheets, pupils with special educational needs, and those learning English as an additional language were not mentioned in the teacher's planning. The teacher's effective questioning, 'If I know that there are 60 minutes in one hour, how can I find out how many minutes are in half an hour?' helped the pupils to check their understanding. The good quality of the relationships in the class made pupils feel secure and gave them the confidence to answer questions without worrying about giving a wrong answer. Mental skills were well taught, making the recognition of three-dimensional shapes into a game by hiding them in a 'feely bag'. This resulted in pupils enjoying, and engaging fully in the lesson. Assessment of pupils' progress was good. Good progress was made in this lesson.
17. In Years 3 to 6, the quality of teaching and learning is satisfactory and promotes a satisfactory rate of progress and average standards. Forty-three lesson observations were made in these years, including those in the Speech and Language Centre. In Years 3 to 6 there are some variations between classes. The teaching is more consistently good in the upper years, although there are examples of good practice in the lower years. The quality of teaching and learning is satisfactory in all subjects except geography, where it is unsatisfactory. There are examples in English, mathematics, information and communication technology, history and physical education lessons where the quality of teaching and learning is good. A particular strength of the teaching is the management of pupils, but there are weaknesses in teachers' expectations and in their curriculum planning to ensure that all groups of pupils are provided for in lessons.
18. An excellent Year 5 and 6 lesson on making a multi-media presentation for younger pupils in information and communication technology exemplified the way in which the teacher challenges pupils in this subject, and has high expectations of their achievement. There was an excellent introduction to the lesson. Explanations were clear, and carefully explained so pupils understood exactly what was expected of them. The very good use of questioning in helping pupils to reflect on the previous lesson and what they had learned, enabled pupils to check out assumptions with their teacher. The very careful demonstration of icons and the computer menu meant that pupils could build effectively on their previous learning. Good opportunities were provided as extension work for the more able to add graphics and sound to their work. The pupils with statements of special educational need were well supported by support staff, and also by their peers. Using a sophisticated piece of computer software to produce a multi-media presentation for younger pupils gave pupils a sense of pride in their achievement. All groups of pupils were well planned for.
19. Since the last inspection, teachers' subject knowledge and their use of learning objectives and assessment strategies have all improved. Although assessment procedures are secure, the results of assessment are not used effectively enough in the teaching.

20. All teachers in the Speech and Language Centre use good methods, and use resources well to enable pupils with special educational needs to learn effectively. Learning support assistants give good support and this is having a positive impact on pupils' attainment in English, mathematics and science in particular. Teachers take full account of the targets set out in individual education plans. Individual education plans contain clear targets and they are sufficiently practical for class teachers to implement when support staff are not present. The links with the literacy and numeracy strategies are very good.
21. Pupils with special educational needs are well taught and make good progress in the Speech and Language Centre. Where teaching is best, the teacher really understands how to use resources to make learning fun and challenging and has a very strong insight into the lives and needs of the pupils. As a result they often make basic skills teaching link to the pupils' own experiences. The teaching of 'sound/letter' skills, particularly by the co-ordinator, is very strong and is well linked to the use of information and communication technology. Pupils are usually very highly motivated, they concentrate well and enjoy their successes. This is largely because teaching is very well planned so that pupils learn in small, but challenging steps. Where teaching is satisfactory, the teacher misses opportunities to 'pull together' and personalise learning because there is a tendency to try to rush through a wide range of activities, rather than developing one in greater depth. Nevertheless, pupils still make satisfactory progress. Where pupils have behavioural difficulties, the school is working hard to develop work and targets which are appropriate to the individual needs of pupils, but sometimes there is not enough understanding of the span of concentration which can be realistically expected of these pupils.
22. Where mainstream teaching is very good, teachers plan in detail for the needs of different groups of pupils. In a lower mathematics set in Year 6, the teacher managed the needs of a class with large number of pupils with special educational needs very effectively. Work was closely matched to prior attainment and very good attention was given to the needs of individuals within the class. There was a high level of adult support, and learning support assistants were clear about their role. As a result, pupils made very good progress in their knowledge and understanding. They were highly motivated to learn, they behaved well and were on task throughout.
23. In too many mainstream lessons, teachers do not match work to the prior attainment of pupils with special educational needs, relying on learning support assistants to help make the tasks easy to understand. In some lessons during the inspection, teachers understood little about the difficulties of pupils with special educational needs in their classes, even where pupils had a statement of special educational needs, and where they did know about the difficulties, they did not necessarily take any appropriate action. Where this occurs, pupils with special educational needs make less progress than they should, although learning support assistants contribute significantly to what they do achieve. Liaison between teachers and support assistants is informal in most cases, and works well. Greater use could sometimes be made of support assistants.
24. The quality of teaching for pupils with English as an additional language is satisfactory overall. However, there are not enough well qualified staff to provide the support needed by these pupils. Some of the younger pupils have a regular designated time for assistant support, but this is less well organised for the older pupils in the school. A strength is the way in which pupils are integrated into the life of the school. A good example was when a Year 6 early learner was rewarded for effort at a celebration assembly. The weakness in the teaching for these pupils lies in the teachers'

curriculum planning. Activities are not clearly identified in teachers' plans, and this restricts the pupils' progress.

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

25. Teacher's planning in the Foundation Stage is satisfactory overall. However, at the last inspection, planning ensured good coverage of the each area of learning. This inspection finds this to be satisfactory rather than good, because of the imbalance of structured and independent learning opportunities in children's physical and creative development. Children receive a broadly balanced curriculum and the range of activities is more successful in developing their imagination than in 1997. However, weaknesses still exist. Opportunities for children to express themselves freely, take the initiative and make decisions are insufficient. There is restricted use of the outdoor play area.
26. The previous inspection report highlighted the need for a curriculum policy to ensure the correct breadth and balance, continuity and progression within the curriculum from Years 1 to 6. The breadth and balance of the curriculum is still unsatisfactory and the improvement since the previous inspection is unsatisfactory.
27. Although policies are now in place for all subjects, there are still no completed schemes for history, geography and personal, social and health education. The appropriate statutory curriculum is not fully in place. Religious education is taught in all classes but the scheme does not ensure that all aspects of the locally Agreed Syllabus are covered by the age of eleven. Sex education is not taught formally, as is made clear by the governors in the school brochure, but there is no statement on how drugs education will be taught. Former weaknesses in provision for information and communication technology have been addressed and there are now very good resources for the teaching of the subject.
28. The previous report found weaknesses in the continuity and progression of pupils' learning. This remains unsatisfactory. Pupils repeat work carried out earlier in the school. For example, learning about the water cycle in science is repeated in different year groups. Lesson planning does not always take account of pupils' prior learning. The needs of pupils with special educational needs, higher-attainers, and those learning English as a second language are not always met. This is because the good quality individual education plans for pupils with special needs are rarely referred to in lessons, and higher-attaining pupils often do the same work as the rest of the class. There is insufficient adaptation for the pupils learning English as an additional language, and what is offered does not always match their learning needs.
29. Pupils are taught in mixed-age classes. This presents a particular challenge to teachers to ensure that planning takes account of the wide range of prior attainment and pupils' ages. However, planning lacks such qualities and is unsatisfactory. This impacts directly on the rates of pupils' learning in lessons and over time. In lessons where pupils are taught within their own age range, mainly in English and mathematics, the learning is better.
30. The school does not monitor the effect of its policy for equality of opportunity. The school provides an inclusive education with good integration of the pupils with special needs, and those with English as an additional language within the life of the school. However, within the mainstream classes, the planning does not consider sufficiently the differing needs of individual and groups of pupils. Despite having a rolling programme of study in most subjects, the level of work and approach is not significantly different for

the older age group in the class. Although pupils are set by ability for English and mathematics in Years 3, 4, 5 and 6, the planning is the same for all sets. The differences are in teachers' expectations of what pupils will achieve and the amount of support provided. Support for pupils with special educational needs is satisfactory and enables them to join in with the full curriculum. The support for pupils at an early stage of English acquisition is insufficiently organised. Some pupils are excluded from aspects of lessons, because they do not understand what is being taught.

31. The effective behaviour policy and use of circle time are instrumental in improving the school's climate for learning. These are implemented well throughout the school, and support pupils' personal development effectively. There are good links with the contributory playgroups, the local secondary school and students who are involved in work-experience programmes.
32. The school does not follow closely enough some of the recommendations of the national literacy and numeracy strategies. This has a detrimental effect on standards in these subjects. Planning does not include ways in which literacy, numeracy and information and communication technology are to be integrated into the curriculum as a whole.
33. The curriculum is enriched by extra-curricular activities in sport, gardening and music. Educational excursions include, local visits and visits to museums, farms and art galleries. These help to enrich and widen pupils' learning experiences. Pupils also benefit from visitors such as theatre groups, the police and the fire service. During the week of the inspection, pupils benefited from the expertise and enthusiasm of the local vicar. However, there are few links with religious organisations other than the local churches.
34. Provision for pupils' spiritual, moral, social and personal development is good overall. However, some aspects of multi-cultural awareness are under-emphasised and the staff do not systematically plan the development of pupils' spiritual awareness. Personal development is a priority and is supported by care from all teaching and support staff. The school seeks to develop a range of beliefs and values, particularly those of care and respect and knowledge of right and wrong. These are shown both materially inside the building, through the use of flowers and plants, in displays, and intrinsically through the caring relationships between adults and pupils and their peer groups. Discussions about thoughts and feelings also permeate through the use of circle time.
35. The overall provision for spiritual development is satisfactory. The school provides opportunities for the development of spiritual awareness through assemblies and visits to the church. Religious education lessons give pupils opportunities to reflect on the beliefs and practices of several major world faiths. Spirituality is fostered in some lessons, for example, some pupils were inspired to write imaginative verse in English. The use of exciting software in the computer suite generates wonder at the power of technology. Opportunities to appreciate and be moved by music are more limited.
36. Daily assemblies are used to build pupils' confidence and self-esteem through the celebration of birthdays, achievements and 'good work'. However, opportunities in assemblies are missed for pupils to reflect on their experiences in a way that might develop their spiritual awareness and self-knowledge. Teachers do not consider ways in which they might develop spiritual awareness through subject teaching.

37. Provision for moral development is good. The use of moral themes, such as the importance of helping others, leads pupils to recognise the needs of people less fortunate than themselves. Such themes are emphasised in school assemblies and pupils take part in regular fund-raising events for charitable causes. On occasion, moral issues are considered within subjects, for example in geography and science as part of studies on pollution and other environmental issues. In religious education lessons, moral issues are discussed in relation to respect and friendship. For example, pupils discuss the qualities of a 'special person' in their lives, and study aspects of citizenship. Rules of good behaviour are observed around the school and are referred to when necessary to reinforce pupils' understanding.
38. Provision for pupils' social development is good. The school is successful in fostering the social development of its pupils and has succeeded in creating a strong sense of community. The governors and staff are very conscious of the need to encourage good behaviour. They strive hard to promote the conditions in which a caring environment can be fostered and maintained, and work hard to develop trust between adults and pupils. Pupils are encouraged to relate well to each other in different contexts. Older pupils are reminded to look after younger ones. They receive regular opportunities to take part in organised social activities, such as plays, music concerts and carol singing.
39. The school's provision for cultural development is satisfactory. Pupils are made aware of their own cultural heritage, for example through their work in dance, local history and geography. They learn about the Tudors and walk with lanterns on St Martin's Day. However, provision for multi-cultural education is unsatisfactory and has not improved since the last inspection. Although the school formally marks some important festivals such as Diwali and Chinese New Year, there are limited opportunities to experience the literature, music, art and dance of different cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school is a warm and welcoming place. Teachers and classroom assistants know their pupils well, and give them good support in their work and when they are upset. The immediate care for a pupil who is injured or unwell during lesson time is good; classroom assistants trained in first aid are immediately on hand. However, the lunchtime arrangements are not as good, and the medical room is barely satisfactory.
41. The headteacher is responsible for matters of child protection and health and safety, and provision in both areas is, overall, satisfactory. The school has a child protection policy, an omission at the time of the last inspection. The new site manager is actively trying to address health and safety matters, but some issues raised by the last local authority audit have still to be addressed by the school.
42. The school has constructive relationships with external agencies providing support for pupils with special educational needs. Pupils with English as an additional language, many of whom are new to the school, are barely provided for because of a lack of resources and expertise of the staff. Where there is insufficient support, pupils make unsatisfactory progress in their learning. The co-ordinator is doing her best to address these issues.
43. There is no personal, social and health education policy, though teachers are using relevant material well. They are hindered from targeting this appropriately for all their pupils by the wide age and ability span in their classes.

44. Supervision in the playground at lunchtime is adequate, but midday supervisors, who spend much of their time resolving squabbles, have no training in encouraging play activities. The school is planning to raise their profile by also employing them in the classroom; this would have the additional benefit of achieving consistency throughout the school day.
45. Class teachers are good at devising behaviour incentive schemes to motivate those pupils who most need them. Teachers are good at managing pupil behaviour and parents confirm that any incidents of bullying are dealt with well. Teachers are aware of their pupils' personal development, but as at the time of the last inspection, there is no common, agreed procedure to record this aspect.
46. The school uses a computerised registration system, and class teachers monitor pupils' attendance. There is no real effort to improve attendance, which remains at an average level. Parents are exploiting an agreed policy to allow ten days holiday during term time, and are not being challenged. It would be straightforward for the school to use the data available to emphasise the importance of regular attendance, and to communicate to parents the importance of full attendance and punctuality.
47. Assessment arrangements for pupils with special educational needs are satisfactory and meet statutory requirements. Class teachers and the special educational needs co-ordinator work together in developing pupils' individual education plan targets. Some targets are measurable, some are not precise enough. Teachers are given good information on pupils with special educational needs in their classes, though they do not all use this sufficiently in their planning and teaching.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. Parents are supportive of the school and the work done with their children. Over 90 per cent of those responding to the pre-inspection questionnaire think that teaching is good and that their child is making good progress. They also feel comfortable approaching the school with questions or a problem. Very few parents volunteer to work in school, however. The Parents' Association has few active members, although its work in organising social events for the children is appreciated, and parents support its fundraising fetes well. The school has appropriate arrangements for involving parents of pupils with special educational needs, and those with English as an additional language.
49. Over a quarter of parents responding do not think that the school works closely with them, and almost a fifth do not feel well enough informed about how their child is getting on. There is work still to be done in this area. A good proportion of parents attends consultation evenings, and many make use of informal occasions such as Thursday evenings to talk with teachers. Written communication with parents could be more effective in language and tone. A negative tone creeps in to some of the general letters and newsletters sent home. The school sends home curriculum leaflets each term, informing parents of the work to be undertaken in each class, but these reflect teachers' planning documents and are not specifically written with the parents in mind. Pupils' end-of-year reports are good. They are clear about the child's progress, and there are individual targets for improvement in English and mathematics. Teachers try hard when they write about English to use terms that parents will readily understand, but comments in mathematics are not so clear.

50. Parents are willing to play their part by encouraging their children to do more work at home. A quarter of parents do not think their children are given the right amount of work to do at home.
51. A number of parents who are governors and 'Parent Teacher Association' members shared a community concern about their area, following plans to re-locate a drugs counselling service. The school did not participate as a member of the community or even use this genuine concern to consult parents about drugs education.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The overall quality of the school's leadership and management is satisfactory. There was no clear judgement in the school's last inspection report. Trinity Road aims to provide a secure, happy environment that builds on success at an individual level. The school is not, however, fully successful in ensuring equal opportunities for all its pupils. Some groups of pupils are not given an appropriate curriculum to enable them to make progress in lessons. This is variable across the school. The arrangements for performance management are satisfactorily implemented to support staff development. The governing body fulfils its responsibilities satisfactorily through links with the curriculum co-ordinators, and their commitment to the school. However, they are insufficiently involved in determining the school's curricular provision. The school has a good ethos; it is a caring community. There is a shared commitment among the staff to improve, and this gives the school a satisfactory capacity to further develop and improve.
53. The headteacher is well supported by the senior management team and staff. There is a good team spirit at the school. The deputy head contributes well in the partnership with the head and the senior management team. The headteacher was in post at the time of the last inspection when many aspects of leadership and management were reported to require attention. These included the identification of clear school aims and ways of achieving them, and the restructuring of the roles and responsibilities of the senior management team and curriculum co-ordinators. Other areas included improving efficiency in relation to the use of time and resources, enabling co-ordinators to influence work in the classrooms, and monitoring and evaluating the impact of areas of responsibility on pupil attainment. Additionally, assessment was identified as a weak area, as were the absence of schemes of work in some curriculum areas. Another weak area highlighted in the school's previous report was the failure to fully implement National Curriculum requirements in religious education, and personal, social and health education. Most of these aspects have been tackled to a certain degree in the past five years, although the monitoring and evaluation of the quality of teaching and learning are yet to have a significant impact on standards at the school. Personal, social and health education has been given insufficient attention. For example, there are no drugs awareness lessons, despite drugs having a high profile in the local community. Assessment is well used in the Foundation Stage and in English and mathematics. It is a developing area in all other subjects. The procedures are good, but their use is unsatisfactory.
54. The school has good links with other local primary schools, pre-school providers, and good links with the main receiving secondary schools. The school development plan supports the school's priorities satisfactorily. The school uses the school improvement plan satisfactorily to guide developments. However, it is a weighty document with many priorities, and not all members of the school's community have ownership of the document. For example, the governors have no involvement in helping the school to decide its curricular priorities.

55. The special educational needs co-ordinator has been in post for just over a term and is also the deputy headteacher. She has made some positive changes during this time and is beginning to identify areas for development. As a result, class teachers now have copies of individual education plans in their classrooms, although they are not all making as much use of them as they should. The special educational needs policy was rewritten at the beginning of this academic year, but needs to be rewritten in line with the revised Code of Practice for special educational needs. It provides insufficient guidance to other staff on the procedures for identifying and assessing pupils with special educational needs, or the role of class teacher in relation to pupils with special educational needs. The co-ordinator's job description does not reflect the National Quality Standards for special educational needs co-ordinators and needs to be completely revised. However, the school is making suitable moves towards implementing the changes brought about by the revised Code of Practice and recognises the need to provide further staff training. The special educational needs co-ordinator monitors lessons and test results and is aware of the need to extend monitoring in Years 3 to 6. She manages the work of learning support assistants effectively. The school is committed to a policy of full integration for all pupils. Pupils in the Speech and Language Centre are integrated into the mainstream school as appropriate and with additional support.
56. The governing body is supportive of the school, and through its committees are informed about curriculum and resources issues. The special educational needs governor has undertaken some training since taking on the role and is becoming informed about provision. She is effective in communicating to the rest of the governing body issues relating to special educational needs.
57. Although governors do not yet have a programme of regular visits to the school, they have a satisfactory knowledge of the school. They are, however, insufficiently involved in deciding the school's direction. The finance committee carefully monitors the finances of the school, and has a sound knowledge of the school's finances. Funding grants allocated for staff training are used well. Funds for special educational needs are well managed and used prudently to support pupils.
58. Day-to-day management of finances is good. The present finance manager has been in post for just over a year and is working competently. She has a financial procedures manual for support, but the time between audits is long, the last two being in 1991 and 1998.
59. The headteacher retains responsibility for constructing the budget, and the school, as at the time of the last inspection, is carrying a very large under-spend. This is because the school roll is falling and governors have agreed to retain small class sizes. The last inspection report suggested evaluating the cost-effectiveness of their decisions in relation to the educational standards achieved by pupils. This has yet to be done in relation to the present budget. Governors have not for example, looked at the current mixed-age class arrangements or considered their impact on standards. Standards have not improved, and yet the way of organising classes is unchallenged. Raising pupil achievement is insufficiently guiding the decisions governors make.
60. The school has a fair mix of experienced and recently qualified teachers and all are trained for, or have experience with, pupils in the primary age range. Staff like working together in teams, and working alongside an experienced colleague is providing effective induction for the newly-qualified teacher. The classroom assistants are trained and work effectively, primarily alongside the pupils with statements of special

educational need. They also contribute to general classroom support. Midday supervisors do not have training in encouraging play activities.

61. The accommodation is much as at the time of the last inspection, but the new information technology suite and upgrading of library furniture are significant improvements. Governors have continued with their rolling programme of redecoration and refurbishment. The new site manager is having an impact on areas that have previously been neglected, and is prioritising tasks well.
62. Resources for teaching the National Curriculum and religious education are satisfactory, except in history. A lack of alternative resources means that all the pupils in Years 3 to 6 only study the Tudors. Information and communication technology resources are very good, and shelving arrangements in the library means all pupils can reach the books, although there are not enough fiction books. The school is well resourced for special educational needs and funding is appropriately spent. There is a lack of suitable resources for pupils learning English as an additional language. Although most make satisfactory progress in their learning, the lack of resources results in these pupils making slower progress than that which they are capable of.
63. There are significant issues to be addressed by the school, however, the overall quality of the school's leadership and management is satisfactory. Pupils' behaviour is good, and they have positive attitudes to learning. Good teaching in the Foundation Stage gives the children a positive start to their education. The costs per pupil are higher than average, but the satisfactory quality of the teaching, and the overall good quality of the provision for pupils' spiritual, moral, social and cultural development means that the school gives satisfactory value for money. This is the same judgement as that of the school's last inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64. In order to raise the standards of work and improve the quality of education, the governors, headteacher and senior managers should:

- (1) Ensure that the leadership of the school concentrates on raising standards across the school by:
 - building more ambitiously on children's achievements at the end of the Reception year;
 - using the monitoring and evaluation more rigorously to improve the quality of teaching and learning and so raise standards;
 - giving clearer guidance to teachers about how to raise standards;
 - raising teachers' expectations of what pupils are capable of achieving in all areas but especially in writing across the school;
 - ensuring that all curriculum co-ordinators have sufficient time to support colleagues during lessons;
 - improving the quality of marking across the school;
 - monitoring the effects of the equal opportunities policy;
 - involving governors more systematically in deciding the school's direction.
(Paragraphs 2–5, 15, 17, 28, 32, 52, 54, 57, 59, 77, 79, 82, 86, 88, 97, 98, 112, 116, 118, 119, 121, 127, 132)
- (2) Ensure that teachers' curricular planning provides for pupils of all abilities, including those with special educational needs, higher-attaining pupils and those with English as an additional language by:
 - better monitoring of teachers' planning by the senior management of the school;
 - taking action to improve practice, where this is necessary.
(Paragraphs 6, 14, 23, 28, 30, 32, 42, 47, 52, 62, 66, 68, 74, 84, 88, 92, 102, 111, 126, 139, 143)
- (3) Develop immediately schemes of work for history, geography and personal, social and health education, including drugs education, as an aid to raising standards in these subjects.
(Paragraphs 5, 27, 43, 117)
- (4) Raise standards in religious education throughout the school by ensuring that there is full coverage of all aspects of the Agreed Syllabus.
(Paragraphs 5, 137, 139, 140)

Other issues for inclusion in the Action Plan:

- use computers in the classroom more regularly, and maximise the use of the computer suite;
(Paragraphs 86, 120, 124, 125, 130, 140, 147)
- provide more regular access to the outdoor play area for children in the Foundation Stage, and extend opportunities to maximise children's independent learning experiences.
(Paragraphs 6, 14, 25, 52, 66, 68, 74, 84, 88, 92, 102, 111, 126, 139, 143)

- develop further planned opportunities to enable pupils to experience the richness and diversity of other cultures through the taught curriculum; (Paragraphs 33, 34, 39)
- reconsider the use of the very large under-spend in the school's budget to benefit the pupils currently in the school; (Paragraph 59)
- improve the involvement of parents in the life of the school; (Paragraphs 48, 49)
- together with the governors, the senior management to reconsider class organisation in relation to the standards achieved by the school; (Paragraphs 29, 57, 59, 92, 102)
- improve the rate of unauthorised absence and lateness. (Paragraph 12)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	66
Number of discussions with staff, governors, other adults and pupils	42

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	9	42	45	2	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	Y R – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	251
Number of full-time pupils known to be eligible for free school meals	0	33

FTE means full-time equivalent.

Special educational needs

	Nursery	Y R – Y6
Number of pupils with statements of special educational needs	0	29
Number of pupils on the school's special educational needs register	0	48

English as an additional language

	No of pupils
Number of pupils with English as an additional language	13

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	36

Attendance

Authorised absence

	%
School data	5.2
National comparative data	5.4

Unauthorised absence

	%
School data	0.6
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	22	16	38

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	15	15
	Girls	15	14	15
	Total	32	29	30
Percentage of pupils at NC level 2 or above	School	84 (92)	76 (79)	79 (97)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	14	16
	Girls	15	14	14
	Total	29	28	30
Percentage of pupils at NC level 2 or above	School	76 (82)	74 (87)	79 (92)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	14	14	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	6	8
	Girls	11	9	10
	Total	16	15	18
Percentage of pupils at NC level 4 or above	School	57 (69)	54 (55)	64 (74)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	7	9
	Girls	11	10	10
	Total	17	17	19
Percentage of pupils at NC level 4 or above	School	61 (52)	61 (62)	68 (69)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	7
Bangladeshi	2
Chinese	0
White	237
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	14.6
Number of pupils per qualified teacher	16:5
Average class size	20.9

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	215

Financial information

Financial year	2000/01
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Total income	740682
Total expenditure	743190
Expenditure per pupil	2997
Balance brought forward from previous year	116,665
Balance carried forward to next year	114,157

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	250
Number of questionnaires returned	77

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	34	7	4	1
My child is making good progress in school.	49	43	7	0	1
Behaviour in the school is good.	34	53	5	7	1
My child gets the right amount of work to do at home.	23	51	20	5	0
The teaching is good.	53	41	3	0	3
I am kept well informed about how my child is getting on.	39	42	12	7	0
I would feel comfortable about approaching the school with questions or a problem.	54	36	7	0	3
The school expects my child to work hard and achieve his or her best.	46	42	9	0	2
The school works closely with parents.	39	33	21	7	7
The school is well led and managed.	39	36	9	7	7
The school is helping my child become mature and responsible.	33	51	8	4	3
The school provides an interesting range of activities outside lessons.	20	36	24	9	8

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

64. At the time of the previous report, the provision for children under five was reported as a strength of the school, although there was a need to revise the written policy statement to include the updated areas of learning experience. This inspection finds the provision for children under five to be satisfactory, as there are some limitations regarding the opportunities for children to initiate their own learning through first-hand experience. But they make good progress overall, and receive a positive start to their education.
65. The school admits up to 45 children into the two Reception classes. At the time of the inspection, 33 children attended full time. Almost all children have playgroup experience. Initial assessments of children who started school in September indicate that children had below average skills in all areas of learning. Children have made good progress in language and literacy, mathematics, knowledge and understanding of the world and in their personal, social and emotional development in the Reception year, and the majority are likely to meet the Early Learning Goals in these areas. In creative development and physical development, children have made satisfactory progress. Although a good proportion are likely to meet the Early Learning Goals in these areas, children do not achieve as well as they might due to the lack of opportunities to initiate their own learning, and to develop their skills using the outdoor play area on a regular basis. Children with special educational needs make satisfactory progress with support. Children with English as an additional language make satisfactory progress. They could make better progress with more targeted and focused support in the classroom. A strength of the provision is the way the class teachers work in partnership with each other. The quality of teaching is good for these children, and prepares them well for transfer to Year 1.

Personal and social and emotional development.

66. Most children enter the Reception classes with below the expected levels in their personal, social and emotional development. The quality of teaching by all staff ensures that children make good all round progress, so that by entry to Year 1, they attain the expected levels. Children respond positively to school rules, and their behaviour is good. They are confident in their approach to learning tasks and when talking to other children or adults. Relationships are supportive and children learn to share equipment, co-operate in their play and show concern and respect for each other. The secure and stimulating environment, which staff create, fosters their curiosity and sense of wonder. The good links established with parents during the induction period, enhances this positive start. However, parental involvement is not a strong feature of Reception work. Children with special educational needs are identified early and are included in all activities. Children with English as an additional language, although identified, miss out on some activities due to their removal from the classroom for individual support. This support is often unrelated to the class activity and does mean that children lose important opportunities. The support they receive is of a good quality and helps children to gain a basic English vocabulary. Children take responsibility for a range of duties including taking the register back to the office and tidying up at the end of sessions. In physical education lessons, children are able to deal with their clothing needs with some support. They help each other with fastenings. Children enjoy their activities. They are enthusiastic when participating in the 'sounds of letters' activity and are keen to contribute their ideas. Children show a keen interest and enjoyment in the culture of China, when handling artefacts that celebrate the Chinese New Year.

67. The staff promote children's personal, social and emotional development well by offering children opportunities to use the outside play area, the play house and to choose their construction toys. However, the frequency of these opportunities is insufficient, and results in children being less independent than they might be if the curriculum was planned in a different way.

Communication, language and literacy

68. Children have below average attainment in this area of learning when they begin school. They make good progress because of the good quality teaching. They enjoy listening to stories and readily share books with each other and adults. Adults use talk to good effect, showing that they value what children say. Most are good at questioning children to extend their learning. All staff make sure children understand what to do; as a result, children listen carefully and begin to express their own views clearly. In whole class discussion time, more could be done to record speaking skills and use this to plan the next development for all children.
69. Elements of the Literacy Framework are well used, including both word and text level work. Progress in reading is good, as a result of the teacher's knowledge of basic skills development. Children know how books work and understand that print conveys meaning. A good start has been made to early phonic development. For example, many children are able to 'sound out and build' four letter words. Children have access to a range of good quality books and thoroughly enjoy opportunities to read to adults and to each other. Parents are very supportive through regular home reading. They receive good guidance from the school about best practice in the early stages of reading. Children regularly take home a 'reading' book, and once a week also include a book from the school's library in their folders.
70. Supplies of paper, pens, crayons and pencils are available and children do write freely in the writing area. Most children confidently write their own names. Children are confident early writers and children's books show that most children have made good progress since they started school in September.

Mathematics

71. Children enter the school with a limited knowledge of number. They are able to count, but very few understand the relationships between objects and numerals. Elements of the Numeracy Strategy are well used to give shape and focus to lessons. All children can count and sequence numbers to five, with a few going on a little further. They see mental mathematics as fun. Good teaching by staff ensures that a range of practical activities supports good learning. Children are developing a simple understanding about addition and subtraction, and some can count to 20; they know simple shapes. When playing the '1, 5, 10' game, children explain the rules of the game. They demonstrate their ability to estimate the number of objects on a covered tray. They count accurately to 10, and almost all can put the correct number of objects to a numeral. Estimation is part of everyday activities and children know that you can have either made a 'near' or 'not so near' guess. Music is well-integrated into mathematics sessions, such as singing 'This old man'. Children competently select the correct numerals at the end of each verse to hang on the washing line. Boys and girls achieve similar standards. Children with English as an additional language make good progress, because their early mathematical learning is not hindered through their lack of English understanding. Most children are likely to meet the Early Learning Goals for mathematics. The quality of teaching is good, and children make good progress.

Knowledge and understanding of the world.

72. Children enter the school with a below average understanding of the world around them. Good attention is given to developing their awareness of the pattern of the days of the week, months of the year and seasons. From their stories and from talking about events that have taken place, children understand aspects of the past in relation to themselves and their families, and are beginning to distinguish between fact and fiction. Children can talk about their own lives and what has happened to them since they were babies. Children use construction apparatus with growing confidence. Children enjoy using computers. They competently control the mouse and approach new learning confidently, many without adult support. Children make good progress in this area of learning, and the quality of teaching is good.

Physical development

73. Children make satisfactory progress in their physical development. Some children change independently for physical education lessons. They are confident in their use of space in the hall and display agility and dexterity. Children have access to a range of large wheeled outside toys and a satisfactory range of climbing and balancing equipment. They share and take turns in a very agreeable way. However, there is no daily access to this outdoor area, and this limits children's opportunities to develop their social and large motor skills. Teachers plan and effectively provide a good range of activities to help children develop skills in handling simple tools, malleable materials and construction kits. In physical education lessons, children follow simple safety rules and use equipment sensibly. They respond well to instructions, and move with confidence using their imaginations. Children show a good awareness of the space around them. Most children can throw a beanbag into the air and catch it successfully. The quality of teaching is satisfactory.

Creative development

74. Children use paint boldly and have an independent approach, well supported by established routines for the care of resources. They explore colour and texture using a variety of materials and can explain how things look and feel. Children cut and paste adeptly and persevere until they are satisfied with their results. An example of this showed their ability to paint, cut, paste and stick paper to make representations of aircraft. They join in confidently when singing in assemblies or performing number and nursery rhymes in their classrooms. The provision for imaginative play is good and children co-operate amicably. 'The rocket control station' is an example of an imaginative play area. Children move confidently, play agreeably and respond positively to the interest and attention of adults. The quality of teaching is satisfactory, and children make satisfactory progress.

ENGLISH

75. The results of national tests for seven-year-olds in 2001 show the proportion of pupils reaching the nationally expected level to be close to the national average in reading, and the percentage of these pupils who achieved the higher level was above the national average. The school's results in reading were below those of schools with a similar intake.
76. The proportion of seven-year-olds who achieved the nationally expected level in writing was well below the national average, and well below those of similar schools. The school's results have been consistently below the national average since 1997.
77. Results in the national tests for 11-year-olds in 2001 were well below average. The percentage of these pupils achieving the higher level was also well below the national average. However the progress pupils had made between 1997 and 2001 was broadly similar to that in similar schools. The school's results have been consistently below the national average in the last five years. Boys do significantly worse than girls in the tests.
78. The previous inspection report confirmed that, across the school, attainment in reading was in line with national expectations but standards in writing were below national expectations. Evidence from the current inspection indicates that standards are slowly improving in reading, speaking and listening, but writing is weak.
79. Some of the strengths noted in the last inspection report have been maintained. For example, pupils' positive attitudes to reading, their ability to talk about the books they read, and the regular opportunities for pupils to read together. The introduction of regular and intensive phonics work from the reception class onwards is also having a positive effect on reading standards. By Year 2, pupils are using a wide range of word attack skills to help decode unfamiliar words. More able readers read expressively, conveying the full meaning of the text. By Year 6, most pupils are independent and enthusiastic readers. They have preferences for particular authors and can place fiction books into different categories. A few more able readers are beginning to discuss the interaction of plot and characters. They can indicate why certain characters behave in a particular way and can predict how the narrative will develop as a result.
80. Regular opportunities for writing are evident in Years 1 and 2, such as writing regular 'news'. Progress in the development of pupils' handwriting and spelling is evident since the beginning of the year. More able pupils are beginning to structure their sentences correctly with accurate spelling and punctuation.
81. A number of the weaknesses identified in the last report have not been adequately addressed. Specifically, opportunities to write in other subjects of the curriculum, are limited and there is still a dependence on worksheets. This reliance on photocopied material has also been extended into literacy lessons, and in some classes in Years 3 to 6 worksheets form the bulk of the work in pupils' English books. Standards of presentation are still unsatisfactory and handwriting skills are not transferred into practice. Marking is inconsistent and in many classes is insufficiently diagnostic. Although pupils have individual targets, these are often very general, not measurable and not time limited, for example, 'Make fewer errors, better spelling'. Most of the marking does not make specific reference to individual targets, does not help pupils to achieve them and the same mistakes are made in subsequent pieces of work.

82. The quality of teaching in the lessons observed was overall satisfactory, with good or better teaching in five of the eight main school lessons observed. The quality of teaching indicated by the scrutiny of pupils' work, was far more variable, with clear evidence of low expectations in some classes and a heavy reliance on commercial worksheets in others.
83. Although pupils in Years 3 to 6 are set by ability, the same planning is used for all ability groups and the outcomes are broadly similar. Highly structured tasks and overly prescriptive teaching disguise the real difficulties some pupils have with the work. Equally, some of the planned work does not always challenge more able pupils who have too little opportunity to develop their own ideas. The end-of-year tests reveal wide differences in the attainment of pupils, but this is not reflected in teachers' planning. In some lessons, insufficient use is made of support staff. During lengthy introductions they are not involved in direct interaction with pupils.
84. The co-ordinator has overseen the introduction and modification of the National Literacy Strategy and has implemented initiatives, which have successfully raised standards in reading. She has had opportunities to observe the teaching of English throughout the school. Test results are carefully analysed and pupils' progress is systematically tracked and recorded. The action plan for English is constantly revised and updated and contains measurable success criteria.
85. However, monitoring has been insufficiently rigorous in identifying and tackling the issues noted at the time of the last inspection. Specifically, too little has been done to raise standards of attainment in writing. A scrutiny of pupils' books shows that in some classes expectations of what pupils can achieve are too low. In particular, the acceptance of erratic spelling, lack of punctuation and scruffy presentation, conveys a message that pupils' writing is unimportant and not valued. Efforts are made in most classes to develop pupils' vocabulary through good open-ended questioning, but the satisfactory standards of speaking and listening are not translated into pupils' written work. Although opportunities have been identified for building information and communication technology into teachers' planning for literacy, word processing is not used consistently to support pupils' writing.
86. Resources are satisfactory. The stock of fiction books in the library has recently been considerably augmented and is used by pupils on a regular basis. An annual Book Week and visits from well-known authors further encourage pupils' positive attitudes to reading.

MATHEMATICS

87. In the National Curriculum tests for both seven and eleven-year-old pupils in 2001, the school's performance in mathematics, when compared with all schools, was well below the national average. When compared with similar schools, the results were also well below average. Standards have risen slightly over the last three years. This represents satisfactory improvement since the last inspection and the school has successfully implemented the National Numeracy Strategy to help raise standards. Inspection findings show that, in comparison with national expectations, standards in mathematics are still below what is expected of seven and eleven-year-old pupils. These results are affected by the high proportion of pupils with special educational needs, but also by the teachers' planning which does not always cater sufficiently for the differing needs of all the pupils, and in particular the higher-attainers. There are no significant differences between the achievement of the boys and girls even though there are more boys in some classes.

88. Pupils have limited opportunities to use their mathematical knowledge and understanding in other subjects. There are some good examples, as in a Year 2 science investigation where they measure the distance small cars have travelled and compare the results. In information and communication technology, pupils use a simulation program to buy toys from a toyshop and find out how much the toys cost, or input the results of a survey of their favourite snacks and use the software to produce graphs.
89. By the age of seven, a few higher-attaining pupils count in threes and fours and confidently order and sequence numbers up to 1000. Building on their earlier skills of adding and subtracting numbers with tens and units, they carry out multiplication and division sums in tens and units and add money in pounds and pence. They use the strategy of rounding up or down to help in their calculations. They understand the fractions, quarter, half and three-quarters and apply this knowledge when learning about rotation and different size turns. They use tallying to collect data and they create and interpret bar graphs. They measure lines using the standard measure of a centimetre. Lower-attaining pupils have difficulty counting in tens and are not confident when sequencing and using number patterns up to 100. They create addition and subtraction sums using numbers up to 20, but not all pupils recognise that six plus two is the same as two plus six. When working with money, they calculate the change needed from 5p, 10p, 15p and 20p. They attempt to break two digit numbers into tens and units.
90. By the age of eleven, higher-attaining pupils respond quickly and accurately to questions about equivalence. For example, they explain why 0.25, one quarter and 25 per cent are the same. They use a variety of strategies such as partitioning and rounding up and down when dealing with mental addition and they explain their methods clearly to each other and the class. They find different ways to tackle problem-solving tasks, combining multiplication and addition, and show understanding of place value when doing so. Some pupils check their answers by using the inverse operation. They add and divide decimals, learn about symmetry and rotation and convert pounds to euros. Lower-attaining pupils work on multiplying by ten and apply this knowledge to help them multiply by nine. They use number facts and place value to help them add and subtract mentally. They calculate a simple percentage of 100, 200, 300, etc. and find the lines of symmetry in two-dimensional shapes such as pentagons, hexagons and octagons. They correctly use the standard measures for capacity.
91. The quality of teaching in mathematics is satisfactory across the age range. No unsatisfactory teaching was seen during the inspection. In Years 1 and 2, teaching ranges from satisfactory to good, and was particularly effective in Year 2. In Years 5 and 6, where pupils are grouped according to ability, the learning is more effective than in Years 3 and 4. The teachers in Year 3 and 4 experience difficulties in working with such a wide ability range and in being able to cater to such differing needs within one class. Most pupils with special educational needs and those for whom English is an additional language make satisfactory, and at times good progress in this subject in relation to their learning needs. However, their learning is impeded by the lack of detail in the planning, which does not include how best to use the support staff, and in the quality of the guidance for teachers contained in the individual education plans.
92. In the most effective lessons, teachers demonstrate very good subject knowledge and show understanding of the best ways to inspire and motivate pupils. They present new material in innovative ways such as by computer programs, or by presenting the pupils with mathematical games. These lessons move at a brisk pace, teachers are lively and enthusiastic and pupils are focused and keen to learn and be successful. Support staff

are very well deployed so that all pupils are well supported and make very good progress. Teachers constantly assess the pupils' understanding and challenge their thinking.

93. Some less successful lessons occur when there is a lack of practical activities and a heavy reliance on the use of worksheets. In these lessons, pupils struggle to understand new concepts, they lose interest and their progress is limited. For example, no counting apparatus was made available to lower-attaining pupils who were writing number 'stories' from two or three given numbers. As a result, they did not recognise the patterns and relationships between the numbers.
94. Pupils' behaviour and their attitudes to their work are good or very good in almost all lessons and never less than satisfactory. In a Year 5 class, for example, pupils are attentive and keen to respond during the mental maths session. Good planning and preparation by the teacher ensures they move quickly to their tables and settle immediately to their tasks without fuss. They work hard and enthusiastically, making good progress. They share and collaborate in their learning. Teaching in mathematics makes a significant contribution to pupils' personal and social development. There is little evidence of it contributing to their spiritual and cultural development.
95. Following the last inspection, the school identified the need to raise standards in mathematics and has taken satisfactory action to meet its agreed targets. The National Numeracy Strategy has been fully implemented and resources have been reviewed and purchased to meet its requirements. Pupils in most year groups have been grouped in ability sets, reducing the size of most classes. Additional staff have been employed to teach the sets. These arrangements have had a significant impact on the quality of teaching and learning across the school, resulting in the continuing improvement in the current standards. However, this good practice is not consistent in all year groups, and standards have declined since the last inspection.
96. Mathematics is well managed and co-ordinated. The co-ordinator makes careful analyses of pupils' responses to questions in national tests so that teaching programmes are adapted to address any weaknesses and targets for pupils' learning can be set. However, she has not yet regularly monitored teachers' planning and pupils' work to ensure consistent practice across the school and is not yet fully involved in using performance data to set targets in all year groups.

SCIENCE

97. Attainment in science is below expectations at the ages of seven and 11, and this is not as good as at the time of the last inspection. The 2001 test results show the attainment of eleven-year-olds to be in the bottom five per cent of all schools nationally. This is significantly worse than at the time of the last inspection. Pupils are now beginning to make satisfactory progress as they move through the school. This is due to recent significant improvements to the curriculum. However, these alterations and the changes in emphasis and in resources, brought about by the detailed analysis of weaknesses in pupils' understanding undertaken by the subject co-ordinator, have not been in place for sufficient time to fully overcome the prior gaps in pupils' knowledge and investigative skills. However, the changes put in place, with considerably more attention to investigative science across the age range, have clearly had a positive improvement on the quality of both teaching and learning in science throughout the school. A scrutiny of work undertaken during the school year indicates that pupils have undertaken a range of appropriate science activities covering all attainment targets, studying life processes and living things, materials and physical processes.

98. In Years 1 and 2, pupils learn about ways of caring for their teeth, know that 'if you don't clean your teeth it makes your teeth wobbly' and most understand 'decay' as 'it goes rotten'. In these years, pupils are beginning to ask questions about their science work and learning to use exploration and investigation to acquire knowledge, skills and understanding and are making satisfactory progress from their generally low level of understanding on entry to the school. In their work during the year on 'The Senses', pupils have undertaken a 'sound walk' and talked and written about their favourite food, grouping food into 'healthy' and 'not healthy' categories. In the lower junior classes, pupils studying 'Sound' understand that sounds are produced when objects vibrate, that these sound waves are not always visible and that the pitch/loudness of some vibrating objects can be changed. Although attainment in this Year 3 and 4 lesson was broadly equivalent to expectations, a significant proportion of pupils revealed below average language skills and find it difficult to put their understanding into words when answering the teacher's questions. For example when asked what would happen if the guitar string was 'stopped' halfway one child answered: 'It'll less the noise down' (go quieter). Pupils are beginning to make simple generalisations about physical phenomena, understand the importance of collecting data to answering scientific questions and, with some assistance, are carrying out tests.
99. In Years 5 and 6, pupils studying 'Materials' had separated sand from marbles during a previous lesson and were investigating 'dissolving' and 'solutions' using flour, sugar and sand. During the lesson it became clear that pupils' understanding of scientific concepts is below that expected of their age group; only about half of the class put up their hands to disagree with one pupil's prediction that sand will dissolve in water, for example. Most are making appropriate observations and using various simple equipment but at a level below that expected for pupils at or approaching the age of 11. Although there is evidence that, due to the emphasis on investigative, practical science, pupils are making good progress in overcoming shortcomings in the curriculum for science in previous years, the breadth of their understanding is well below expectations for pupils by the end of Year 6.
100. The quality of learning in the one lesson observed in Years 1 and 2 was satisfactory, and in Years 3 to 6 the quality of learning ranged from good to satisfactory, and was similarly satisfactory overall. In the best case, where learning was good, pupils made good progress due to a well-planned and well-paced lesson with opportunities for practical, 'hands-on' tasks. Pupils' attitudes and behaviour in Years 1 and 2 were good and, in Years 3 to 6, where attitudes and behaviour ranged from good to unsatisfactory, satisfactory overall. Most pupils enjoy their science lessons, work together appropriately and try their best. Where attitudes and behaviour were unsatisfactory this was because of a general 'end of afternoon' lethargy and the difficult behaviour of a small number of pupils, which the teacher managed well but which was a constant theme throughout the lesson.
101. The overall quality of teaching is satisfactory. In lessons seen in Years 3 to 6 during the inspection they ranged from satisfactory to good, and were satisfactory in Years 1 and 2. Although teaching in the lessons observed in the juniors was good overall, scrutiny of pupils' work revealed an over-dependence on published worksheets, particularly in the upper classes. In these classes, pupils are merely required to fill in boxes or colour illustrations and some significant gaps exist between opportunities for pupils to undertake their own, practical investigations. On this evidence, the overall quality of teaching in Years 3 to 6 is only just satisfactory. Teachers give clear explanations and are generally confident in their subject knowledge. They have appropriate expectations of pupils' work and behaviour, although expectations of presentation of work vary greatly

from class to class. Teachers plan lessons well, with clear links to the National Curriculum, and good links with other curriculum areas such as English and mathematics. However, in a number of lessons insufficient account was taken when planning activities at appropriate levels for the two age groups in each class. Pupils with statements of special educational need are well included and supported in most lessons. Pupils with English as an additional language access the science curriculum with support, when it is available.

102. The subject-co-ordinator has developed a good overview of science in the school and has monitored teaching and analysed test results carefully to pinpoint areas of weakness. One result of this analysis has been the realisation that 'data-handling' was a significant area of weakness. New information and communication technology resources have been purchased to address this weakness. Another area of weakness is linked to pupils' generally below-average language skills. To address this, teachers are placing a greater emphasis on the use of scientific vocabulary. The school has made the development of investigative and experimental work a priority and more regular opportunities are now provided for pupils to undertake investigative work. Pupils are set targets for science in the best lessons. Lesson objectives are made clear to pupils and are regularly referred to by class teachers. There is a satisfactory range of resources for science.

ART AND DESIGN

103. Only two art lessons were observed during the inspection, one in Years 1 and 2, and one in Years 3 to 6. A significant amount of additional evidence was gained from a survey of work undertaken during the current and previous school year in portfolios and on display in classrooms and around the school. This scrutiny of work suggests that a broadly appropriate range of work in a variety of media in two and three-dimensions is planned, and confirms that pupils have an appropriate range of opportunities across the age range to develop an understanding of artists' work and apply it to their own. Pupils' progress in the key skills, particularly observational drawing skills is not always sufficient year on year, because of the lack of a suitably detailed scheme of work for the subject. Overall attainment in art by the age of seven and 11 is satisfactory, and most pupils make satisfactory progress as they move through the school.
104. In Year 2, pupils working with clay roll, cut and decorate a tile ready for firing in the school kiln. They learn about visual and tactile elements and explore the possibilities of a variety of materials and processes. During the year, pupils have created observational paintings to a satisfactory and, in a small number of cases, good standard. Pupils have looked at the work of French Impressionist painter Claude Monet, making their own versions of 'Bridge at Giverny' and his water lilies studies using wet paper, print and oil pastel techniques. In Years 3 and 4, pupils have designed, made, fired and decorated 'Tudor drinking vessels' of a satisfactory standard. In another history-related task, pupils have painted 'miniatures' in the style of Hans Holbein the Younger's famous portraits of Henry VIII and members of his court. In the one lesson observed, Year 5 and 6 pupils, in the second of a series of lessons designed to improve their sketching skills, were 'speed sketching', drawing their partner in two minutes, one minute and, finally 30 seconds. Pupils were developing their observational skills, recording from direct observation, compiling visual information in a sketchbook to assist with the development of their ideas. During the year, pupils have designed and made pottery in the style of 20th Century British ceramic designer Clarice Cliff and made collages based on Breugel's 16th Century Winter paintings. There is some limited evidence of information and communication technology being used for art activities, using a draw-paint package to produce symmetrical designs, for example.

105. The quality of teaching and learning was good in both lessons seen. Pupils enjoy their art activities, responding well to practical guidelines and showing pride in their achievements. Teachers demonstrate good subject knowledge, maintain a good pace throughout the lessons, resource lessons appropriately, motivate pupils well and, through good one-to-one support, encourage them to evaluate their work in progress.
106. Resources for art are satisfactory, are well utilised and are readily accessible. The school kiln is a well-utilised asset. The subject co-ordinator is new to the role and is in the process of devising a new scheme of work for the subject that is intended to give teachers clear guidance about the skills and techniques to be developed in each year throughout the school. There is satisfactory improvement since the last inspection.

DESIGN AND TECHNOLOGY

107. At the time of the last inspection, standards in design and technology were in line with national expectations at the age of seven, but below expectations at the age of 11. Raising standards in design and technology was a key issue. The present co-ordinator has done much to raise the profile of design and technology across the school and the adoption of a local authority scheme of work, with appropriate resources, is helping to raise standards. These are now broadly in line with national expectations across the school.
108. Pupils in Year 2 make puppets from a variety of media and weave textiles with some dexterity. Pupils in Years 5 and 6 have looked at the ceramics of Clarice Cliff and have created their own similar designs in clay. These are glazed and fired. Pupils in Years 5 and 6 know how pulleys work, and can use this knowledge to design working models of bridges which will open to allow the movement of river traffic.
109. The quality of teaching in the four lessons observed was never less than satisfactory, and was good in one lesson. Teachers are confident in their subject knowledge and can support pupils appropriately. Relationships among pupils and between adults and pupils are good and good class management allows practical activities to take place in a calm, purposeful and productive working atmosphere. Teachers constantly reinforce pupils' use of the appropriate technical vocabulary, and effective links are made with other curriculum areas. For example, the work on bridges is put into a meaningful context by relating it to work on rivers in geography.
110. Teachers plan individual lessons in some detail. However, insufficient thought is given to planning for the wide range of abilities and ages in all classes. At present there is insufficient challenge for older or higher-attaining pupils. For example in Years 3 and 4, pupils have evaluated moulds they have made in plasticene or clay. This was a very limited and structured activity and more able pupils were not given opportunities to work at a faster pace or to develop the activity by choosing their own media to work in.
111. The new co-ordinator is knowledgeable and provides good support for colleagues, but has not had opportunities for monitoring teaching through observing lessons. She is aware of the need to re-evaluate the scheme constantly in order to tailor it to the precise needs of the school. Assessment procedures have been prepared and are ready to be trialled. A photographic record of displays is kept. Resources are good and are regularly updated in line with curriculum changes.

GEOGRAPHY

112. Two geography lessons were observed, one in Years 1 and 2 and the other in Years 3 to 6. A scrutiny of pupils' work in exercise books and worksheets in folders and on display around the school, photographic evidence provided by the school and discussions with Year 6 pupils suggest pupils have not made appropriate progress in geography as they move through the school. This is in great part due to the lack of an appropriately detailed scheme of work for the subject, which gives teachers clear guidance on what to teach in each half term block and, more importantly, on the specific skills and knowledge to be taught to each year group.
113. In the lessons observed, Year 2 pupils were using an atlas for the first time, and learning that an atlas is a non-fiction book that is used to find information about places. Most pupils can identify Scotland, England, Northern Ireland and Wales on a map of the United Kingdom. A minority know the capital city of England is London, but most know it is 'not very far away' and that 'you wouldn't go there in an aeroplane'. Pupils are finding facts from atlases, such as 'the Pennines are in England', 'Edinburgh is the capital of Scotland' and 'the British Isles is part of Europe'.
114. Earlier in the current school year, pupils in Years 1 and 2 have followed 'Trinity Ted' on his journeys around the world, looked at weather and appropriate clothing and worked with simple maps. Pupils in Years 3 and 4 have looked at 'weather' and considered 'weather forecasts'. When comparing Miami to England, pupils decided how the weather affects what people do. Year 5 and 6 pupils are identifying landmarks on an enlarged 'A-Z' map of the local area. They notice that there is 'no key on the map' and 'no numbers' (co-ordinates), but pupils require a good deal of assistance and guidance from teachers to locate the local landmarks. Overall attainment of the Year 6 pupils is below national expectations for pupils at or nearing 11 years of age.
115. Teaching in both geography lessons seen was satisfactory. Teachers demonstrate satisfactory subject knowledge, use questioning well and encourage pupils to put forward their own ideas. However, the scrutiny of work in pupils' geography books showed mostly worksheet based activities, poor presentation and, in some classes, only two pieces of geography work during the year, i.e. in a term and a half. On this evidence, teaching of geography in Years 3 to 6 is unsatisfactory. The quality of learning in both lessons seen was satisfactory. Pupils' attitudes and behaviour in geography lessons were similarly satisfactory in both lessons. Pupils enjoy their geography lessons and ask and answer questions enthusiastically.
116. The new co-ordinator for the subject is enthusiastic and well-informed about the requirements of the National Curriculum for geography. He is aware that the current scheme of work is not fulfilling requirements, and at the time of inspection was developing a new scheme of work for the subject. There is a satisfactory range of resources for the subject. There is unsatisfactory improvement in geography since the last inspection.

HISTORY

117. At the time of the last inspection standards in history were in line with national expectations. Evidence from the current inspection indicates that pupils at the age of seven are meeting national expectations, but at the age of 11 standards of attainment are below national expectations, because of the narrowness of the existing curriculum. Pupils in Years 3 to 6 are all studying the Tudor period and have little knowledge of other periods of history. Although there is now an appropriate emphasis on the development of historical skills, pupils have a limited sense of chronology and understanding of changes over time.

118. Because of the current emphasis on developing pupils' investigative skills pupils make satisfactory and occasionally good progress in lessons. In Years 1 and 2, pupils have used video material and reference books to compare the lives of Florence Nightingale and Mary Seacole. Most pupils in discussion can identify similarities and differences between the two women although many struggle to transfer their ideas to paper. Pupils in Years 3 and 4 can identify the main events in the life of an Elizabethan courtier, through an analysis of the memorial portrait of Sir Henry Unton. In one lesson, because of the class teacher's good subject knowledge, pupils were even beginning to interpret some of the symbolism in the portrait. In Years 5 and 6 pupils research the lives of key 16th century figures including Sir Walter Raleigh and William Shakespeare. They work collaboratively to analyse secondary sources of evidence and feed back key points to other groups. However, there is very little written work in pupils' books and folders. There are limited opportunities for pupils to undertake independent research, to compare primary and secondary sources or to complete extended pieces of writing.
119. The quality of teaching in the four lessons observed was never less than satisfactory, and in one lesson was very good. Teachers have good subject knowledge and provide good support for pupils. They manage their classes well and maintain a good working atmosphere. Good use is made of homework to extend pupils' learning. Teachers' planning is often detailed but does not include a variety of tasks to cover either the wide age range or ability range found in all classes. Pupils with limited mastery of English and lower-attaining pupils find the tasks too difficult and in effect take little part in lessons. There is limited challenge for more able pupils, and pupils in the older year group in each class are not given opportunities to develop a wider range of historical skills. Insufficient use is made of information and communication technology to support pupils' learning.
120. The recently appointed co-ordinator is knowledgeable and enthusiastic. He is aware of the need to develop a broad and balanced scheme of work in history and has already had an impact on teaching through his emphasis on skills development. He has already had discussions with colleagues in order to develop a broader and more relevant curriculum, but has not had opportunities to monitor teaching through observation of lessons. Resources at present are unsatisfactory and do not allow the full curriculum to be taught. In some lessons, teachers are resorting to providing their own resources in order to ensure effective learning. Insufficient use is made of visits to places of interest or visitors to the school, to enliven the curriculum and provide pupils with meaningful points of reference. A portfolio of moderated work and procedures for assessment have yet to be developed.

INFORMATION AND COMMUNICATION TECHNOLOGY

121. Standards at the ages of seven and 11 are in line with national expectations. They are above average in communication skills, which involves the use of multimedia. Standards have improved since the last inspection with the introduction of the computer suite and recent teacher training.
122. At the age of seven, while working at the computer, pupils can 'log on' and 'log off' in order to start and finish their work. They can also open a suitable software package. Pupils in Year 1 are developing good mouse control skills, including inputting information into a data-handling package in order to find out their favourite snacks. Pupils interpret bar and tick graphs. Their word processing skills are developing to the extent that they can enter simple words, such as 'apple' and 'cake', into text boxes on screen. They are beginning to learn how to save their work to an appropriate file. Pupils know the names

and functions of the main keys and symbols, and use the appropriate computer language. Pupils in Year 2 are able to give instructions to a programmable floor robot, although work on control technology throughout the school is limited. Year 2 pupils are also able to amend text by deleting and adding words, although many pupils have difficulty in holding down the 'shift' key simultaneously with another key to produce certain symbols and capital letters.

123. Standards at the age of 11 are in line with expectations, which was the case at the time of the last inspection. However, the vast improvements in technology, which the school has made over the last year, have increased opportunities for pupils to learn new skills. Major improvements have included the opening of an information and communication technology suite, the placing of computers in every classroom and the availability of the internet and e-mail facilities. All of these measures, although they are still not yet fully implemented, are having a very positive effect upon pupils' achievement. For example, older pupils have been introduced to the internet and are beginning to realise the need to refine searches by entering specific words to make the most effective use of their time. They are using a powerpoint presentation program to create an interactive display for the younger pupils. They input graphics, animation and sound with ease and delight. There is excitement at what they are able to achieve. Pupils are beginning to evaluate information and communication technology. For example, the teacher reminds the pupils to consider the needs of a younger audience when preparing their display. However, throughout the school pupils do not have sufficient opportunities to develop their speaking and listening skills by discussing the use of information and communication technology in society.
124. The quality of teaching is good, with an excellent example observed during the week of the inspection. All pupils achieve well in information and communication technology because the teaching is effective and supported by appropriate resources. Consequently, teachers have clear expectations and pupils know what they have to do. Occasionally, teachers are hesitant because they personally lack confidence, expertise and speed when demonstrating computer skills, which means that lesson introductions are slow and pupils are held back. Teachers do not make full use of the computers in their classrooms or use information and communication technology as well as they might do to enhance teaching and learning. It is not always included in their planning.
125. Pupils in all age groups demonstrate a keen interest in their information and communication technology lessons. They behave very well in lessons, treating the equipment with respect and waiting patiently while software is loading. All classes settle very quickly when using the information and communication technology suite and listen attentively to instructions given. They know the school rules for using computers and follow them with few reminders. While working in pairs, more confident and capable pupils offer help to those with limited computer skills, thereby developing good relationships. Pupils with special educational needs particularly benefit from the support of their classmates and adults. Pupils for whom English is an additional language make satisfactory progress, but do not receive focused support, for example through the use of prompt cards and colour-coded keys on the keyboard.
126. The co-ordination of the subject is very effective and this has contributed to pupils' good progress throughout the school. An audit of standards was conducted last year and areas for development, such as use of databases in Years 1 and 2 and e-mail in Years 3 to 6, have been targeted. Subsequent investment in resources and staff training has greatly enhanced the learning opportunities for pupils. More comprehensive training following a government-sponsored national programme is planned so that all staff, including teacher assistants, have a more secure subject knowledge and

understanding. The school is beginning to monitor pupils' subject performance, keeping folders of pupils' work on the hard drive, but recognises that monitoring and assessment are areas for improvement so that tasks match the differing needs of pupils more accurately.

MUSIC

127. Standards in music, overall, are in line with expectations for pupils at the age of seven and 11. The performance of pupils in Years 3 to 6 when singing en masse, as in assembly, is of a low standard. It is significantly better when pupils perform in lessons. Standards overall, have improved in Years 3 to 6 since the last inspection, and have been maintained in Years 1 and 2. Pupils enjoy their music making and their achievement is sound across the school. Pupils with special educational needs achieve appropriate standards and take a full part in all musical activities. Pupils with English as an additional language achieve satisfactorily.
128. Year 1 and 2 pupils sing a variety of songs tunefully, with good control and they enjoy using appropriate actions. They are able to sustain a good rhythm when singing during assemblies. They have a confident approach when performing musical tasks. They nod, tap fingers or move their bodies to the rhythm. They respond wholeheartedly to their music making.
129. Year 3 to 6 pupils have a good understanding of rhythm and basic musical structure. They sing a wide repertoire of songs with satisfactory pitch. It is planned that the choir will perform at the forthcoming Chelmsford Music Festival. Pupils are able to learn to play recorders during an extra-curricular club, and some pupils have peripatetic music lessons to learn to play the saxophone or flute, which enhances their knowledge of correct musical notation. Very few pupils take advantage of this facility, however, all pupils in Years 3 to 6 create their own compositions to make 'rain music'. This work shows evidence of pupils' ability to use repeating patterns and to combine several layers of sound. Boys and girls work particularly well together in specialist lessons. Pupils are less sure about works of composers from the past and have little knowledge of styles of music from other cultures. Information and communication technology is under-used in music.
130. The quality of teaching and learning throughout the school is satisfactory overall. The pace of the specialist lessons is good. Routines have been well established and pupils feel secure and confident as a result of this. The atmosphere within music lessons is good, because of the specialist teacher's enthusiasm and subject knowledge. On the occasions when class teachers stay in music lessons, the quality of the work is enhanced. Pupils know that their efforts are understood and valued by their teacher and this encourages them to be more inventive. They take care with resources.
131. The subject is well led by a new co-ordinator, who provides satisfactory support for staff. The policy for music is in place, and a new scheme of work based on a commercial scheme underpins the specialist teaching. There are no agreed procedures about how to assess and record pupils' progress in music, and this is a weakness. There are insufficient books for pupils to find out about the lives and works of famous composers. The co-ordinator has already identified the need to take a more active role in monitoring the provision of music in Years 1 and 2, but as yet has had no opportunity to carry this out. There is an adequate range of resources, although they are not fully utilised. Pupils in Years 3 to 6 have opportunities to join the choir and recorder groups. Although the subject meets National Curriculum requirements, music is not a central part of the life of this school, and as such is not making a sufficient

contribution to the enhancement of pupils' spiritual development or to the school's ethos. Opportunities are missed during assembly times to develop pupils' understanding and knowledge of the works of famous composers. Opportunities are also missed because class teachers leave the teaching of music to the specialist, and do not attend lessons.

PHYSICAL EDUCATION

132. No physical education lessons were observed in Years 1 and 2, and this makes judgements about the quality of teaching, learning, attainment or attitudes and behaviour impossible. Observations of physical education lessons in Years 3 to 6 indicate that pupils make satisfactory progress overall in physical education, and attainment in Year 6 is satisfactory. Pupils in Years 3 to 6 attend a local swimming pool for one lesson per week for one term during the school year. It was not possible to check this during the inspection, but the subject co-ordinator reports that by the end of Year 6 the majority of pupils are confident swimmers and are able to swim 25 metres easily.
133. In Years 3 and 4, pupils understand the need for a 'warm-up' activity prior to exercise, and in an outdoor games lesson were developing their ball skills, learning to control a ball using their feet, passing, controlling and returning to a partner. In a gymnastics lesson they were running, jumping and skipping with appropriate co-ordination and were consolidating their skills and acquiring new ones. They created sequences for floor work, devising and practising different jumps on the floor and on apparatus - on one leg, two legs, forward, backward, fast and slow - and were making short sequences, joining three jumps together. Year 5 and 6 pupils rehearsing a dance for performance responded to a range of differing stimuli in devising and performing dances, employing a range of movement patterns and offering suggestions for improvement.
134. The quality of pupils' learning in the lessons seen ranged from very good to satisfactory and was good overall. Pupils' attitudes and behaviour from good to unsatisfactory and were satisfactory overall. Most pupils participate enthusiastically, although some older Year 6 boys needed a good deal of encouragement to participate positively in a dance lesson. Pupils work together well, relating appropriately to their peers and to adults and, in most cases, taking part in the activities confidently. The quality of teaching in lessons seen ranged from very good to satisfactory, and was good overall. Where teaching was good or very good, the teachers demonstrated good subject knowledge, used praise appropriately, had high expectations of pupils' work and behaviour, gave very clear instructions and maintained a good pace throughout the lesson, changing activities frequently to maintain pupils' interest and enthusiasm.
135. The co-ordinator for physical education had only recently taken on the role at the time of inspection. She has already obtained and introduced a published scheme of work which provides good support for teachers, and he intends to ensure secure continuity and progression in the key skills as pupils move through the school. Resources for the subject are satisfactory and the school provides an appropriate range of sport-related extra-curricular activities throughout the year. An annual 'residential' trip is organised for Year 6 pupils, during which pupils undertake a range of adventurous activities. There has been satisfactory improvement since the last inspection.

RELIGIOUS EDUCATION

136. Standards in religious education do not meet the full requirements set out in the locally Agreed Syllabus. There are still significant gaps in the knowledge and understanding of 11 and seven-year-olds. Improvement has been unsatisfactory since the last inspection

because although there is now a scheme of work, it does not meet the needs of the different aged pupils in the same class. Resources have improved, although they were not seen in use and there are few artefacts on display. There are few visits or visitors from the different faith communities. Major festivals of the world faiths are not always celebrated. Religious education is not being given the status of a primary core curriculum subject.

137. The quality of teaching is satisfactory overall. In Years 1 and 2, one lesson was seen, and in Years 3 to 6 four lessons were seen. The teachers have satisfactory knowledge and understanding of the subject, plan effectively and relate the moral issues to a religious base. Throughout the school, pupils study aspects of Christianity. They consider the views of belief in comparison to science. They are learning to form their own opinions and present a point of view. Other pupils are given opportunities to consider the moral message contained within stories. In Years 3 and 4, pupils could identify with the shepherd and the sheep as being God and His people, but needed prompting by the teacher to identify the 'lost sheep.'
138. Teachers do not yet assess pupils against the attainment targets of the Agreed Syllabus. This leads to them planning work that is not always matched to pupils' needs, including the needs of higher-attaining pupils, pupils with special educational needs and those who are still learning English. This is preventing the school from gaining full benefit from the good teaching in individual lessons. As a consequence, 11-year-olds have some knowledge of Bible stories commonly taught to younger children, such as the story of 'Joseph and his brothers' or the parables of Jesus, but have little knowledge of the world's leading faiths. Some seven and eight-year-olds, who have had a more balanced programme, had better knowledge and understanding of both these areas of work.
139. Work in religious education does not make an effective enough contribution to pupils' literacy skills. Pupils are not sufficiently encouraged to write independently, and too much is copied. Work is not always recorded. There are too few links between religious education and the literacy hour, and limited use is made of computers in teaching the subject. The subject co-ordinator has yet to monitor the quality of teaching and learning. Nevertheless, the good quality of teaching in individual classes, and the respect with which pupils and teachers throughout the school treat the subject, places it in a good position to make further improvements.

SPEECH AND LANGUAGE CENTRE

140. The Speech and Language Centre caters for up to 20 pupils who have been assessed as having speech and language difficulties. Pupils are placed at the Centre following a full assessment of their communication needs. The Centre is organised into two classes: one for pupils from Reception to Year 2, the other for pupils in Years 3 to 6.
141. The Centre aims to return pupils to mainstream school and the majority of pupils are successfully reintegrated within an average of five terms. A gradual process of integration into mainstream classes supports this process and effectively prepares pupils for full-time reintegration.
142. Pupils make good progress towards the targets in their individual education plans targets as a result of the high level of adult support in the Centre and the specialised contribution of speech therapists. The emphasis on communication and literacy means that many pupils also make good progress in reading and writing. The progress of older pupils is better than that of pupils in the class for Reception and Years 1 and 2 because

they receive more speech therapy time. The school does not have its full quota of time as a result of difficulties appointing a speech therapist. Pupils' progress in other areas of the curriculum is satisfactory. They sometimes make satisfactory progress where they are integrated into mainstream classes, but do not achieve as much as they should because class teachers do not plan sufficiently for their needs. Class teachers would benefit from further training in matching tasks to the needs of pupils from the Centre and from more information about their prior attainment in National Curriculum subjects.

143. Teaching is satisfactory overall. Many lessons in the Centre are good and almost all during the inspection were at least satisfactory. The best learning occurs where there is direct teaching by the speech therapist, with tasks carefully matched to pupils' speech and language needs, and joint planning by the therapist and teacher. In these lessons, pupils have very good opportunities to extend their speaking, listening and thinking skills, with ample opportunities for individual pupils to express their ideas. In a number of other lessons, teachers pay good attention to developing these same skills. Pupils are grouped carefully in literacy lessons in the class for Years 3 to 6 and work is well matched to their learning needs, with thorough attention to linking sounds, articulation and spelling. In the class for younger pupils, there is also some good teaching, especially when learning resources provide opportunities for pupils to investigate individually and respond directly to visual stimuli. For instance, pupils made good progress in a lesson where they worked at their own pace, exploring patterns in mathematics and reproducing colour sequences of varying difficulty. Teaching in the Centre would nevertheless be improved by greater attention to the needs of individual pupils across the curriculum, especially to ensuring that higher-attaining pupils received consistent challenge. There are occasions, especially in the class for younger pupils, when some tasks are too easy for pupils who are already functioning at a significantly higher level. The practice of the most able pupils from Year 2 going into the Year 3 to 6 class for literacy and numeracy is a very positive feature.
144. Pupils have good attitudes to learning and their behaviour is well managed. Rewards are used as a very effective means of encouraging pupils, and teachers make it clear that pupils are expected to work hard and pay attention. As a result, most pupils behave well, especially the older pupils, and concentrate on the tasks they have been given, sometimes showing pride and enjoyment in their work. They are gaining in confidence in expressing themselves as a result of the high level of individual attention they receive. Many pupils already listen carefully to one another's contributions and quickly co-operate with the teacher's instructions. Some younger pupils are easily distracted, however, and are not always engaged in learning. All pupils relate well with one another and with adults who work with them. Learning support assistants make a very good contribution to pupils' learning and teachers use them very effectively. In some of the best lessons in the Centre, the teacher, speech therapist and learning support assistant work together with a common purpose.
145. There are good procedures for assessing pupils' speech and language difficulties and for monitoring their progress against the objectives in their statements of special educational need and individual education plans. In addition to the assessment information about their speech and language needs, which accompanies pupils to the Centre, assessments are carried out on a regular basis by the speech therapist and other specialists who contribute if necessary. However, assessment in subjects of the National Curriculum and against the Foundation Stage curriculum is underdeveloped. As a result, teachers do not have detailed information about each pupil's prior attainment and achievement with which to plan lessons in detail or to monitor pupils'

progress. The Centre is at a very early stage in keeping assessment information beyond that referring to pupils' speech and language difficulties.

146. The teacher in charge of the Centre has been appointed to the post quite recently and is beginning to identify areas for development. She is receiving training in the needs of pupils with speech and language difficulties – a criticism at the time of the last inspection. There is satisfactory liaison between the teachers in the two classes and good liaison between speech therapists, teachers and learning support assistants. The Centre is well resourced, except that it has limited computer software. Insufficient use was made of computers in lessons during the inspection. Classrooms have attractive displays and resources are readily accessible to pupils. The main problem with the accommodation is that noise from the adjacent class can impact directly on pupils' concentration and progress: there is a need to find a suitably flexible means of closing the gap between the two classrooms for at least part of the time.