

INSPECTION REPORT

LANGHAM PRIMARY SCHOOL

COLCHESTER

LEA area: ESSEX

Unique reference number: 114730

Headteacher: Mr J. Adams

Reporting inspector: Mrs S. M. Barnes
16249

Dates of inspection: 10th - 12th September 2001

Inspection number: 195814

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:	School Road Langham Colchester Essex
Postcode:	CO4 5PB
Telephone number:	01206 272266
Fax number:	
Appropriate authority:	Governing Body
Name of chair of governors:	Mr J. Clark
Date of previous inspection:	June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
16249	Mrs S. M. Barnes	Registered inspector	English, geography, music, equal opportunities	Characteristics of the school, standards, quality of teaching and learning, leadership and management.
1305	Dr B. Rance	Lay inspector		How well the school cares for its pupils, links with parents and the community.
27568	Mrs M. Davidson	Team inspector	Mathematics, information and communication technology, history, religious education.	Special educational needs, attitudes, behaviour and personal development.
42362	Mr A. Taylor	Team inspector	Foundation stage curriculum, science, art, design technology, physical education	The quality and range of the curriculum.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a smaller than average sized school for boys and girls between the ages of four and eleven. It is situated in the village of Langham, near Colchester and the pupils come from the village and surrounding areas. The overall attainment of pupils on entry to the school is above average. There are fewer pupils than nationally on the school's register of special educational needs. However, the proportion of pupils with statements of their need is average. Far fewer pupils than nationally are eligible for free school meals and none speak English as an additional language. The size of individual year groups is smaller than average and, for some year groups, the results of the end of key stage tests cannot be published, as this would infringe pupil confidentiality. There have been significant changes to the teaching staff in the last few years, especially considering the size of the school, and also the appointment of a new head teacher. At the time of the inspection two teachers who are normally part time were undertaking a full time role to cover for staff absence.

HOW GOOD THE SCHOOL IS

This is an effective school that provides a sound quality of education for all its pupils. The good clear-sighted leadership provided by the newly appointed head teacher, senior management and governing body has ensured that the school development plan is based upon an accurate assessment of the school's strengths and weaknesses. It sets out appropriate targets for improvement. The quality of teaching and learning is sound and the school provides satisfactory value for money.

What the school does well

- Standards are above average in English and mathematics at the end of both key stages.
- Children in the foundation stage make a good start to their learning due to the good quality teaching they receive.
- Pupils like school. Their behaviour is good and levels of attendance are very good.
- The leadership and management of the school by the head teacher, senior staff and governing body are good.
- Provision for pupils with special educational needs is currently good and they make appropriate progress towards their learning targets.
- Child protection procedures are good, as is the provision for pupil welfare.
- There is a good level of involvement of parents in the life of the school.

What could be improved

- Information and communication technology is not fully integrated into the curriculum to support teaching and learning in all subjects.
- Formal assessment systems are not yet in place for all subjects. Use of assessment information to guide accurate planning to meet specific needs of each pupil is not fully developed. There are some weaknesses in the marking of work, setting clear criteria and targets for improvement, and sharing this information with parents and pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997. Since that time there have been a number of changes to staff, including a time when the school had an acting head teacher and culminating in the appointment of a new head teacher in April of this year. The school has made satisfactory levels of improvement in that time. The main issues raised by the previous inspection have been fully or partially addressed. For example, the school development plan provides good targets for improvement. There has been a sharper focus on the role of the co-ordinators, who are now fully involved in auditing all aspects of their subjects and setting appropriate targets for school development. The quality of teaching has improved. At the time of the previous inspection one fifth of the teaching was judged to be unsatisfactory, currently virtually all of the teaching is now at least satisfactory and a significant proportion is good. The

school continues to develop curriculum planning and guidance for all subjects in line with curriculum 2000. The literacy and numeracy strategies have been effectively implemented. A whole school behaviour policy has been developed and implemented. In addition the school day has been lengthened in line with recommendations. Facilities, especially those for information and communication technology have been improved. However standards in some subjects, such as science and music are below those noted at the time of the previous inspection. Assessment and its use to improve the quality of teaching and learning is still a focus for improvement.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	C	A	B	C
mathematics	B	A	A	C
science	A	B	C	E

Key

well above A
average above B
average C
average D
below average D
well below E
average

Care must be taken when comparing individual cohorts with each other, due to the small size of the school and the consequent greater potential for fluctuation. It can be seen from the table above, standards in the end of Year 6 key stage tests in English in 2000 were above average, when compared to national results and average when compared to the results of similar schools. Standards in mathematics were well above the national average and in line with the average for similar schools. In science, standards were average when compared to national results and well below the average compared to results of similar schools. Currently standards are above average in mathematics and English and average in science. At Key Stage 1, results in reading were well above the national average and above average when compared to similar schools. In writing, results were well above the results of schools nationally and similar schools. In mathematics results were in the top five per cent of schools both nationally and also when compared to similar schools. Current standards in English and mathematics are above average at the end of Year 2 and Year 6. Standards in science are average. Standards in all of the non-core subjects of the curriculum are in line with those expected of pupils at the ages of seven and eleven, with the exception of physical education, where standards are above those normally attained. Targets that the school sets for end of key stage tests in English and mathematics at Year 6, take appropriate account of the results of earlier tests at the end of Year 2. Pupils of all levels of prior attainment and from all groups make satisfactory progress in their learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes to school are good. Pupils are keen to come to school. They enjoy lessons and show interest in all aspects of the curriculum. They are eager to talk about their activities.
Behaviour, in and out of classrooms	Behaviour, both in and out of the classroom is good. Pupils listen attentively to their teachers and move about school in an orderly but relaxed manner.
Personal development and relationships	Satisfactory. Pupils are sensitive to each other's needs and support friends and younger pupils in the playground. The older pupils take responsibility for others. However, there are insufficient

	regular opportunities for pupils to gain skills through independent research and study.
Attendance	Very good.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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 quality of teaching is satisfactory overall. There has been an improvement in teaching since the previous inspection, when one fifth of the teaching was unsatisfactory. Currently virtually all of the teaching is satisfactory and a significant proportion of good teaching was observed. Some of the teaching observed was very good. The teaching and learning of the youngest children and pupils is good overall and on occasion it is very good. This gives pupils a good start in their formal education. The quality of teaching in English and mathematics is satisfactory overall. Literacy and numeracy skills are taught effectively. Particular strengths of the teaching and learning throughout the school are levels of teachers' planning, management of pupils and pupils' interest and concentration in their learning. The needs of pupils of all levels of prior attainment and from different groups are all appropriately met. An area for improvement is the development and use of on-going assessment. The school has identified this as part of the development plan.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum has suitable breadth and balance and statutory requirements are met in all subjects. The provision for extra-curricular activities is good.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is currently good and they are well supported in the school. Individual education plans are well written by the co-ordinator. The leadership of the school has identified a need to support gifted and talented pupils.
Provision for pupils with English as an additional language	N/A
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. Assemblies give pupils satisfactory opportunities for reflection. Classroom discussions and the ethos of the school provide good opportunities for moral development. Provision for social and cultural development is satisfactory. The curriculum for religious education contributes significantly to pupils' understanding on other world faiths. There is limited emphasis however in the celebration of non-Western European cultures in art, music and other areas of the curriculum.
How well the school cares for its pupils	Provision for pupils' care and welfare is good. Child protection issues are well organised. However, although teachers carry out regular assessments, these have not been utilised effectively to target next steps for learning to ensure progress for each child and to raise standards in all subjects.

The school has effective links with parents. Parents' views of the school are positive and they have a good level of involvement with their children's education. Parents are very active in supporting the school and generous in the contributions they make. This has a positive impact on standards achieved. However, while information for parents is satisfactory overall and that in the school booklet about general matters is good, there are areas for improvement in the

amount of detail about how each pupil is progressing in specific aspects of each subject. The school has identified this as an area for improvement in its action plan.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The recently appointed head teacher is providing good leadership for the school. He has a clear-sighted view of the strengths of the school and what steps are required to ensure further improvement. He is ably supported by senior staff and governors.
How well the governors fulfil their responsibilities	Statutory requirements are all met. The governing body have a good knowledge of all aspects of the school. They are suitably involved in the day-to-day life of the school and support it at many levels.
The school's evaluation of its performance	The school is currently making very accurate assessments of performance. There are effective systems in place to monitor and evaluate progress.
The strategic use of resources	Resources are satisfactory overall and are their use is generally efficient. The school has currently invested heavily in improving staffing levels in a drive to raise standards further. The principles of best value are appropriately applied.

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.• Parents feel encouraged to play an active role in their children's learning.• The school encourages pupils to take an active role in more than just daily lessons.• The school's attitudes and values have a positive effect upon pupils' development.• The school achieves high standards of good behaviour.	<ul style="list-style-type: none">• Some parents do not feel they have a clear understanding of what is being taught.• Some parents would like more information about how their children are getting on.

The inspection team agree with the positive statements parents made. However, information for parents about individual pupils' progress is not as detailed and informative as it could be. The school has already acknowledged that this is an area for improvement.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the national tests for seven year olds in English in 2000, results were well above the national average for reading and writing. In comparison with similar schools pupils were above average in reading and well above in writing. In the reading tests last year, 37 per cent of pupils achieved the higher than expected National Curriculum Level 3 compared with 28 per cent nationally. It is likely that similar results will be achieved this year from the teachers' assessments and inspectors' judgements. However, the year cohorts are small and consequently fluctuations between year groups should be interpreted with caution. Over the last three years, the pupils at Key Stage 1 have generally attained standards in tests that are well above average in comparison with national figures. There has been more variation at the end of Key Stage 2 where pupils over the same period have attained test results that range from average in science to well above average in mathematics. In 2000, in the end of key stage tests standards were above average in English and there was a higher percentage than nationally achieving at the upper Level 5, but this was only average when compared to similar schools and performance was not as good as that in schools that had attained similar scores at the end of Year 2. Again these fluctuations are exaggerated by the small number of pupils in each year group, where only a small number of pupils arriving and leaving have a proportionally high impact on the results which are not therefore statistically significant.
2. The results of national testing in mathematics in 2000 indicate that the performance of pupils at Key Stage 1 was very high and at Key Stage 2 was also high, and in line with similar schools. The results of tests in 2001 indicate that pupils are still attaining levels above those expected at the end of each key stage, although no comparative data is yet available. Inspection evidence indicates that a significant number of pupils at both age seven and eleven exceed the levels expected nationally, especially in the areas of number and algebra, remaining similar to standards noted in the previous report.
3. Standards in science at seven and eleven years were noted to be well above the national average at the time of the previous inspection. Standards in the teachers' assessments of pupils attaining the expected Level 2 at the end of Key Stage 1 in 2000 were in the top five per cent of pupils nationally. Similarly the assessment of the proportion of pupils attaining Level 3 was very high compared to the national average. In the end of key stage tests for pupils in Year 6, results were average when compared to national figures, and below the results attained in similar schools. Inspection evidence indicates that standards at the end of both key stages are currently average. As national standards have risen, the school's standards have not matched this, and appear from statistical summaries to have fallen to an average level. Compared to similar schools, they are now average, although there is a small improvement in the number of pupils achieving Level 5 in national tests in 2001. However national comparisons are not yet available. The school has noted the apparent decline in standards and has developed plans to improve them. The school has previously lacked coherent assessment procedures that would alert teachers to the fluctuations in the pupils' attainment and progress. The small cohorts of pupils taking the tests means that one must be wary of making judgements based solely on the statistical data. However, inspection findings, from both lessons and from the scrutiny of the pupils' work at all stages, indicate that standards are satisfactory for pupils of seven and eleven years of age and that the overall attainment and progress of the pupils is average. The apparent fluctuations in attainment by boys and girls in the different subjects at each key stage are compounded by the gender balance in some year groups. For example, in one year group eighty per cent of the pupils are boys, and these fluctuations make comparisons statistically unreliable.

4. Standards in all non-core areas of the curriculum are in line with those expected nationally at the end of both key stages, with the exception of physical education, where standards are above those usually found. For example, pupils in Years 3 to 6, show good awareness of space and of each other in lessons, they control their speed and footwork with increasing nimbleness. In Years 5 and 6, they are inventive and co-operative in their paired-work, creating body shapes and balancing movements of good quality. Standards in religious education are in line with the requirements of the Locally Agreed Syllabus at the end of both key stages. Children in the foundation stage make a good start to their learning, particularly in English and mathematical skills. Pupils of all levels of prior attainment and from all groups, including those with special educational needs and those who are gifted and talented, make overall satisfactory progress in their learning throughout the school. Literacy and numeracy skills are developed appropriately at both key stages.

Pupils' attitudes, values and personal development

5. Pupils' attitudes to school are good. The high standards noted at the time of the previous inspection have been effectively maintained. From the foundation stage onwards children are keen to come to school and enjoy lessons, especially in mathematics. They demonstrate interest in all aspects of the curriculum, including clubs and visits made outside of school. They are also eager to talk about what they do in lessons and outside. They demonstrate support for each other by applauding good work in class, especially the younger pupils. Teachers encourage periods of quiet, concentrated work in lessons and pupils respond well to this. There is an atmosphere of sustained hard work in classes, especially with the older pupils.
6. The behaviour of pupils, both in the classroom and around school, is good. Pupils listen attentively to their teachers, especially during assemblies and group teaching times. Pupils play happily together and playtimes are active but friendly, with pupils using the grounds freely. They move about school in an orderly and relaxed manner. Established routines and accepted behaviour patterns ensure that excessive supervision is not required. A positive behaviour policy is in place, and initiatives like 'the playground squad' and the school council are effective extensions of this. There have been no exclusions in recent years.
7. Personal development and relationships in the school are satisfactory. Pupils are sensitive to each other's needs and support friends. Older pupils form good relationships with younger ones and look after them. One older girl quickly came to the aid of a very young child who had fallen in the playground and took her directly to an adult, ensuring that she was well looked after. The opportunities for older pupils to issue toys and physical education apparatus and to care for those who use the 'friendship bench' when they need comfort (the playground squad), support and extend the good relationships between pupils. Pupils do have suitable opportunities to discuss and reflect upon personal issues in the personal, social and health education sessions in class and as representatives to the school council. However, there are fewer opportunities for pupils to take initiative for their own learning within lessons through independent research and study, particularly in science. Pupils with special educational needs and from different groups are appropriately supported and integrated into all aspects of school life.
8. Pupils' attendance at school is very good overall, with absences at a similar level to the previous inspection. Unauthorised absences are very low. The level of authorised absence is low, being in the best 25 per cent of primary schools nationally, but it is significantly affected by pupils being taken on family holidays during term time. The great majority of pupils arrive at school punctually so that the day gets off to a prompt start and this has a positive impact on the progress they make.

HOW WELL ARE PUPILS TAUGHT?

9. From the analysis of work, discussions with pupils about what they know and can do and observation of lessons, the quality of teaching and learning is sound overall throughout the school. In the week of inspection virtually all of the teaching observed was at least satisfactory and a significant proportion was good. This signifies an improvement since the previous inspection, when a fifth of the teaching was unsatisfactory. Since the previous inspection there have been changes to the teaching staff, including a new head teacher. In addition the leadership and management of the school have placed an appropriately high emphasis on the monitoring and development of teaching and learning. During the current inspection two teachers, who normally teach part time in the school, undertook a full-time role to cover for absent colleagues. The previous report noted that teachers' expertise in English, art, design and technology and religious education varied, and there was some lack of rigour in the teaching of those subjects at that time. Currently, the literacy strategy and its implementation has provided a sound basis for the teaching of English. Teaching in geography, religious education, art and design and technology is now satisfactory overall. However, in the one unsatisfactory science lesson observed, the learning objectives were not sufficiently scientific, nor was there sufficient scientific rigour, and the tasks pupils were set had more to do with literacy and social development than scientific study and inquiry.
10. During the week of inspection a significant proportion of good teaching was observed. Some of the teaching was very good. The teaching and learning of the youngest children and pupils in the first class is good overall and on occasion it is very good. As a consequence they are given a good start to their education, particularly in the early development of literacy and numeracy skills. The quality of teaching for Years 1 to 6 is satisfactory overall and some good and very good teaching was observed, particularly in physical education and dance for pupils in Years 3 to 6. The quality of teaching in English and mathematics is satisfactory overall. Literacy and numeracy skills are taught effectively. Particular strengths of the teaching throughout the school are levels of teachers' planning and management of pupils and, as a consequence, pupils' levels of interest and concentration in their learning are generally good. This was particularly noticeable in a literacy lesson for the youngest pupils. The pace of the lesson was good and the teacher had a good knowledge of the teaching of literacy and the needs of young children. The lesson was effectively planned to meet their needs and they maintained high levels of concentration at all times. Their learning of initial and final sounds in words was very good as a result. Throughout the school the differing needs of pupils of all levels of prior attainment and from different groups are appropriately met. The teaching and learning for pupils with special educational needs is sound and they make satisfactory progress towards their individual learning targets. A higher emphasis is currently being placed on supporting pupils with special educational needs and challenging gifted and talented pupils. However, as it was only two weeks into the new term at the time of the inspection it is not possible to evaluate the effect of the initiative. The contribution to teaching and learning made by support assistants in all classes is good overall. They are generally well deployed and well informed about the learning targets for the pupils with special educational needs they will work with. An area for improvement is the development and use of on-going assessment to monitor progress and help in the setting of tighter targets for pupils' learning. The school has identified this as part of its development plan.

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

11. The appropriate statutory curriculum is in place, including the Locally Agreed Syllabus for religious education. The curriculum is broad and reasonably well balanced. It

provides a satisfactory range of opportunities for learning for all pupils. This is similar to the situation at the time of the previous inspection. There are some weaker elements, notably in some of the non-core curriculum subjects, where the emphasis the school has placed on their development has been less pronounced in recent years. Much effort has gone into ensuring that the national projects for literacy and numeracy are implemented, and these have both been developed well. Much effort has also gone into increasing the resources to provide for those pupils who have special educational needs and higher general abilities, to further their learning opportunities. This is a very positive curriculum development.

12. Under the stewardship of the new head teacher, a comprehensive plan for the development of the curriculum has been drawn up by all staff. Policies and schemes of work for all subjects and most aspects have been written. Although these are early days in the school's re-development of its work, these supportive resources are proving beneficial, and are guiding the school steadily towards better standards of curricular provision. The weaknesses that remain, for example, in the overall range and quality of the art and the design technology curriculum, have already been noted by the school, and are firmly part of its developmental planning.
13. There is satisfactory provision for the pupils' personal and health education, which includes sex education and attention to drug misuse. There is a planned programme based on one aspect of the religious education Locally Agreed Syllabus, in conjunction with a 'healthy living' teaching programme. Pupils have the chance to share experiences and discuss issues during time-tabled periods. All classes are represented at a school council that meets regularly. The provision for pupils with lesser abilities and special educational needs is good, as is the range of extra-curricular activities that the school organises to extend pupils' learning and social opportunities. Purposeful and beneficial links are maintained with the local community, and with other local schools. These again, often extend the opportunities for pupils to learn, in the form of visits to places of interest, inter-school competitions, and in joining in with local events and festival celebrations.
14. The school provides equality of opportunity effectively for all groups at each stage. It is inclusive in its approach. Provision for pupils with special educational needs is good overall and particularly good in the early years class, where a very high level of classroom support ensures that very good progress is made. All individual education plans are clearly written. They contain specific but realistic objectives and details of how these should be met. Throughout the school, classroom assistants who support children with special educational needs do so sensitively, following closely lesson plans produced by the class teachers. The development of support and the monitoring of the progress of pupils with special educational needs and also gifted and talented pupils have been identified as a priority for the school. The school is very aware that the opportunities for those pupils of higher than average ability are not yet extensive enough and this has become a major part of the school's recent developmental initiatives. While it is too early to judge the outcomes, a very positive start has been made to meeting these needs. The newly appointed co-ordinator for special needs is currently preparing a register of gifted and talented pupils in the school and has time to support them. She is also preparing particular programmes for teaching and monitoring the progress of pupils who appear on the special needs register.
15. The contribution from the community to the life of the school is satisfactory. The vicar of the church is a member of the governing body, although there is presently an interregnum. The school and the village community support each other's functions such as the annual fetes, and the school uses the Community Centre for its Christmas production. The annual Fun Run not only raises funds for the school, it is also a major village event. The local police officer is well known to the pupils and visits to talk about stranger danger and road safety. Throughout the year pupils enjoy visits to a number of places of interest, as well as visitors to the school, for example Peruvian and

Brazilian performers. The school has a special link with the Langham Ward in the hospital. They visit the hospital and also the Happy Wanderers Club (senior citizens) to sing carols at Christmas.

16. The school is an active member of the Tendering Area Schools Cluster involving nine other primary schools. This is used for sharing staff development and training, curriculum development and also learning resources, including block booking some of the visiting performers. The school maintains a close liaison with the two secondary schools to which the majority of pupils transfer, and "taster" days are organised in the summer term.
17. Provision for spiritual development is satisfactory. Assemblies regularly give pupils opportunities to reflect upon the themes being discussed or the stories told, and pupils are invited to pray. There are fewer opportunities for spiritual awareness to be extended during other lesson times.
18. Provision for moral development is good. Pupils have a clear understanding of what is appropriate behaviour in school. They are beginning to use discussion times within the classroom to articulate and effectively clarify their own values and opinions. The content of collective worship frequently emphasises good moral teaching. The care shown by pupils for each other, especially at playtime, is an outcome of this.
19. Provision for social development is satisfactory. Older pupils take responsibility for younger ones and there is a positive behaviour policy in place. Being a member of the 'playground squad' and the school council encourages older pupils to take on direct responsibilities. Opportunities in lessons are provided for pupils to work co-operatively particularly in mathematics and information, communication technology.
20. Provision for cultural development is satisfactory. The religious education curriculum is a major contributor to cultural development. By the end of Year 6, pupils have a good knowledge of major world faiths. However, the opportunities to celebrate the customs of the local community or the diversity of the wider society of this country are not fully exploited. There is little evidence of the celebration of non-Western cultures in art, music or the displays around the school. (Pupils are not yet fully prepared for life in a multi-cultural society.)

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

21. The steps taken by the school to ensure pupils' welfare, health and safety are good and continue to be a strength of the school as mentioned in the previous inspection report. The school provides a caring environment, where the teachers and all the support staff know the pupils very well in an extended family atmosphere. Child protection procedures appropriate to this school are in place with the head teacher undertaking the role of designated person. Procedures for dealing with first aid, medicines and accidents, including notifying parents, are well established. Health and Safety risks are reviewed at least annually by a governors' committee, and remedial actions taken. Checks by appropriate professionals on potentially dangerous equipment, and practice evacuations of the premises, take place regularly.
22. Procedures for promoting attendance and punctuality are good. Parents generally co-operate with the school by notifying reasons for pupils' absences and formally requesting leave of absence for family holidays. Procedures for promoting good behaviour and eliminating oppressive behaviour are good. Since the previous report a positive behaviour policy has been introduced and is applied consistently by all staff throughout the school. Pupils know and understand the school rules and the behaviour that is expected of them. They have also responded positively to the introduction of the friendship bench in the playground.

23. At present, teachers make regular assessment of pupils' work, particularly within mathematics and English. They also assess progress in science and other areas of the curriculum, each term or half-term. A baseline assessment is administered to pupils in the first few weeks of school and teachers keep careful records of the results of national testing. Assessment criteria and the learning objectives that they should test are, however, not planned with sufficient rigour. Up until now the information available has not been used effectively to identify gaps in learning and to specify the next steps required to ensure each pupil's progress and to plan future work. The present senior management team has identified the need to improve and refine the current system of assessment in the school. Close monitoring of individual progress will enable suitable, personal targets to be set for pupils. Teachers will then be able to adapt their lesson planning to enable more effective teaching to take place. The information collected will be shared with parents so that they may share this more detailed analysis of their child's progress. The current head teacher has effectively understood parents' concerns over this issue.
24. Marking of pupils' work is inconsistent. In the best examples it is diagnostic as well as supportive. However, work is frequently neither dated nor named and on occasions no helpful information or assessment is recorded. Teachers do not always mark the pupils' work with regard to the lesson objectives or describe the circumstances under which it was carried out. As a result, opportunities are missed to consolidate and extend pupils' learning. This aspect of assessment has also been identified by the current head teacher as an area for development, so that marking will enable pupils to be aware of how well they have done and where improvements can be made.
25. The development of support and the monitoring of the progress of pupils with special educational needs and also gifted and talented pupils have been identified as a priority for the school. The current procedures for assessment for pupils on the register of special educational needs are good. The targets set on individual education plans are specific and measurable, with details of how they can be achieved. Parents are involved with regular reviews. The newly appointed co-ordinator is currently identifying gifted and talented pupils in order to provide suitable challenge and support.
26. Opportunities for monitoring and supporting pupils' personal development are satisfactory. Children in the foundation stage are effectively integrated into school life and are cared for by adults and pupils alike. Pupils have opportunities to discuss school related issues in the Personal, Social and Health education programme and during other informal group sessions like 'bubble' time. The positive behaviour policy and related initiatives, like the school council and 'playground squad' add to the quality of good behaviour and personal development in the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

27. Parents' involvement in the life and work of the school is good and their views of its work are generally positive. The standards noted at the time of the previous inspection have been maintained. Individual home-school contracts have been signed by all the pupils and their parents. For the younger pupils, parents support their children in learning to read and encourage them in their other homework assignments as they progress through the school, although parents do not always feel fully informed about the homework expectations. Red home and school contact books are used to maintain a regular dialogue, between the teachers and parents particularly about homework. At present only a small number of parents come into school to assist in the classrooms and their help is appreciated by the staff. Larger numbers help to accompany pupils on school trips, including providing transport.

28. Support from parents and the local community for the fundraising events organised by the Parent Teachers Association has raised very substantial funds (having regard to the size of the school) which have been used to improve the facilities for the pupils, for example reading schemes, dictionaries, computer equipment, software and licences, furniture for the quiet room and a cycle rack.
29. Parents have expressed some concerns about the information provided by the school, particularly with regard to the progress that their children are making. It is now at least satisfactory and the new head teacher has very clear plans to make substantial further improvements. The general information provided by the school through a steady stream of newsletters and other information about forthcoming events, including the curriculum topics to be covered during the next term, is also now good. The Prospectus and the Governors Annual Report meet DfES guidelines. On the other hand the annual reports on individual pupils are satisfactory. They contain commentaries on what has been covered in each subject and how well the pupil has done, but there is only limited discussion on what has not been done quite so well and what requires attention in the future. The school plans to improve these reports at the end of the current academic year.

HOW WELL IS THE SCHOOL LED AND MANAGED?

30. The leadership and management of the school are good. This was also the judgement of the previous inspection. The newly appointed head teacher has a good understanding of the strengths of the school and a clear vision of what needs to be done to improve standards. Although only recently appointed he has already established systems for co-ordinators to monitor standards and quality in their own subjects and to feed areas for development into the school development plan. As a result, together with the active involvement of senior management, co-ordinators and governors a good development plan has been produced for all aspects of school life. It effectively and honestly targets main areas for improvement. In service training has been well linked to teachers' needs as well as school development and national initiatives. The school currently has good systems to monitor and evaluate performance. Performance management has been implemented appropriately and standards in tests and assessments are monitored carefully. Strengths and weaknesses have been analysed in all subjects and aspects, and effective action is planned to secure improvement. Analysis of results in end of key stage tests has been undertaken and the school has plans to use assessment still further to track pupil progress and ensure individual pupils all attain their potential. The school has a commitment to equality of opportunity and good relationships, and provision has been made this term to enhance support and challenge for pupils with special educational needs and those who are gifted and talented. The school's aims and values are known to all and are suitably reflected in its daily work.
31. The governing body fulfils its statutory requirements effectively. Governors have a good knowledge of the school and are involved in many areas of the daily life of the school, providing support and enhancing provision in many ways, from their more formal duties to maintaining gardens and giving talks on local issues to groups of pupils. The head teacher and the governing body are thoughtful and careful in their financial planning. They ensure sufficient funds are available to meet the agreed priorities, using the school's own resources to supplement the basic income. They use grants and additional funding wisely and strategically, and endeavour to gain best value in any purchases made. Their efforts, and those of the parents' association, combine well to ensure that a very healthy level of funds is available. Currently, the amount retained from past expenditure is higher than the recommended norm, but the monies retained have been earmarked to support additional teaching, and developments in the curriculum and accommodation. The school's most recent draft

development plan has just been presented for consideration and needs now to have each item within it carefully costed. The school recognises this as a priority.

32. The school has a good level of well-qualified staff to teach the subjects of the National Curriculum and religious education. It is particularly fortunate to be able to recently appoint a special needs co-ordinator who has sufficient time to identify and support both special needs pupils and those who are gifted and talented. New staff are effectively inducted into school life. Subject co-ordinators have a clear understanding of their responsibilities in monitoring the content and teaching of their subjects. Classroom assistants are effectively deployed by teachers and provide a sound support for pupils' learning. Teachers and classroom assistants who are new to the school receive a well-planned introduction to school life. They often have an opportunity to work alongside the person they will replace. There have been no initial teacher training students in the school in recent years.
33. The quality of accommodation is good overall. Many of the issues identified in the last report have been remedied. Staff now have the privacy of their own room, there is a well equipped computer suite and the office area provides accommodation for the administrator and head teacher. The new entrance hall houses a small library. The classroom for the early years is spacious and light, and gives direct access to outside play areas. The grounds are large for the number of pupils and there is a garden area, both of which are used regularly. The outside classrooms however remain the same as at the time of the previous inspection. They are small for a Key Stage 2 class and they do not have plumbing, which constrains some curriculum activities. Pupils in the foundation stage do not yet have a specific secure area in which they can play or take part in planned outdoor learning activities.
34. Resources for the school are satisfactory overall and are used efficiently. In information, communication technology the school is very well resourced, with a suite of six computers and up to four in each classroom. Music also has good resources, as do mathematics and English, where sets of books and 'big books' have been provided for use in literacy. Other subjects have a satisfactory level of resources. The school grounds are well used to enhance learning in physical education and science.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards and the quality of education provided by the school further the governors and school should:-

- (1) Ensure that information and communication technology is fully integrated into the curriculum to support teaching and learning in other subjects. (Para Nos. 57, 68, 74, 79, 83)
- (2) Develop and implement manageable, formal assessment systems, linked to levels of attainments for all subjects. Use the information so gathered to monitor progress and to guide teachers' planning to meet specific needs of each pupil. Develop a common system of marking so that work is effectively annotated and clear criteria and targets for improvement are identified and shared with pupils and their parents. (Para Nos. 23, 24, 29, 30, 49, 54, 58, 68, 72, 79, 83, 94).

Both of these issues have been identified by the school in its most recent development plan.

In addition to the issues identified above the governors and school may wish to include the following minor issues for development in their action plan.

Pupils have limited opportunities to learn about the art and music of non-Western European cultures. (Para Nos. 60, 83)

There are too few regular opportunities in science for pupils to gain skills through independent research and study. (Para No.57)

There is scope to develop opportunities for extended writing, drama and debate still further. (Para Nos. 45, 49)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	7	13	1	0	0
Percentage	0	16	28	52	4	0	0

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

Information about the school's pupils

Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	106
Number of full-time pupils known to be eligible for free school meals	0

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	11

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

%

Unauthorised absence

%

School data	96.2
National comparative data	94.4

School data	0.2
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 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	12	7	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	19	19	19
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (92)	100 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	19	19	19
Percentage of pupils at NC level 2 or above	School	100 (92)	100 (92)	100 (92)
	National	84 (82)	88 (86)	88 (87)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	6	7	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	11	11	12
Percentage of pupils at NC level 4 or above	School	85 (88)	85 (81)	92 (81)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	11	11	12

Percentage of pupils	School	85 (88)	85 (81)	92 (88)
at NC level 4 or above	National	70 (68)	72 (69)	79 (75)

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

Please note, when as in the situation above, the numbers of boys or girls is under ten, the individual breakdown of results can not be included in the tables for reasons of pupil confidentiality.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	84
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)	6
Number of pupils per qualified teacher	17.6
Average class size	21

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	118

Financial information

Financial year	2000
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	£
Total income	267,171
Total expenditure	243,683
Expenditure per pupil	2486.56
Balance brought forward from previous year	34,840

FTE means full-time equivalent.

Balance carried forward to next year	58,328
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Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	106
Number of questionnaires returned	34

Percentage of responses in each category

	Strongl y agree	Agree	Neither	Disagree	Strongl y disagree
I feel the school encourages parents to play an active part in the life of the school.	24	64	6	6	0
I would find it easy to approach the school with problems of questions to do with my child(ren).	26	59	9	6	0
The school handles complaints from parents well.	9	41	35	9	6
The school gives me a clear understanding of what is taught.	9	56	12	18	6
The school keeps me well informed about my child(rens) progress.	3	38	18	38	6
The school enables my child(ren) to achieve a good standard of work.	12	56	21	9	3
The school encourages children to get involved in more than just their daily lessons.	18	53	21	9	0
I am satisfied with the work that my child(ren) is/are expected to do at home.	12	56	6	24	3
The school's attitudes and values have a positive effect on my child(ren).	26	53	12	3	3
The school achieves high standards of good behaviour.	15	64	15	3	3
My child(ren) like(s) school.	47	41	12	0	0

Other issues raised by parents

A very small number of parents were concerned that pupils with special educational needs and higher attaining pupils were not suitably supported in their learning.

Please note the school inadvertently sent an earlier version of the questionnaire to parents.

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

35. The provision for the children in the early stages of their education (Foundation Stage) is good generally. At the time of the inspection there was just one child at the Foundation Stage, although work and assessment data from the previous year was available for scrutiny. Currently, entry to the school is made three times per year. It is planned for this to change in September 2002, when the school will adopt a twice-yearly entry system.
36. Initial baseline assessments indicate that many of the children enter school with higher attainments in literacy, mathematics and personal development than is the norm nationally. The spread of abilities is wide, but the school has made the judgement, pertinent to the children's needs, that many of the children are ready to commence the National Curriculum schemes of work shortly after entry. Consequently, when it has been confirmed that the early learning goals have been achieved, most of the children join with the learning opportunities of their peers in a reception and Year 1 class group. Inspection findings indicate that, overall, the youngest children's needs are well catered for in this setting, due to the good regard paid to the children's individual development and the good levels of support provided.

Personal, social and emotional development

37. The provision for the children's personal, social and emotional development is fostered well, and the teaching is good. The children settle quickly into the school context and form positive relationships with other children and adults. They show a firm sense of belonging and rapidly gain in confidence. They work and play together well. They are eager to learn, to listen, to observe, to talk, and to make contributions to the activities they cheerfully engage in.

Communication, language and literacy

38. Very good attention is paid to ensuring that the children learn to speak with confidence, and to share ideas and thoughts openly. The teacher and the nursery nurse, aided often by voluntary parental help, continuously engage the children in conversation. This helps them to extend their vocabulary and to communicate with increasing fluency. The children have many opportunities to share and use books, to learn rhymes and songs, and to link their language with practical activities. Most quickly learn to write by overwriting and copying, by experimenting with letter and word forms, and by having their dictated accounts written for them to see and read. They also use a computer to create text. The children make very good progress in developing their communication, language and literacy skills due to the very focused, good teaching.

Mathematical development

39. The children see a purpose in their learning in mathematics. Their mathematical development is good. Through oral activities, games, and class group discussions they learn to recognise numbers, to count objects and to solve simple problems. They explore shapes in the environment and learn to recognise simple mathematical shapes by comparison and by attributes. The teaching is good. Attention is paid to ensuring the accurate extension of the children's mathematical vocabulary. As with the work in literacy, much of the work is done in small groups to enable the children to have more individual attention. This is beneficial to their development.

Knowledge and understanding of the world

40. The children show high levels of curiosity in their explorations of, for example, things that float and sink, different materials, and living and non-living things. They express ideas about what might happen, how things work, and show an awareness of how

things change. They can build effectively with simple materials, including glueing and sticking, and use construction sets imaginatively. They quickly learn to operate a computer. The children grow in awareness of things past through activities that interest them about their own lives, such as family birthdays or old and new toys. They make visits within the local community to explore where they live and how it is influenced by, for example, traffic or buildings. They also gain a good initial insight into the religions and cultures close at hand and farther afield. The children develop a good knowledge and understanding of the world about them due to the broadly-based good, and often imaginative teaching of this aspect.

Physical development

41. The children's physical development is satisfactory. At playtimes, they join with their peers, showing confidence in their use of space and an awareness of others. They can manipulate materials effectively, and are generally well co-ordinated. They learn what is needed to keep them healthy, including aspects of good hygiene. The resources for teaching and learning for physical development are limited, and this restricts both. The school has recognised this and is currently planning to provide an enclosed area in which the children can move and play outside the classroom more regularly. This is a needed development to maximise the children's opportunities.

Creative development

42. Many opportunities are provided for the children to draw, to explore materials, to paint and print, to make models, and to use their imaginative senses. The results of their efforts are good generally. Wall displays in collage, and interesting clay models abound. At the time of the inspection, it was noted that a trip to a sculpture park had been undertaken. The subsequent photographs illustrated the children's enjoyment of this event and the good opportunity it provided for extending their ideas and their learning. One lesson in music was observed, but it was for pupils ranging in age from four to seven and the content was not strictly appropriate to the needs of young children, but the evidence of staff skills in music-making indicate that this aspect is well represented in the curriculum. Overall, the provision for the children's creative development is good. It is sustained by the good qualities of the teaching found in many of the other aspects of learning.
43. The overall quality of the provision matches that found during the previous inspection. The curriculum and the resources for the Foundation Stage are being further enhanced through the school's plans for development and consultations with the local education authority's advisory service.

ENGLISH

44. Pupils make a good start to learning the skills of reading and writing in the youngest class and make sound progress in their learning overall in Years 1 and 2. The standards they achieve by seven years old are above average. This sound progress is sustained in Years 3 to 6 and by the age of eleven, pupils achieve results that are above the national average and which are average in comparison with similar schools. Inspection findings confirm that standards are above average at the end of both key stages. This reflects the findings of the previous inspection, which judged that at the end of both key stages standards were above average.
45. Pupils, including those with special educational needs and higher attaining pupils, make satisfactory progress in English throughout the school. Pupil's achievement in speaking and listening is satisfactory at both key stages. In Years 1 and 2 pupils listen attentively to their teachers and to each other and talk confidently about matters that interest them. They can generally express themselves with appropriate skill and width of vocabulary. By Year 6, most pupils are able to talk confidently to groups of other pupils and adults. There are adequate opportunities for pupils to take part in

discussions as part of the school council and to perform in plays and musicals at different times of the year, but formal discussions, debate and drama do not form a large part of the curriculum.

46. At Key Stage 1, a systematic approach is applied to teaching letter and word recognition, and formation. Pupils make steady progress in handwriting, and their writing is beginning to demonstrate meaning and the use of appropriate vocabulary. Pupils in Year 2 attain good standards in writing and spelling. Handwriting is starting to become well formed and most pupils write legibly. They build up a sound knowledge of phonics and can identify the first and last sound in one and two syllable words. Most are beginning to use simple punctuation consistently and accurately by the end of the key stage, and are able to spell simple words phonetically, although their spelling is not always correct. By the end of Key Stage 2, most pupils are familiar with the idea of editing work. Pupils in Year 6 show a clear understanding and accurate use of punctuation, and use adjectives effectively to create atmosphere in their stories. Good features are the generally fluent, joined and legible handwriting produced by pupils for a variety of contexts and the quality of pupils' presentation of this written work in Year 6. Pupils make considerable effort to ensure that accurate punctuation is used, including regular use of speech marks. They write well-known stories in their own words for different audiences, such as a "street-wise child" or as a bedtime tale for a younger child. However, while some good examples of pupils' writing are displayed, there are relatively few examples of sustained writing.
47. Reading at Key Stage 1 has been maintained at the high level noted at the time of the previous inspection. Word recognition and the use of flash cards have been reinforced by the effective introduction of the literacy strategy and a phonic learning approach, where pupils are learning letter sounds rather than just their names. By the end of Key Stage 1, pupils have ready access to a good number of reading schemes and simple reference books, and standards in reading are above average overall. By the time they leave the school at the end of Key Stage 2, standards are above average and most pupils are reading accurately, with enjoyment, and are able to retrieve information from both books and information technology sources. The majority of parents support their children well in developing their reading skills by hearing them at home. They communicate with the teachers through the pupils' red homework books, which are taken home with the reading books.
48. The teaching in English is satisfactory overall. It is always at least satisfactory, sometimes good and on occasion it is very good. The consistent sound quality of the teaching has a positive impact on the progress pupils make in their learning. Pupils' attitudes to their learning in English are always at least satisfactory and on occasion they are very good. They listen well and a good feature is the relationship between pupils and their teachers. Pupils behave well and most are enthusiastic and eager to contribute to oral parts of lessons. During individual group work, however, some pupils lose concentration and chat about other matters, rather than the task in hand. Teachers have implemented the National Literacy Strategy effectively and demonstrate good knowledge and understanding of the learning elements of the strategy. Literacy skills are appropriately developed across the curriculum. For example, findings in history are recorded in a variety of ways, including word-processed accounts, plays and newspaper articles. Lesson plans are detailed, focused and appropriate. Classroom management is generally good. However the pace of lessons overall is variable, as teachers occasionally spend too long on discussing work which pupils can already complete correctly. Plenary sessions give good opportunities for groups of pupils to summarise their work. In the very good lesson observed, the knowledge and enthusiasm of the teacher for literature enhanced the learning and enjoyment of the pupils. Classroom assistants are mostly used well. Information technology is used effectively to support pupils' developing skills in literacy. Pupils are given suitable opportunities to write their stories and reports, using word processing in different fonts and with illustrations.

49. The leadership provided by the co-ordinator has resulted in the successful introduction of the National Literacy Strategy, which is having a positive impact on the teaching and learning of literacy in all classes. One of the reasons that pupils make average progress throughout the school is that they are given insufficient opportunities to write at length and speak to a range of audiences. The management of the subject is sound, the co-ordinator has identified the need to extend opportunities pupils have and has planned to develop this aspect of the subject to raise standards still further. The scheme of work followed is linked to the literacy strategy and is managed well. It provides suitable opportunities for discussion and contributes positively to pupils' spiritual, moral, social and cultural development through the use of language and literature. The small reference library and library area has been recently developed and there are plans to install a computer for pupils to use in their research. The arrangements for statutory assessments are implemented well and teachers are beginning to develop suitable systems for setting general targets. The school provides additional, effective literacy support for pupils with specific learning difficulties. Assessment is in place, including the use of optional end of year tests. However, due to the small size of the year groups analysis of results year by year is less statistically reliable than in larger schools. The co-ordinator has, therefore, identified the need to track individual pupils and the progress they make in their learning in order to ensure that all make the progress that they are capable of. This will enable the school to monitor any gender imbalance in standards. Although the school has a marking policy, it is not standardised in its implementation. The good standard of annotation in some classes is not in place throughout the school, and some written comments by teachers offer little guidance to pupils as to how they could improve their work still further. Pupils do not yet have individual targets that are shared with them and their parents. This has been identified as an area for development by the school.

MATHEMATICS

50. Standards are above average at seven and eleven. This reflects the findings of the previous inspection. By the age of seven pupils are particularly confident with number. They use arrow cards effectively to investigate place value and the partition of numbers to 100, with the most able dealing with numbers to 1000. They are able to tell the time accurately on an analogue clock, being specific about minutes past the hour. They are able to recognise fractions of shapes and numbers, for example half of twelve being six. They have knowledge of the names of shapes and can recognise right angles. The youngest pupils can recognise numbers to 100 and the most able carry out addition sums to 100 and simple subtraction.
51. By the age of eleven pupils can use methods of multiplication for two digit numbers, using knowledge of halving and doubling. They can measure angles to the nearest degree, understand how to calculate the area of triangles and define reflex angles. They are able to express probabilities as fractions and carry out conversions related to proportion using percentages. Many pupils use symbols in algebra confidently and tabulate results. They also carry out some number investigations. Younger pupils in Key Stage 2 demonstrate their knowledge of subtraction as the inverse of addition by carrying out complex calculations to find the missing numbers in sums containing three figure digits. They can express the time of day on a digital clock and express fractions as decimals.
52. The teaching overall is satisfactory, although there are examples of good teaching and evidence at the end of Key Stage 2 of effective marking, which indicates the next steps that pupils need to take. Numeracy skills are effectively developed across the curriculum. Teachers use good mathematical vocabulary and this is reflected by young pupils who use words like multiple, partition and place value accurately and by older pupils who use the words inverse, plus, minus and difference. The fact that the

objectives of the lessons are shared with the pupils helps them to begin to make judgements on their attainment, although this is not always explained in the plenary session. Teachers manage pupils well. Pupils like mathematics. They are keen to talk about what they have done. They discuss methods of calculation and work out mental calculations using a variety of methods. They enjoy the challenge of 'hard' work and many of them feel that they are 'good' at maths. They behave well in class and concentrate on tasks for long periods. Older pupils work very well with partners, participating enthusiastically in challenges and speed tests. The working groups in the class are well organised and teachers have high expectations of good behaviour in the classroom. As a result, pupils listen attentively and concentrate well on their work, which contributes effectively to the quality of learning. On the whole teachers deploy classroom assistants very well, especially where they are supporting pupils with special needs. They frequently give a special teaching input during the taught part of the numeracy session, which indicates good management on the part of the class teacher in a class of mixed abilities and mixed age groups. General classroom support is supportive and unobtrusive, and facilitates the smooth running of the classroom, organising exercise books and ensuring computers are ready. All lessons observed use mathematical programmes to support learning during independent group work.

53. The numeracy strategy is well established, with teachers taking due note of the three-part lesson. Mental/oral sessions are not always dynamic and sparkly, and the nature of the structure of the classes means that even with targeted questions some pupils are not always involved for the whole time. Links with geography are effectively enhanced with work on such areas as four and six figure grid references and scale plans and maps.
54. Although weekly assessments of work learned are made and non-statutory testing materials are used to make predictions, the information gained is not yet used effectively to adapt plans and set individual targets for pupils' progress. The co-ordinator had identified this as a priority for action and is following the proposed development of assessment in the school plans for all pupils to have individual maths targets, which will be reviewed every half-term. This will enable teachers to plan more effectively so that pupils can make the best possible progress, which can be tracked through the school. She is also keen to implement the use of a new commercial scheme to support investigations and to improve the use of information, communication technology within mathematics.

SCIENCE

55. Standards in science at seven and eleven years were noted to be well above the national average at the time of the previous inspection. However, as national standards have risen, the school's standards have not matched this, and appear from statistical summaries to have fallen to an average level. Compared to similar schools, they are now average, despite a small improvement in the number of pupils achieving Level 5 in national tests in 2001. The school has noted this apparent decline and has developed plans to arrest and improve standards. It has previously lacked coherent and accurate assessment procedures that would alert teachers to the fluctuations in the pupils' attainment and progress. For example, teacher assessments at the end of Key Stage 1 are not always substantiated by inspection findings.
56. The small cohorts of pupils taking the tests means that one must be wary of making judgements based solely on the statistical data. However, inspection findings, from both lessons and from the scrutiny of the pupils' work at all stages, indicate that standards are average for pupils of seven and eleven years of age and that the overall achievement and progress of the pupils is satisfactory.

57. The quality of the teaching is varied. For those at the early stage of Key Stage 1 the teaching is good. At the other stages it is satisfactory, with some good and some weaker elements. Where the teaching is good, the pupils are made aware of the objectives for lessons, are given appropriate tasks and provided with adequate resources to carry out their investigations and experiments. Relevant questions are posed by the teachers, that challenge the pupils' thinking, and they in turn are required to discuss their thoughts and findings and come to some form of conclusion. The learning is 'summed up' at the end of lessons, so that the pupils have information about what they have achieved. Where the teaching is unsatisfactory, the learning objectives are not based sufficiently in science, or rigorous enough in their intention. Consequently, the pupils complete tasks that have more to do with literacy and social development than scientific study. Sometimes the resources supplied to the pupils do not efficiently aid their learning, as, in one example seen, some "magnets" had no magnetism. Other features sometimes include the omission of the National Curriculum requirement for the development of experimental and investigative science (AT1). This is not placed strongly enough in the forefront of the work at any stage. Also, information and communications technology is not used sufficiently to support the teaching and learning. Nevertheless, the teaching overall is satisfactory, and has strengths in the careful planning of lessons, in the development of the pupils' science vocabulary, using words such as 'attract' rather than 'stick' as a feature of magnetism, and in the exploration of themes such as water, or the human body, that help to place the pupils' learning in context. A further strength is the generally good relationships the teachers have with the pupils, which helps to foster confidence. The pupils respond well to their science lessons. They listen well and work diligently to complete tasks. They behave appropriately and work well together in small groups. They are helpful to one another. A sample of pupils in Year 6 discussing their science work during the inspection, showed themselves to be keen and interested in the subject and knowledgeable on a range of elements of science.
58. Science, and in particular the teaching and assessment aspects of the subject, are part of the school's new development planning. The co-ordinator for the subject has a sound grasp of what needs to be done to ensure future improvement, and has recently been provided with planned opportunities to oversee and support both the teaching and the learning. There are adequate resources for science, but they are not readily accessible to the teachers or in sufficiently good order.

ART AND DESIGN

59. It was not possible to observe much teaching of the subject during inspection. Judgements upon standards are made on the basis of scrutiny of the pupils' work and of teachers' planning. Standards are satisfactory generally at both key stages and the quality of teaching and learning is sound. This is an improvement since the last inspection, when standards at Key Stage 1 were judged to be below average. The school has made some firm progress in matching the quality of its work to the demands of the National Curriculum.
60. Pupils are given a range of experiences in the early stages of their education. They draw and paint, and make models, and the results are lively and interesting, for example their work following visits to a zoo and a sculpture park. They show sound competence in their use of a range of media and they express themselves through their art effectively. Throughout the school there are many occasions when drawing is used to illustrate work done, and these drawings generally show a satisfactory development of skills. Sketchbooks have recently been introduced in which the pupils are beginning to record their observations. Although they are not yet used to assess pupils' work or to measure how well they are progressing. Use is also made of computers to construct images. The older pupils masks, based on their recent studies of Aztec culture are of good quality. They can talk about the work of artists, such as Van Gogh and Picasso,

but they have only limited opportunities to study art of cultures other than Western European.

61. The co-ordinator has a satisfactory knowledge and understanding of the work going on in the school and has ensured that the subject is part of the plans for future development. Sufficient opportunities for her to monitor both the teaching and the learning have not been available until recently, but are now an intrinsic part of the co-ordination initiative incorporated into the school's most recent development plan.

DESIGN AND TECHNOLOGY

62. No lessons in design and technology were observed during the inspection. Judgements are made on the basis of scrutiny of pupils' work. Standards overall are satisfactory and the quality of teaching and learning is sound. This is similar to the findings of the previous inspection, when standards were found to be in line with expectations and the pupils' progress sound.
63. The teachers' longer-term planning indicates that the curriculum is appropriate, and that the pupils are provided with a range of suitable technological experiences. Samples of the pupils' work show that they can effectively make simple models with moving parts, and use wood and simple tools to construct buildings, lighting these using electrical circuits. They also make model vehicles and use basic construction kits to build models. Pupils are sometimes usefully asked to evaluate their own work against given criteria and to make judgements on their level of success and general progress. This involves them in the assessment processes, and is good practice.
64. Work in design and technology is often linked to topics being studied, such as 'transport' or 'homes'. These are satisfactory cross curricular links which assist pupils' interest, knowledge and understanding. This shows benefits in providing the pupils with a broad awareness, but there is a need to ensure that they also gain a full range of technological skills and understanding, and generate their own ideas. The scheme of work that is used to support the teachers in their planning has been revised, and the subject is regarded by the school as an area for further development, so that standards may be raised higher.

GEOGRAPHY

65. Pupils throughout the school make appropriate gains in their knowledge and skills in the subject and standards are in line with those expected of pupils of seven and eleven at the end of each key stage. This broadly reflects the picture at the time of the previous inspection which noted that attainment was satisfactory in relation to national expectations and pupils made sound progress overall.
66. By the age of seven, pupils are confident in their approach to map work. They learn the position of Langham in relation to the local area. They observe and record effectively in a range of ways and develop an appropriate vocabulary and fieldwork skills. By the time they are eleven, pupils have a suitable knowledge and understanding of places and major world features. They learn about the development of the features of the planet, including tectonics of the earth's crust. They compare and contrast an Indian village and an Antarctic settlement with their own village and surrounding towns. They compare and contrast weather and temperatures, population, the effect of human inhabitation and lifestyles including childcare and education. Effective use is made of literacy skills to support their work. Links with numeracy are effectively enhanced with work on such areas as four and six figure grid references and scale plans and maps.
67. At the time of the previous inspection, teaching was sound overall, but ranged from good to unsatisfactory. Teaching is still sound overall and all of the teaching is now at least satisfactory and on occasion it is good. There is good teaching for the youngest pupils who are given a good introduction to developing their skills of investigation and learn appropriate vocabulary in their early lessons on the local environment, for example. Teachers have suitable knowledge and understanding of the subject and their teaching is effectively supported by a sound scheme of work and a policy. This is an improvement since the time of the previous inspection, when there was no policy or scheme and the time allocated to teaching and learning in the subject was too low. Good use is made of discussion of local issues to bring the subject to life for older pupils. For example, pupils in Years 5 and 6 discussed their views on the various ways a piece of land which was for sale adjacent to the school could be developed.
68. Teachers are starting to make use of information and communication technology in their lessons, and a computer for research of secondary sources is being set up in the library area. However, the thorough integration of learning enhanced by information technology is not yet fully in place. The school has identified this as an area for future improvement. Currently all of the required aspects of the new national curriculum are being effectively taught and pupils enjoy their lessons. As a consequence, pupils of all levels of prior attainment and from all groups enjoy their learning in the subject and their attitudes and behaviour are good. Work is planned that has suitable challenge for the higher attaining pupils and those who have special educational needs are effectively supported. Teachers know their classes well and make sensible use of informal systems to monitor progress. However there is still no formal system to monitor pupils' individual progress and understanding linked to levels of attainment in the subject. The school has identified this as an area of development across a range of subjects and has plans to remedy this in the immediate future.

HISTORY

69. Standards at seven and eleven are in line with those expected nationally. This reflects the findings of the previous inspection. By the age of seven, pupils are able to identify changes in their lives and construct a pictorial timeline. They can draw pictures to illustrate 'long ago', 'last week' and 'yesterday'. They are able to compare harvest time now and then, and have learned about the Great Fire of London. By the age of eleven,

pupils have studied great civilisations, like the Greeks and Aztecs, looking at various aspects of life and beliefs. These are recorded in a variety of ways, including word-processed accounts, plays and newspaper articles.

70. During the inspection older pupils were studying the Victorian period, and effective planning had linked this study to literacy, where pupils are reading Alice's Adventures in Wonderland – a Victorian book. Pupils at the beginning of Key Stage 2 are studying the Romans and are able to ask some historical questions, for example, 'What were they like?' They are able to make comparisons with now and then and compare two warriors from different periods (Celtic soldier and Roman legionary). The type of recording was effectively matched to the pupils' abilities.
71. From lesson observation and scrutiny of work, teaching is satisfactory and pupils enjoy the subject. Teachers follow an established scheme of work and at Key Stage 2 they encourage pupils to answer direct questions. Pupils have good recall of what they have learned and clearly identify history as a specific 'subject'. Visits are made out of school and it is noted that careful preparation is made for this, encouraging pupils to ask comparative questions and rehearse questions for 'experts' they will meet. Although there was some evidence of independent research, lessons provide insufficient scope for personal investigations. Good use is made of a library loan service to provide secondary sources.
72. Assessment in this subject takes place only informally as a review of the units of work completed. The co-ordinator, who is new to the post, has identified the need to expand resources and artefacts to meet the needs of all the areas of study. She has already been able to monitor some teaching and has identified the need to adapt certain parts of the scheme of work for younger children.

INFORMATION AND COMMUNICATION TECHNOLOGY

73. Standards attained in information communication technology by the age of seven and eleven are in line with those expected nationally. At the time of the previous inspection standards were judged to be in line at Key Stage 1 and above expectations at Key Stage 2.
74. The school is very well equipped with personal computers and, although those in the classroom are usually employed during mathematics and literacy, the facility offered by a designated computer suite is not fully exploited. The range of pupils' work on display is not in keeping with the quality of resources available and the information communication technology curriculum is not fully implemented in all subject areas. This explains the apparent fall in standards since the last inspection. Current expectations since the introduction of National Curriculum 2000 are much greater and are only now being addressed by the school.
75. By the age of seven, pupils are able to use a paint programme to draw, colour and flood-fill. The more able pupils can add text unaided and are perfecting word-processing skills. Younger pupils are able to import pictures and add simple sentences of text. By the end of Year 6 pupils are able to devise a multi-media presentation, using display software and including hyperlinks to web-pages and flashing writing. They have experience of using spreadsheets to plan a weekly budget and regularly use computers for word-processing. On the whole touch-typing skills are not well developed. The special needs co-ordinator has identified typing skills as a priority on the individual education plans for some pupils to support their work. Throughout the school there is evidence of a good range of covers and captions made for topic books, using a variety of word-processing skills.

76. A programme of skills acquisition, planned to follow government guidelines, is in place throughout the school, but has not been fully implemented. The acquisition of skills is not closely monitored and samples of work are not stored in such a manner that progress can be assessed. Little attention has been paid to the level of skills pupils bring from their home experience. There are few examples available of the control strand of the information communication technology curriculum, although children in Years 3 and 4 use the 'logo' aspect of an adventure scenario and the school has two pre-programmable moving robots to fit in with associated teaching units. Good use is made of the digital camera to record events and work done in school.
77. The teaching observed is satisfactory and pupils make adequate progress in their learning during lessons. The very youngest pupils learn quickly, as the outcomes of their work are directly related to their classroom studies. For example, having discussed how they travel to school, children make a pictogram in class which is later represented on a simple graphical programme in the computer suite. The teaching of the preparation of a database with older pupils, showed flexibility in teaching. Some pupils experience difficulty with the understanding of the concept of a 'field' and teaching was adjusted to take account of this. Small groups in the computer suite enable teachers or classroom assistants to support individuals well. However, class teaching often takes place in front of an ordinary sized screen, which does not always give everyone a chance to see clearly.
78. Teachers have undertaken targeted training to improve their own skills, which they use effectively for planning, designing worksheets and displays, as well as teaching.
79. The co-ordinator, who is new to the post, has not as yet had opportunities to monitor and support teaching. She is effectively managing a large budget, and has identified the need to implement a whole-school assessment procedure in information communication technology. Her clear and itemised action plan also points up the need for pupils to keep a continuous record of their work to aid this assessment. Although word processing is used to support literacy and number games are used in mathematics, there are few links to other subjects of the curriculum. The co-ordinator has identified this as a priority.

MUSIC

80. Pupils of all levels of prior attainment make satisfactory progress in music in both key stages and attain standards that are in line with those expected of pupils of seven and eleven by the end of each key stage. This represents a decline in standards since the previous inspection, which judged standards in music to be above expectations at both key stages and progress throughout the school to be good.
81. In Years 1 and 2, pupils make satisfactory progress overall. They listen to a range of different pieces of music at the start and end of assemblies with developing appreciation. Singing is satisfactory both in assemblies and lessons. Pupils learn to sing with appropriate pitch and timing. They make good progress in learning the names of the percussion instruments they play. However, the organisation of teaching of some lessons, where children aged from four to seven are taught together, does not always challenge older or more able pupils sufficiently, or give suitable opportunities for the youngest to explore and learn about making music at a practical level.
82. In Years 3 to 6, pupils continue to make satisfactory progress. They continue to learn to sing tunefully and this makes a positive contribution to assemblies. When playing tuned and un-tuned percussion, pupils plan how to play their instruments to achieve different effects. They use simple systems of notation to compose short pieces in groups. They follow simple signals from their teacher and guide their playing accordingly. The school provides extra-curricular clubs for pupils to learn the recorder

and to join in with the choir. The quality of this provision is good and this has a positive impact on the progress made by pupils who take part.

83. Pupils enjoy music and singing together. They join in class lessons and assemblies with enthusiasm. The teaching of music is satisfactory and has a positive impact on the sound progress pupils make. Teachers' knowledge and understanding of the subject is appropriate and follows a sound scheme of work. However this has not yet been revised to bring it in line with the general school format for subjects and, as yet information and communication technology is not fully integrated into the teaching and learning of music throughout the school. While the pupils use a wide variety of instruments, including some from different cultures, they do not listen to a wide range of music other than that of Western origin. The school makes good use of opportunities for pupils to develop their performing skills in a variety of settings and there are regular opportunities to sing and play with pupils from other schools. There are informal systems to monitor pupils' progress, but as yet this is not tackled systematically throughout the school. Written work in the subject is limited and that which is done is not always annotated or marked in such a way that it can be used effectively to monitor progress or tell pupils how they can improve still further.

PHYSICAL EDUCATION

84. The good teaching of physical education found during the previous inspection continues. Standards are good in Years 3 to 6 and the pupils make good progress due to the positive attention given to the pupils' physical development, and some very good teaching. No judgement can be made for Years 1 and 2 because no lessons or activities were seen.
85. In the lessons seen in gymnastics and dance for pupils in Years 3 to 6, the pupils applied themselves diligently to the tasks that were set. They listened well to the teacher's instructions and worked imaginatively as individuals, and in small groups. During a thematic dance session, the pupils in Years 3 and 4 showed good awareness of space and of each other. They took on the roles of Roman gladiators, exploring the movements of non-contact battles, fluently working at high and low levels, controlling their speed and footwork with increasing nimbleness. Despite the excitement of the activities, they showed mature approaches and behaved exceptionally well and concentrated hard. The pupils observed in Years 5 and 6 working on balance on floor apparatus, worked hard after a slow start. They were inventive and co-operative in their paired-work, creating body shapes and balancing movements of good quality. They worked steadily to improve their performances.
86. Teachers maintain the discipline and control of physical education lessons well. The lessons are planned effectively to engage the pupils' interest and ensure their good efforts. Good attention is paid to the pupils' safety while the levels of challenge are increased. The teachers help the pupils to evaluate their own efforts and levels of success, through demonstration and praise. Emphasis is given to the development and refinement of skills and there are appropriate warm-ups and cool-downs for the activities.
87. No lessons were observed at Key Stage 1, but the teachers' planning indicates that the range of activities is appropriate. At both key stages, the required range of physical education activities includes a short, yearly period of swimming.
88. The resources for physical education are good and the leadership and management is sound. There is a large playing field, and a hard playground area. The hall is smaller than it could be, but its limitations are effectively overcome by teachers' careful planning. There is an adequate range of small and large apparatus, and this is used beneficially to ensure the pupils' good physical development.

RELIGIOUS EDUCATION

89. Standards are satisfactory, with pupils' skills in line with the end of key stage statements of attainment in the Locally Agreed Syllabus. At Key Stage 2, where pupils are beginning to discuss issues, and the links with personal, social and health education are emphasised, standards have improved since the last report.
90. Very young children effectively learn about creation stories. They illustrate the story from the Bible in a variety of media. After hearing an aboriginal version of the creation story children used drama enthusiastically to re-enact the story and perform to their classmates. Inventive ways to record or consolidate learning or understanding like this one are not exploited throughout the school. Often discussion and story are followed by written records, illustrated in an exercise book.
91. Pupils have a good understanding of celebrations, for example at the end of Year 2 pupils have designed cards for Mothering Sunday. They can recount stories from several world faiths including Buddhism. They can describe the events of the first Easter. At Key Stage 2, pupils have written about discussions about love, life as a journey and can describe symbols associated with belief in Christianity. Most of them have a good knowledge of the great world religions. They can describe elements of the Hindu faith in festivals and stories. They know about major Christian festivals and customs, and have learned about parables and about characters from stories in the Bible. Younger pupils have visited the local church and taken part in a 'wedding', to help them to understand special events in people's lives. They are also able to recognise the wonder of natural events and the fact that although water is beautiful and necessary, it can also be dangerous and destructive.
92. Pupils take an active part in discussion and because the personal, social and health education syllabus is closely linked to the Locally Agreed Syllabus, they are beginning to learn how to express and listen to opinions. They appear to enjoy the opportunities given for discussion and they recall the facts they have learned well.
93. Teaching is satisfactory overall. Planning is effective in identifying areas of the Locally Agreed Syllabus to be taught, and from which weekly learning objectives can be drawn. Discussions are managed well and pupils have a good knowledge and understanding of the facts taught in lessons, particularly the practices and stories related to the major world faiths. At present pupils have limited experience of visits linked to the various faiths studied to ensure that they can have a real idea of what it is like to belong to a particular faith community.
94. The co-ordinator has effectively linked the Locally Agreed Syllabus to personal, social and health education, which has links to Citizenship. The religious education curriculum is a major contributor to cultural development. The leadership and management of the subject is sound. There is no formal assessment in this subject at present.