

INSPECTION REPORT

ST ALBAN'S CATHOLIC PRIMARY SCHOOL

Hornchurch, Essex

LEA area: Havering

Unique reference number: 102336

Headteacher: Mrs B Ginty

Reporting inspector: Phil Mann
23219

Dates of inspection: 24th-27th September 2001

Inspection number: 196311

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary Aided
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Heron Flight Avenue Hornchurch Essex
Postcode:	RM12 5LN
Telephone number:	01708 555644
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Gillian Green
Date of previous inspection:	19 th May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Phil Mann 23219	Registered inspector	Children under five Science Art and design Physical education	Standards - attainment and progress How well is the school led and managed? Efficiency of the school
Brian Gilbert 9310	Lay inspector		Standards - Attitudes, behaviour, personal development Attendance Spiritual, moral, social and cultural and personal development How well does the school care for its pupils? How well does the school work in partnership with parents? Staffing, accommodation and learning resources
Sonia Bosworth 30573	Team inspector	English History Design and technology Music	Special educational needs How well are pupils taught?
Mohindar Galowalia 20832	Team inspector	Geography Information and communication technology Mathematics	English as an additional language Equal opportunities How good are curricular and other opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Alban's Catholic Primary School has 202 pupils on roll, aged 4 to 11 years. The average class size is 30. The school is located in a residential area of Hornchurch, Essex. The pupils come from the local area and the parish. The current circumstances of most families are average. The original building has undergone recent refurbishment and is surrounded by attractive play areas and playing field. At the time of the inspection, there were 19 children under five in the reception class. The attainment of children at the start of school is average. Twenty-one per cent of pupils are on the special educational needs register, which is average. Of these, there are 34 pupils at the early, school-based stages of assessment and provision and currently there is only one pupil with a Statement of Special Educational Need. The proportion of pupils with special educational needs is in line with the national average.

The school's current aims and priorities are appropriate for the circumstances of the school. The school has exceeded the targets it has set to raise attainment at the end of Key Stage 2.

HOW GOOD THE SCHOOL IS

This is generally an effective school that provides a very caring, Christian community for its pupils. It is a happy school with a sense of purpose. The clear vision of the new headteacher combined with the support of senior staff is providing satisfactory leadership. The monitoring of standards and quality of teaching has not been sufficiently rigorous in the past and this has led to some inconsistencies in standards and in the organisation of what is to be taught. There have recently been some changes to staffing, but teaching is satisfactory across the school with examples of very good practice. Good teamwork is now a strong feature. Given the circumstances of the school and the standards being achieved overall, the school provides satisfactory value for money.

What the school does well

- Pupils achieve above average standards in English and science by the age of 11.
- Pupils aged 11 achieve standards above those expected nationally in history and design technology. In music, pupils at 7 and at 11 achieve standards well above those expected for their ages.
- Pupils' attitudes to learning are good.
- Provision for children in the reception class is very good.
- There is a strong partnership with parents and many are involved in the pupils' learning.

What could be improved

- The standards being attained by pupils in information and communication technology and geography by the time they are 7 and 11.
- The organisation of the curriculum to provide all pupils' with equal access to what is taught.
- More frequent and better use of good assessment information to plan for the pupils' individual needs.
- The effectiveness of the school's monitoring procedures to ensure consistently high standards in all its work.
- The level of pupils' attendance at school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory improvement overall since the previous inspection. The school's accommodation has been significantly improved to provide a good environment for learning. There is now greater structure applied to the planned curriculum, but insufficient monitoring has resulted in continued variations in pupils' learning and entitlement.

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	A	B	B	C
Mathematics	C	A	D	D
Science	B	A	C	C

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

Overall, most pupils are achieving well and by the age of 11 they are attaining above average standards in several subjects; this is confirmed by the school exceeding its targets set at 11 in the 2001 national tests for English and mathematics. Based on the 2000 results in these tests, the performance of boys is generally behind that of girls in these subjects at 11 years and girls generally perform better than the boys at 7 years. The overall trend of improvement in these subjects has been inconsistent over the last three years with the best improvements being made in English, where basic skills in reading and writing have been specifically targeted. Performance in mathematics has fluctuated between well above average to below average. This has been partly due to the variations in overall attainment in each year group, but also because the school has not been fully consistent in its strategy of teaching mathematics to pupils in ability sets across Key Stage 2. Effective implementation of the National Numeracy Strategy and the good teaching of number work are now ensuring that pupils' standards are again improving.

There are significant variations in standards within several other subjects. Pupils are achieving well in science, but there is underachievement in information and communication technology through a lack of structured development of their skills and limited access to computers. Achievement in geography is below expectations because of an unsatisfactory curriculum and the time spent on teaching the subject is not enough. Standards in design and technology and history are above that normally expected for pupils at the end of Key Stage 2 as a result of good teaching and a well-planned curriculum. Standards in music are very high throughout the school as a result of consistently very good teaching by a part-time music specialist.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good throughout the school. Pupils want to come to school and most are enthusiastic about their learning.
Behaviour, in and out of classrooms	Good in almost all areas, although some of the older pupils can be challenging during lessons. At times, behaviour is very good.
Personal development and relationships	Older pupils have many opportunities to take on responsibilities and they accept these with enthusiasm. Relationships between pupils and between children and staff are good, and often very good.
Attendance	Attendance is lower than in most other primary schools and is unsatisfactory. This is contributed to by a number of family holidays being taken during term time.

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.

Judgements are based on the observation of lessons, the analysis of pupils' work, scrutiny of teachers' planning and marking. The overall quality of teaching across the school is satisfactory. It is good or better in nearly two-thirds of the lessons observed. Of these, about one in ten are of very good or of high quality. Lessons taken by a specialist teacher for music account for over half of this very good and high quality teaching and, therefore, classroom teaching is judged to be satisfactory overall. A very small proportion of lessons are judged to be unsatisfactory. The overall quality of teaching has been maintained since the previous inspection, but continues to have variations in quality between classes as a result of insufficient monitoring. Nevertheless, the improvement in the number of unsatisfactory lessons is significant, particularly at Key Stage 1. The teaching of children under five continues to be a strength of the school and is consistently good in all lessons, with one in four being very good. Teaching at Key Stage 1 is satisfactory and good or better in half of the lessons. Teaching at Key Stage 2 is satisfactory or better in nine out of ten lessons and good or better in nearly two-thirds.

Literacy skills are taught well across the school resulting in improvements in pupil standards. Teachers are implementing the numeracy strategy effectively and this is resulting in good achievement in number work. The teaching of pupils with different abilities is satisfactory and higher attaining pupils are suitably challenged in subjects such as science.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The overall range of curricular opportunities is satisfactory. However, its current organisation does not provide sufficient opportunities to learn information and communication technology and geography; because of this it does not meet the statutory requirements. Withdrawal of pupils, mainly from subjects taught in the afternoon, including science, creates an inequality of provision for all pupils.
Provision for pupils with special educational needs	There is good provision for supporting pupils with special educational needs in literacy. The learning support teacher and teacher assistants make positive contributions to the good progress made by these pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils' spiritual development is a strong feature of the school. The school's ethos is at the heart of the education it provides. Moral and social development are also good. Pupils understand the difference between right and wrong from an early age. They mix happily in their friendship groups and develop confidence to take their place in the wider community. Pupils' cultural development is good and there has been a significant improvement since the last inspection.
How well the school cares for its pupils	This is a very caring school. Pupils are looked after very well from the moment they join the school. More should be done to improve levels of attendance.

There is a strong and effective partnership between the school and the main parent body. This has a highly positive impact on the pupils' educational experiences as they feel they are part of a large family community.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The newly appointed headteacher is providing a clear educational direction for the work of the school. She has already identified several aspects for improvement and is totally committed to raising standards throughout the school. Teachers and support staff work well together as a team and this has a very beneficial effect on the pupils' learning across the school.
How well the governors fulfil their responsibilities	The governors are supportive of the work of the school and they are clear about the school's strengths. Their understanding of the school's areas for improvement is less secure. Statutory requirements are not fulfilled in certain aspects of the curriculum and for a few items in the school prospectus and annual report to parents.
The school's evaluation of its performance	The monitoring of teaching and learning has not been sufficiently rigorous in the recent past. As a result, the quality of teaching and learning across the school still remains inconsistent. This has resulted in wide variations in the pupils' achievements as they move through the school. The governing body is not systematic in monitoring the work of the school and any evaluation of its performance is too informal.
The strategic use of resources	The school makes appropriate use of specific grants, but the plan for school improvement is not linked closely enough to the school budget. Consequently, the school is not yet in a good position to apply the principles of best value to assess the effectiveness of new initiatives and improvements to the curriculum.

The range of experience and expertise amongst the staff is appropriate to the school's needs. The quality of learning resources are satisfactory overall and the accommodation is welcoming, clean and now in a good state of repair. The school's strategy for using information and communication technology to support pupils' learning is not effective.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Eighty-four parents returned the questionnaire and 34 attended the meeting.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school's ethos and caring approach. • Their children like school. • The quality of teaching. • Teachers are easy to talk to. 	<ul style="list-style-type: none"> • The school has not always worked closely enough with parents. • The previous leadership of the school. • Some inconsistencies in behaviour management. • A few expressed a concern about confidentiality of information.

Inspectors agree with all the positive points raised by parents. Inspectors have not been able to comment objectively upon the previous management regime. The way that pupils' behaviour is managed in the school is largely satisfactory or better, but some pockets of inconsistency were seen. The school has provided a room that can be used by parents to discuss confidential matters, so confidentiality is not judged to be an issue.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- Overall, most pupils are achieving well and by the age of 11 they attain above average standards in several subjects; this is confirmed by the school exceeding its targets set at 11 in the 2001 national tests. Based on the 2000 results in these tests, the performance of boys is generally behind that of girls in English, mathematics and science at 11 and girls generally perform better than the boys at 7 years. Effective tracking of individual pupils' results led the school to target the teaching of reading and writing across the school. No judgement on the success of this strategy or comparison with other schools can yet be made based on the 2001 results due to the absence of national data at the time of inspection.
- The table below shows attainment in English, mathematics and science judged by the inspection team and as achieved by Year 2 and Year 6 in the 2000 tests, compared to all schools nationally and measured by what is known as points scores. These scores take into account the performance of all pupils in the year group.

	National Tests Year 2 2000	Inspection Judgements Year 2 2001	National tests Year 6 2000 [points scores]	Inspection judgements Year 6 2001
English	Reading Average WRITING Well below average	Reading Above average WRITING Average	Above average	Above average
Mathematics	Well below average	Average	Below average	Average
Science	By teacher assessment Well below average	Above average	Average	Above average

The following table shows standards in subjects other than English, mathematics and science.

	By the age of 7	By the age of 11
Information and communication technology	Below the expected level	Below the expected level
Art and design	At the expected level	At the expected level
Design and technology	At the expected level	Above the expected level
Geography	Below the expected level	Below the expected level
History	At the expected level	Above the expected level
Music	Well above the expected level	Well above the expected level
Physical education	Insufficient evidence	At the expected level

- The monitoring of teaching and learning has not been sufficiently rigorous in the recent past. As a result, the quality of teaching and learning across the school still remains

inconsistent. This has resulted in wide variations in the pupils' achievements as they move through the school.

4. Children under five, including those with special educational needs, make a good start in all aspects of school life on entry into the reception class. The overall attainment of most of these children when they start school in this class is in line with that expected of similar age children nationally in all areas of learning. High quality provision and consistently good teaching is ensuring that all these children make good progress towards the ¹Early Learning Goals and many will reach or exceed these by the end of their time in the reception class.
5. Progress is less consistent across the rest of the school. It is good in English where pupils in both Key Stages 1 and 2 achieve above average standards in reading. Standards are average at the end of Key Stage 2 when compared to schools with similar circumstances. The school has targeted the pupils' achievement and especially that of boys in writing at Key Stage 1 with some success. The results of the national tests in 2001 were better than that of the previous year, but as yet no direct comparisons can be made with other schools due to the current absence of any comparative data. The school has had good success on previous results in raising standards of writing at Key Stage 2 and standards are currently judged to be above average for 11-year-olds. The implementation of the literacy strategy has been effective and basic skills are taught well by teachers and support staff. The additional literacy skills teaching programme is supporting pupils of lower ability, but withdrawal of pupils during the afternoon sessions impacts adversely on the development of their knowledge and skills in other subjects.
6. Performance has been less consistent in mathematics with fluctuations in overall standards at the end of Key Stage 2, as seen in the table above. This has been partly due to the variations in overall attainment in each year group, but also because the school has not been fully consistent in its strategy of teaching mathematics to pupils in ability sets across Key Stage 2. The teaching of these pupils in sets in the recent past is seen as a success by the school and parents alike, but budgetary constraints and an absence of detailed strategic planning have hampered the school's ability to sustain this programme. It has been indicated by the newly appointed headteacher and governors that they have every intention in the near future of reinstalling a programme of ability set teaching for mathematics. Basic skills of numeracy are, however, taught well across the school as a result of the effective implementation of the National Numeracy Strategy.
7. Pupils of all abilities are making good progress in science following the introduction of a structured teaching programme throughout the school, supported by a commercial scheme of work. As a result, standards are above average at the end of both key stages and there is a good emphasis on investigative work. This structured approach is developing the pupils' recording techniques and, in turn, this is ensuring good links are being made with the development of their literacy and numeracy skills.
8. Standards of attainment in information and communication technology were above nationally expected levels at the time of the previous inspection. Progress has been unsatisfactory since then and there has been a decline in standards across the school. These standards are now below that expected despite the improvements that have been

¹ **EARLY LEARNING GOALS**

Early learning goals - these are expectations for most children to reach by the end of the foundation stage. They mainly refer to achievements children make in connection with: communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; and physical and creative development. There are many goals for each area of learning; for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

made to the provision within the school. It is recognised that the recent building and refurbishment programme has limited the use of many of these new facilities with equipment often being out of use. Consequently, there has been considerable underachievement and a lack of skill development for all pupils. The new computer suite is providing a suitable focus for the teaching of these skills but it is, unfortunately, too small and can only cater for a third of a class at any one time. The strategy of withdrawing these proportions of pupils from any one class at a time is also preventing equal access to the curriculum for many pupils and this is having an adverse effect on achievement in several other subjects, such as geography and science.

9. The progress of pupils with special educational needs is good. Pupils are treated as individuals and because teachers and support staff know the pupils very well, they make sure their needs are met in literacy. As a result, at the age of 11 pupils with special educational needs frequently attain well for their ability in national tests.
10. Due to much good teaching, standards of achievement in design and technology and history are above that expected at the end of Key Stage 2. For instance, the well-designed technology projects in Key Stage 2 gives these pupils the opportunity to demonstrate good skills and knowledge of techniques and to apply knowledge from other subjects, including science and art. Very good teaching by a part-time specialist teacher is ensuring that very high standards are being achieved across the school in music. As a result, all pupils sing songs with great enthusiasm and gusto in assemblies and whole-school singing sessions. A comprehensive repertoire of music, played and sung from traditional, contemporary and non-western sources, ensures the effective development of the pupils' spirituality and cultural awareness.

Pupils' attitudes, values and personal development

11. Pupils, including those with special educational needs, have good attitudes towards the school and towards their learning. The standards reported at the time of the previous inspection have been largely maintained. Pupils arrive in school with enthusiasm for the day's events and they enjoy their time there. This has a positive impact upon their learning and contributes significantly to their personal development. Pupils are always keen to demonstrate their knowledge and understanding by answering their teachers' questions, and they want to contribute their own ideas during lessons. Pupils' concentration is good when they are motivated. For example, in a Year 6 art lesson they were appropriately challenged by being given a chance to experiment with a range of materials and styles. Where the content and pace of a lesson fails to hold their interest, they do not maintain concentration and attention spans are short. In the reception year, where pupils have just started full-time education, attitudes are very good and at times they are excellent.
12. As it was during the last inspection, pupils' behaviour in and around the school is good and at times very good. This confirms the view of the large majority of parents. However, the behaviour of some of those pupils in their final year at school is challenging at times and it was seen to be unsatisfactory in one lesson. There was also some minor misbehaving behind the teacher's back at the end of break in the junior playground. Pupils are aware that the school's ethos promotes care and respect for others, and they settle happily into its routines. During the inspection, pupils across the age range were invariably polite to visitors and the older ones would often offer assistance over and beyond the common courtesies of door opening.
13. The school has high expectations of pupils' behaviour. All teachers, educational support staff and administrative staff act as very good role models for the pupils. Most classes

have their own rules to which pupils have contributed. They are clear and uncomplicated. The school's emphasis is on praise and reward rather than punishment and this is effective. Verbal praise is a feature throughout the school. The younger pupils are awarded 'stickers' while those in Key Stage 2 receive house points. All pupils, whose work, behaviour or special effort merit further recognition, receive certificates at a weekly 'Star Award' assembly. Parents are invited to share this experience, which helps to reinforce pupils' positive attitudes.

14. Appropriate action is taken when there are misdemeanours. This involves reminding pupils of what is acceptable in the school and often results in an apology being given. Where necessary, the transgressors are sent to the headteacher for further action. No pupils were excluded from school during the year prior to the inspection.
15. Pupils' personal development is good. From the time they start school in reception they are encouraged to be independent and, as they continue through the school, to use their initiative. Although opportunities for taking on additional responsibilities are limited for younger pupils, for pupils in Year 6, and to a lesser extent in Year 5, this is a feature of school life. For example, Year 6 pupils stand as candidates as house captains and tell their peers why they think they would do a good job. Elections then follow. This gives all pupils a useful insight into citizenship and democracy at work. Pupils are also appointed for specific tasks such as lunchtime monitors. Their work includes helping staff set up the hall prior to lunches being served and helping Foundation Stage pupils in the playground and dining hall. During the inspection, monitors were observed assisting the younger ones with collecting their trays, queuing for their lunches and cutting up larger portions of food. This was done in a very pleasant way and well received by these younger pupils.
16. Relationships between pupils and between adults and pupils are almost always very good. Members of the staff are polite and respectful to the children, who learn to accept this as the normal way to behave. As well as the help that younger pupils receive from the older ones, those in all year groups value each other as individuals and respect each other's opinions and feelings. In a 'Star Assembly' there was generous applause and genuine warmth from all pupils for those receiving awards. Pupils also show similar respect for the school buildings, educational resources and the displays around the school. There is a marked absence of oppressive behaviour and no incidents of bullying or racial abuse were observed during the inspection.
17. At the last inspection, pupils' attendance at school was judged to be good, but inspection criteria have changed and this is now unsatisfactory. Levels of attendance are below the 95 per cent benchmark and marginally below those for similar schools nationally. Conversely, there were no cases of unauthorised absence during the past year and this is excellent. In spite of being discouraged by the school, a significant minority of parents withdraw their children for family holidays during term time. Although this is well managed by teachers, it is not always possible for pupils to catch up with their work. Punctuality in the mornings is good, which means that there is an orderly start to the school day and lessons begin on time. Teachers complete the class attendance registers efficiently at the beginning of each morning and afternoon session, and the legal requirements are fully met.

HOW WELL ARE PUPILS TAUGHT?

18. The overall quality of teaching is satisfactory. It is good or better in nearly two-thirds of the lessons observed. Of these, about one in ten are of very good or high quality. Lessons taken by a specialist music teacher account for over half of this very good and high quality teaching and, therefore, classroom teaching is judged to be satisfactory

overall. A very small proportion of lessons is judged to be unsatisfactory. The overall quality of teaching has been maintained since the previous inspection. There continues to be variations in quality between classes because of inadequate monitoring. Nevertheless, the improvement in the number of unsatisfactory lessons is significant, particularly at Key Stage 1. The teaching of children under five continues to be a strength of the school and is consistently good in all lessons, with one in four being very good. Teaching at Key Stage 1 is satisfactory and good or better in half of the lessons. Teaching at Key Stage 2 is satisfactory or better in nine out of ten lessons and good or better in nearly two-thirds.

19. Learning is good in the Foundation Stage and satisfactory in Key Stages 1 and 2. As a result of the effectiveness of teaching methods, the majority of pupils have very positive attitudes towards the school and what their teachers have to offer. They show interest and enthusiasm for their work and develop confidence in themselves as learners. The quality of learning was judged to be satisfactory or better in nearly all lessons, good or better in nearly two-thirds and very good or excellent in one in ten lessons.
20. Overall, teaching and learning are very good in music. They are good in English, design and technology and history, and satisfactory in mathematics, science, art and physical education. Learning is unsatisfactory in geography as teachers are not implementing the scheme of work in full, but the quality of teaching geography in lessons observed during the inspection was good. Learning in information and communication technology is unsatisfactory because pupils do not have enough opportunities to use the computers throughout the year. Insufficient teaching of information and communication technology was observed to make a judgement of its quality. There are particular strengths in music across the school. A specialist teacher's knowledge is used very effectively to aid pupils' understanding and enthusiasm for learning in all aspects of the subject. In design and technology and history, the quality of teaching and learning overall is not as high in Key Stage 1 as in Key Stage 2.
21. The teaching of literacy is good in both key stages. There are, however, variations in quality of teaching across Key Stages 1 and 2 from satisfactory to very good. Teachers planning shows clearly identified tasks linked to the requirements of the National Literacy Strategy. Pupils are clear about what they are being asked to do, because teachers are specific about what they want them to learn. Teachers also use plenary sessions at the end of the sessions effectively so that pupils can review and reinforce what they have learnt. Consequently, pupils in Key Stage 1 maintain the progress they have made in the Foundation Stage and make good progress in Key Stage 2. Teaching assistants are briefed well. They are sometimes underused in the first part of the literacy hour, when they could support particular pupils during the whole-class work. In additional literacy work with pupils from Years 3 and 4 they demonstrate good techniques, such as in questioning skills.
22. Numeracy teaching in both key stages is satisfactory. Teachers have worked hard to meet the requirements of the National Numeracy Strategy. On the whole they plan well for different ability groups. In the good numeracy lessons they have good management of pupils and effective oral work at the beginning of the lesson. Some lessons lack sufficient pace and could improve on the grouping of pupils for tasks, for example in matching activities to the ability of pupils.
23. The school has a good policy for teaching and learning which provides pointers for successful teaching. Satisfactory strategies for the monitoring of teaching and learning have been started. Subject co-ordinators have begun to scrutinise teachers' lesson plans and pupils' work to ensure that schemes of work are covered at appropriate levels

throughout the school. Appropriate classroom observations have been made of teaching and learning in English, mathematics and science. However, there is still an inconsistency of approach to classroom practice and in the quality of the teaching and learning across the whole school. Whilst homework is regularly set and makes a positive contribution to pupils' learning and progress, there are inconsistencies between classes in the amount set and in the advice to parents.

24. The school has a satisfactory marking policy. In marking, teachers often use praise for good work, but guidance about how pupils' work could be improved varies from class to class. Teachers keep good assessment records of pupils' achievements in English, mathematics and science and in some foundation subjects. These are being used very well in the planning of lessons for children under five. However, across the school in general, the assessment of pupils' prior knowledge is not being used effectively to plan future lessons. For example, in a mathematics lesson, pupils had different tasks for the more able pupils, those of average ability and those of lower ability. In each of the groups the task was too hard. Consequently, all pupils needed continual teacher assistance. Pupils often sit in groups according to their assessed ability. Nevertheless, pupils are often given the same task and expected to complete it at different levels or with different levels of support. This does not always extend the learning of the most able pupils.
25. The school ensures that pupils with special educational needs are well supported in literacy, particularly those at Key Stage 1. Although some of the targets on the pupils' individual education plans are too broad and need to be more specific, they provide an appropriate framework for the learning and support for each pupil. Pupils have skilled support from the learning support co-ordinator and teaching assistants. Sometimes these pupils receive individual support or work in small groups outside the classroom and at other times have good additional care and attention whilst working with the rest of the class in the classroom. Activities in the withdrawal sessions are well matched to pupils' needs. Consequently, pupils with special educational needs make good progress.
26. There are a number of features common to the good or better teaching seen during the inspection. First, there is good management of the classroom and relationships with pupils. Teachers have established good classroom routines and expectations, which allow a prompt start to lessons and a purposeful atmosphere for learning for all pupils.
27. Secondly, teachers have good questioning techniques. Teachers and teaching assistants alike use questions to focus pupils' thinking and encourage them to express personal views and explain their reasoning. Pupils are not afraid to be 'wrong' and are encouraged to learn from their mistakes. A good example of this occurred in a Year 5 literacy lesson. Here pupils were challenged to discern what characters were like in *The Suitcase Kid* by Jacqueline Wilson from the evidence in the initial chapter. Often teachers use questioning effectively to establish prior understanding and the security of pupils' learning.
28. Thirdly, teachers have a good personal and professional subject knowledge and understanding. This provides confidence in the teachers' approach to the lesson and pupils appreciate this. For example, in a Year 3 science lesson, a teacher demonstrated confidence in her understanding of fair testing and scientific processes. This helped her to challenge pupils in their planning of a test for the absorbency of water in different types of paper.
29. Finally, the planning and organisation of the lesson allows the pace of the lesson to be good. Therefore, the teachers make good use of resources and the lesson time for learning activities, and pupils maintain good concentration and enthusiasm for learning.

30. The teaching and learning is less successful, and occasionally unsatisfactory, in some lessons. In the one unsatisfactory lesson observed, the teacher had insecure subject knowledge and unclear learning objectives for the lesson, which led to pupils becoming restless and unfocused. Where teaching is less successful there are some common features. Teachers are over-dependent on a published scheme of work, which often leads to less challenging and appropriate tasks for all ability groups. In some lessons, teachers are not developing consistent behaviour management strategies. This does not lead to unsatisfactory behaviour in pupils, but does not provide the best working atmosphere for all pupils to learn. Occasionally, the pace of the lesson is not maintained throughout, especially during independent work in literacy and numeracy hours. Sometimes resources are limited and do not fully fit the purpose of the task set. For example, in a science lesson, not all the pupils could see the demonstration by the teacher as they could not see through the containers being used.

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

31. The school provides a curriculum that, taken overall, is satisfactory. However, it does not meet the statutory requirements because its current organisation provides insufficient opportunities for pupils to learn information and communication technology and geography. Consequently, the pupils do not attain nationally expected standards in these subjects. The quality of provision for swimming at a local secondary school is also unsatisfactory at times because the resources are not used to good effect and the organisation of the group by the instructors is not effective. As a result, the standards are not as high as expected. The current pattern of significant withdrawal of pupils from the afternoon classes is not socially inclusive. It denies equality of access and opportunity for all pupils to learn science and other foundation subjects, which are mainly taught in the afternoons. The effectiveness of literacy and numeracy strategies, the provision for pupils with special educational needs and for extra-curricular activities and the contribution of the community to pupils' learning are, however, good. The school's links with partner institutions and the quality of the curriculum for the Foundation Stage are very good. The quality of collective worship is included in a separate inspection report under section 23 of the School Inspections Act of 1996.
32. The last inspection found weaknesses in the schemes of work and in the quality of overall planning and coherence of the curriculum. The school has made satisfactory progress in addressing these issues. For example, good literacy and numeracy strategies are in place. The school has adopted the national models of schemes of work for science and foundation subjects. However, these require review and adaptation, for example in geography, so that the diverse needs of the pupils are met more effectively. The current time allocation for several subjects, for example art, design and technology, history, music and physical education and to some extent for English, is not consistent with what is found in the majority of schools.
33. Provision for children in the ¹Foundation Stage is very good and is a significant strength of the school. The Foundation Stage curriculum follows the current national guidelines and provides exciting opportunities in all areas of learning. Careful planning, teaching,

¹ ON FOUNDATION STAGE

The foundation stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to: communication, language and literacy; mathematical development; and personal, social and emotional development, but also include: knowledge and understanding of the world; and physical and creative development.

analysis of lessons and subsequent modifications ensure that the work rigorously meets the needs of all children at this stage.

34. The good provision for pupils with special educational needs enables them to make good progress. It is underpinned by good direct support by the learning support teacher and teaching assistants in the classrooms or in withdrawal of individuals or in small groups. The individual education plans are regularly reviewed and updated to ensure that these match the learning needs of the pupils. Since the last inspection the provision for the teaching and learning of pupils with special educational needs has been maintained. Pupils are treated as individuals. Because teachers and support staff know the pupils very well, they make sure their needs are met in literacy. In Years 1 and 2 pupils receive specific support from the learning support co-ordinator in literacy lessons. Pupils in Year 4 to 6 are withdrawn during afternoons to carry out literacy tasks that are matched well to develop the areas of weakness. The school has trained teaching assistants, who support pupils well. However, during afternoon withdrawal sessions, pupils with special educational needs miss important parts of other subjects. There is, therefore, inequality of opportunity.
35. The good effectiveness of strategies for teaching literacy and numeracy is reflected in the attainment of the 11-year-olds. It is above average in English and a secure average in mathematics. The organisation of the literacy curriculum in lessons is not only effective for improving pupils' English, it has also improved the way teachers teach other subjects; for example, a geography lesson began with shared reading from a book. The reading was appropriately interspersed with several brief question and answer sessions and sharing of information in atlases and maps. This made the learning of new information more accessible to the pupils. There was appropriate focus on key vocabulary as well, for example, shaduf. The lesson successfully combined literacy, geography and history. The pupils developed a good understanding of the physical and human geography of the area of the river Nile. Such good links are not found universally in other areas of the curriculum. Teachers are aware of the importance of the key vocabulary and often include this in their curriculum plans. However, they do not repeat explanation of the key words with enough frequency to ensure that a greater proportion of pupils understand these words. The good numeracy strategy is resourced from a published scheme of work and is making the learning of mathematics more interesting for pupils. Occasionally however, the teachers do not divorce enough from this scheme to make learning match the needs of the pupils. Where teachers do provide self-devised or alternative work that matches the needs of the pupils, learning is more successful. The development of numeracy in other subjects is satisfactory; for example, the use of measures in science and design and technology.
36. The school enriches the curriculum by providing a good range of activities, visits and visitors. The pupils are taken on visits to the local library, church, seaside, Isle of Wight, Museum of London, Festival Hall and Godstone. Visits of theatre companies, a portable observatory and a storyteller, a clown and other presentations make the curriculum more exciting and enjoyable. The science club has increased pupils' interest and performance in science.
37. The school's provision for personal social and health education is satisfactory. The school nurse provides sex education in Year 6. Pupils are taught about 'stranger danger'. There is appropriate teaching and learning of road safety and the dangers of drug misuse and of anti-social activities, such as vandalism and taunting the elderly.
38. The school has good links with the community. Visits by the fire services, police and the local clergy and various church activities widen pupils' experiences and prepare them well

for their next stage of life and learning. Several parents also help the pupils, for example, in supporting learning of information and communication technology. Schools links with partner institutions at all levels are very good and make a positive impact on the life and learning of the pupils.

39. The personal development of all pupils is at the centre of what the school does. One of the main aims of the school is to provide a balanced and broadly based curriculum, which promotes the spiritual, moral, cultural, mental and physical growth of the pupils.
40. Pupils' spiritual development is a strong feature of the school. Its whole ethos is strongly Catholic and this permeates through the curriculum and all school activities. The Church and the local ministry have a deep involvement with the school and class masses are held regularly. In assemblies, as well as prayer, there are times for quiet reflection. Spirituality also extends to lessons, such as singing lessons, which often offer an uplifting experience.
41. Provision for the pupils' moral development is good. From the very beginning they are taught the difference between right and wrong. There is now a behaviour policy and class rules in many classes to which pupils contribute their own ideas. All members of staff are good role models for the pupils to follow. Pupils respect the property of others, including that of the school. They also respect the views of other people, even if they are not exactly the same as their own.
42. Pupils' social development is well cultivated. This starts with very good provision at an early stage in their reception year. They learn to mix happily with others and as they progress through the school they develop the confidence to take their place in the wider community. The older children willingly volunteer for additional responsibilities, which teachers encourage. A particular effective example is how Year 6 pupils give practical assistance and kindness to the very young ones.
43. The provision for pupils' cultural development is good overall and there are now some strong elements. Due to staff movements there is no longer the same expertise in poetry and drama that was seen during the last inspection, but music has gone from strength to strength. In this, and in other areas of school life, there is now greater provision for multi-cultural learning. In a singing session pupils were singing an African song. They knew a number of the Swahili words and were able to offer English translations for them. In a junior assembly there was a Jewish theme of Yom Kippur, which gave the pupils an insight into the Jewish New Year celebrations.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. This is a very caring school and the welfare of children is a high priority. The good provision for pupils' welfare and personal guidance noted in the last inspection report has been maintained. Members of staff know the pupils well and teachers keep good records to monitor their academic progress and personal development.
45. Pupils who are unwell or suffering minor injuries are properly looked after and members of staff administer basic first aid. A trained first-aider is on hand when this is required. Although there is no designated medical room, or shower or wash-down facilities, the procedures are satisfactory and appropriate records are maintained. The school's procedures for child protection are satisfactory. Members of staff are aware of what they should do and to whom they should refer if they have any concerns.
46. Procedures for monitoring attendance are satisfactory in most areas. The school is aware that a significant minority of parents takes their children away for family holidays in term time. It also monitors those pupils who are absent and refers more serious cases to the local education authority's education welfare officer. However, there is insufficient use of its computerised system to carry out more sophisticated analyses. These would help to determine patterns of absence of individual pupils, or groups of pupils, so that the school could better target its resources.
47. With the relatively low levels of attendance presently seen, the school should do more to promote good attendance to both pupils and parents, and this element is unsatisfactory. This year, the local education authority produced an excellent and comprehensive guidance pack for schools. The school has yet to follow these policies and recommendations closely as a basis for improvement. An example would be to make first-day contact with parents by telephone when a child is absent and no reasonable explanation has been received.
48. There are effective measures in place to promote good behaviour, and teachers and support staff are consistent in applying them. Teachers promote good behaviour during Circle Time, which is when pupils may talk over issues that are important to them. These sessions are timetabled twice every half term and also teachers introduce them when they feel there is a need. Pupils understand what is expected of them. Praise and encouragement play an important part and teachers always emphasise the positive rather than the negative. Two of the teaching assistants have received training in behaviour management to increase their effectiveness in dealing with behaviour issues. The school intends to extend this to all, including the midday assistants.
49. Pupils with special educational needs make good progress towards targets on their individual education plans and in their development of self-esteem and confidence. This is because of the good teaching and support they receive, particularly in literacy. Some of the targets on individual education plans are very broad and need to be much sharper to pinpoint exactly what pupils are working towards. However, the plans give a framework for support by teachers and the good teacher assistants, who are guided by the experienced learning support co-ordinator. Pupils who need additional support are identified as soon as possible, usually at the end of the Foundation Stage.
50. Health and safety issues are taken seriously by the governing body and the headteacher, and the school is a safe and secure place for the pupils. Following a recent formal risk assessment visit on behalf of the local education authority, a number of minor issues were identified, which are being dealt with. Each term the members of the governing body's health and safety committee walk round the site and buildings to check for any

health and safety issues. This is good because they are seeing the school largely from an outsider's perspective and appropriate records are kept. Routine checks of fire alarms and other related equipment are properly carried out, as are termly fire evacuation drills.

51. The school's procedures for assessing attainment and progress are good overall. Pupils' reading ages are assessed twice yearly. Pupils' English, mathematics and science are assessed every half term and English and mathematics also at the end of each year. The use of weekly mental mathematics testing is progressing smoothly. Progress of pupils who receive additional literacy support is assessed regularly. National tests are given as required. There are weaknesses in assessment arrangements in foundation subjects such as history, geography and design and technology. The school's current use of assessment information to guide curricular planning is unsatisfactory; for example, it is not used effectively enough to match the curriculum to the needs of the pupils in class teaching in English, mathematics and science. Effective use is made, however, in organising classes into ability groups for teaching numeracy and literacy. Effective use of information is also made for supporting pupils' learning in the science club. This has made a difference to the attainment of these pupils' in science and results are above the national average.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. There is a strong and effective partnership between the school and the main parent body. This has a highly positive impact on the pupils' educational experiences as they feel they are part of a large family community.
53. Parents are very positive about the school, what it stands for and the education it provides. There was a good response to the pre-inspection parents' questionnaire. Eighty-five response forms were returned, which represents 40 per cent of the number of pupils at the school. Thirty-four parents attended the meeting for parents. A minority expressed individual concerns.
54. Concerns raised by a number of parents were about the management and approachability of the previous headteacher, the quality of information provided in school reports, confidentiality of information about their children within the school and inconsistencies in behaviour management in some classes. Inspectors are not able to comment about the first item, behaviour management is reported on in a previous paragraph (41) and school reports are referred to in a subsequent paragraph (58). Confidentiality is not considered to be an issue as the school has made a room available for those parents wishing to discuss matters they wish to keep confidential.
55. Parents of pupils with special educational needs are kept informed about their children's progress. The school fully involves these parents in putting together individual education plans for their child. Parents who volunteer to help in school are given appropriate training. They listen to individual readers and in the lower school sometimes support a group of pupils in literacy.
56. The quality of information provided for parents is good overall. Newsletters, which keep parents closely informed about school events, are sent home each week. Other letters are sent for more specific matters. Formal consultations with parents about their children's progress are held in the autumn and spring terms and there is a less formal opportunity to exchange information in the summer term. The prospectus and the governors' annual report to parents lack a number of items of information, which should be included, so these documents do not comply fully with statutory requirements.

57. Another means of communicating with parents is provided by home-school diaries (for pupils in Key Stage 2) and reading cards (for those in Key Stage 1). Parents are thereby able to keep in touch with some elements of what their children learn in school. Their use by parents to make comments is variable and tends to diminish, as pupils get older. The contribution to pupils' learning made by parents at home is judged to be satisfactory.
58. The annual reports on pupils' progress are now generated by computer. Some parents prefer the previous, hand-written ones as they feel they were more personal to the child. Inspectors found that current reports are sufficiently differentiated and give a good picture of what each pupil can do. The 'General Comments' section in particular is used well to add colour to a factual document. Teachers also provide targets for individual improvement. The reports comply with the regulations. However, for pupils not in those year groups for which National Curriculum test results are given, they do not indicate the National Curriculum levels at which they are working.
59. The school is very successful in involving parents in its daily work. A core of parents is able to commit time to assisting teachers in the classroom on a regular basis. Some others who cannot make that regular commitment help when they can. This help is shared across all the year groups. It is a valuable additional resource for the school and impacts positively upon pupils' learning. The parents help in hearing pupils read and in other ways, depending upon their interests and expertise. For example, one parent with computer skills regularly takes groups of pupils for sessions in the new computer suite while another assists teachers in a Year 3 and Year 4 group-games session. Other parents and friends assist by running a variety of after-school clubs and assist on educational visits out of school.
60. Parental involvement also occurs outside lesson times. During the inspection about 30 parents attended the weekly 'Star Assembly' to celebrate pupils' good work and behaviour. Most stayed on to experience the friendly, welcoming atmosphere at the coffee morning which followed. This monthly occasion helps to cement the good partnership, which exists between the school and parents. A very active friends association organises an ambitious but successful programme of social and fund-raising events. The school has benefited to the extent of £6,000 - £7,000 per annum from these activities in recent years and has, consequently, been able to add to the educational resources available to pupils.

HOW WELL IS THE SCHOOL LED AND MANAGED?

61. The quality of leadership and management by the headteacher and key staff is satisfactory. The new headteacher is ensuring clear educational direction for the work of the school following her recent appointment. School improvement is a management priority and the development of a strong team of teachers and support staff is a key leadership objective. A high priority is being placed on the inspiration and motivation of staff by the new headteacher. Together with senior staff she is setting a good example, and the explicit aims and values of the school are fully reflected in its work. The delegation of management responsibilities to staff by the new headteacher is effective. Teachers and support staff work well together as a team and this has a very beneficial effect on the pupils' learning across the school. This is now resulting in a considerable shared commitment to school improvement. The management team is aware of what needs to be done, and in what order, and they have positive expectations of what can be achieved.
62. Overall, the governors are satisfactory at supporting and monitoring the work of the school. For instance, they have used their specialist skills and expertise to help shape

the strategic direction of the school and its refurbishment. The governors generally understand the strengths and weaknesses of the school, but they are less clear about the targets that need to be set for further development and improvement. Consequently, the monitoring of school improvement lacks a clear focus and not enough governors make frequent contact with the school to monitor its work. The governing body does not ensure that it fulfils its statutory duties in some minor aspects of the school prospectus and the annual report to parents. There is a very positive relationship between the newly appointed headteacher and the governing body and they have high expectations for the future of the school. The governors have responded satisfactorily to the previous inspection and most of the key issues have been addressed successfully.

63. Regular meetings are held each term between the special educational needs governor and the special educational needs co-ordinator. Special educational needs matters are regularly reported and discussed at governing body meetings. The special educational needs governor has attended training courses and is able to advise the financial committee of the governing body effectively. Any additional funding for special educational needs is spent prudently and the school uses money from its general budget to supplement such costs. Money has been well spent on the provision and training of support staff.
64. Monitoring and evaluation of the schools' performance is not a strong feature of school management and is unsatisfactory overall. The monitoring of teaching and learning has not been sufficiently rigorous in the recent past. As a result, the quality of teaching and learning across the school still remains inconsistent. This has resulted in wide variations in the pupils' achievements as they move through the school. The development of good teaching practice has not been monitored and evaluated systematically, but there is some evidence that good teachers are used to support others and develop their expertise. The role of subject co-ordinators is underdeveloped in some subjects and the monitoring of standards within these subjects has been too informal.
65. The school makes effective use of resources; grants and other funding and educational priorities are satisfactorily supported by the school's financial planning. The efficiency and effectiveness of the financial administration systems are satisfactory overall, but not all of the issues raised in the most recent auditor's report have been fully addressed. The local education authority bursar keeps the headteacher and governors well informed of the position of the school finances. Many staff are aware of and familiar with new information and communication technology, but the pupils' learning is unsatisfactorily supported by new technology due to inconsistent use of computers in the classrooms and the disruption caused by the recent refurbishment programme. The school makes every effort to ensure that specific grants are used for their designated purpose. The finance committee monitors the effectiveness of its spending satisfactorily and all governors are kept fully informed about decisions made. The principles of best value are applied satisfactorily in this school to further the opportunities open to the pupils.
66. The number, qualifications and experience of the teaching and support staff match the requirements of the school's curriculum and this is satisfactory. Over half of the teachers have more than 10 years experience in the profession. They have appropriate qualifications, either from initial training, attendance on training courses, or from on-the-job training. However, at the time of the inspection, there was no co-ordinator in place for physical education. Some parents commented that the increased mobility of staff in recent years had an unsettling effect on their children. There has been such movement, but this is a reflection on what is happening elsewhere in the profession and the school has not experienced significant difficulties in recruiting new teachers. There is very good provision of peripatetic music specialists.

67. Procedures for the professional development of teachers are in place, although the formal performance management structure is not yet fully established. This is because of the very recent staff changes, including the appointment of the new headteacher. The local education authority is aware of this and has approved a postponement of one term. Training for teachers is considered during continuing professional development interviews. The emphasis is on improving teaching and learning and the priorities identified in the school development plan. Teaching assistants take part in the in-service training days for teachers and two have attended courses provided by the local education authority. Formal training has not yet been extended to midday assistants.
68. There is an effective induction programme for newly qualified teachers and other staff new to the school. The headteacher acts as mentor and oversees the formal procedures. Good support and guidance is provided for newly qualified teachers by other teachers on a less formal basis.
69. A key issue in the previous inspection report was to improve the interior and exterior physical environment of the school. The school's governors and management took action to ensure that this happened and accommodation is now judged to be good overall, although further improvements are required. The school building is structurally sound and there are sufficient teaching spaces. The classrooms for pupils in Years 5 and 6, which have been extended and refurbished, are of a good size, with increased storage space. There are plans for further extensions, which would benefit Year 1 pupils particularly. Their classroom is cramped even though there are only 24 pupils in the class currently. Other improvements have been made to the outside environment, including a useful and attractive quiet area off the junior playground.
70. Other improvements to the building include an extension to the school library and a remodelled reception area. A new computer suite has been created, although this is not of sufficient size to support half a class at a time. A good, enclosed quiet room for the withdrawal of pupils with special educational needs has also been provided. This provides an appropriate area where the learning support co-ordinator can discuss matters privately with parents and external agencies. There is no designated medical room or shower or wash-down facilities for the occasional needs of children. A full curriculum cannot be provided for pupils in the reception year where the playground is fully hard-surfaced and there is no cover for its use in inclement weather.
71. The school's learning resources are satisfactory overall. Storage is still a problem for those classes which have not been improved. Provision is good in English and science and satisfactory in mathematics. It is very good in music and there is a full range of instruments for pupils to use. It is unsatisfactory in information and communication technology, where there are insufficient computers and peripherals, and in geography, where there is a lack of maps and atlases.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

72. To further develop the effectiveness of the school and continue to raise standards, the governors, headteacher and staff should:
- improve standards of attainment in information and communication technology and geography at 7 and 11 by ensuring that:
 - the curriculum for geography meets statutory requirements and all aspects of the subject are taught to sufficient depth;
 - enough time is allocated to the teaching of the subject;
 - information and communication technology equipment is used effectively to develop pupils' skills;
 - the full programme of work is taught; teachers plan for the use of ICT in all other subjects;(paragraphs 2, 8, 31-32, 122, 124, 134 and 138)

 - review the organisation of what is taught to ensure that all pupils receive their full curriculum entitlement by:
 - reviewing the appropriateness of pupil withdrawal from whole-class teaching sessions;(paragraph 31)

 - make more effective use of good assessment information to ensure that teachers plan activities that meet the needs of all pupils;(paragraphs 51 and 101)

 - improve the school's procedures for monitoring its work by:
 - the headteacher rigorously monitoring the quality of teaching across the school;
 - publishing a plan for monitoring standards across the school;
 - subject co-ordinators monitoring standards in their subjects effectively;
 - governors being more formally involved in monitoring and evaluating the work of the school.(paragraphs 62 and 64)

 - improve levels of attendance by:
 - monitoring the attendance of pupils more rigorously.(paragraph 46)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	35
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	1	4	17	12	1	0	0
Percentage	3	12	46	34	3	0	0

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

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)	202
Number of full-time pupils known to be eligible for free school meals	11

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	44

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	16
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	6
National comparative data	5.2

Unauthorised absence

	%
School data	0
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)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	15	16	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	13	10	12
	Girls	16	15	14
	Total	29	25	26
Percentage of pupils at NC Level 2 or above	School	94 (77)	81 (68)	84 (77)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	13	12
	Girls	15	15	15
	Total	27	28	27
Percentage of pupils at NC Level 2 or above	School	87 (84)	90 (87)	87 (81)
	National	84 (82)	88 (86)	88 (87)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	17	16	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	13	10	13
	Girls	14	11	15
	Total	27	21	28
Percentage of pupils at NC Level 4 or above	School	82 (85)	64 (88)	85 (94)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	12	10	13
	Girls	12	11	13
	Total	24	21	26
Percentage of pupils at NC Level 4 or above	School	73 (88)	64 (88)	79 (94)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	2
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	166
Any other minority ethnic group	11

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.3
Number of pupils per qualified teacher	23:1
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	116

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
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)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

FTE means full-time equivalent.

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.

Financial information

Financial year	2000/01
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	£
Total income	477,128
Total expenditure	546,072
Expenditure per pupil	2,626
Balance brought forward from previous year	65,745
Balance carried forward to next year	-3,199

Results of the survey of parents and carers

Questionnaire return rate 38%

Number of questionnaires sent out	220
Number of questionnaires returned	84

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	48	2	0	0
My child is making good progress in school.	38	52	8	1	1
Behaviour in the school is good.	43	45	10	0	2
My child gets the right amount of work to do at home.	19	60	17	2	2
The teaching is good.	27	60	7	5	1
I am kept well informed about how my child is getting on.	12	54	23	8	3
I would feel comfortable about approaching the school with questions or a problem.	29	46	11	13	1
The school expects my child to work hard and achieve his or her best.	33	54	11	1	1
The school works closely with parents.	21	43	24	7	5
The school is well led and managed.	26	39	17	10	8
The school is helping my child become mature and responsible.	37	52	6	2	3
The school provides an interesting range of activities outside lessons.	32	33	15	14	6

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

73. Children join the reception class at the start of the year of their fifth birthday. The reception class curriculum closely follows the areas of learning for children under five and is clearly based on the new, national early learning goals. The quality of provision is very good and is a significant strength of the school.
74. The children, including those with special educational needs, make a good start in all aspects of school life. Assessment on admission to school shows that most children have knowledge, skills and understanding in all areas of learning that is generally in line with that normally expected for children of a similar age, both locally and nationally. Some children are attaining above average standards in speaking and listening and in other aspects of literacy development, but most are attaining what would be expected of similar aged children. Standards in mathematical development, the children's knowledge and understanding of the world, creative, and personal development are in line with that expected of children of a similar age. Their attainment in physical development is what one would expect of five-year-olds, even though the outdoor facilities and equipment are still in need of further development. Inspection evidence clearly indicates that many children are likely to achieve the early learning goals by the end of the reception year in all areas of learning because of the high quality of teaching and very good environment for learning in the reception class.
75. The quality of teaching and learning is good overall with much very good teaching observed. The very competent teacher and support assistant manage the reception class very well. The quality of adult and teacher interaction with the children is very good and activities are very effectively organised according to the children's abilities. The teacher uses questions very well to challenge children in their thinking and assess their understanding of new concepts. The planning is imaginative and firmly based on the children's interests. This planning ensures focused activities promote specific learning and child-initiated activities promote structured play of high quality; as seen in a session to develop the children's skills in a range of activities in the school hall. In this session, the adults interacted in a supportive manner to provide the children with an imaginative range of role-play and physical activities. Support staff and volunteer parent helpers make a valuable contribution to the teaching of these children. Staff work carefully with focus groups or move around the activities providing support as required; this is especially so for activities that develop the children's literacy skills. This good teamwork, and very effective planning, is ensuring that basic skills are taught very well and good progress is made by all children of all abilities within the class. Assessment of the children's progress is a particular strength as the staff make very good use of this information to plan effectively for the next stages of the children's learning.
76. A particular strength is the care and thought that has been taken to provide a stimulating and caring classroom environment for the children. Arrangements for the induction of the children before they start their first year in school are good. For example, the children have several opportunities to visit the reception class before they start school full time and appropriate parents' meetings with the staff are held; this ensures that the children feel at ease straight away when they start school. Resources are good and used effectively to motivate the children.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

77. A good feature is that the teacher and support assistants have a clear understanding of this area of development. Their good subject knowledge and positive approach result in the emotional needs of the children being met well. Relationships between the staff and the children are very good. Children, especially those with special educational needs, feel secure, and this has a positive effect on progress.
78. As a result of this good provision, the children's attitudes to learning are good. Most children raise their hands to answer the teacher's questions, but a few call out the answers. They respond well, however, when challenged by the teacher about this and modify their behaviour accordingly. Children work very well together in pairs and small groups. They all share equipment well in an atmosphere of peace and harmony. This was effectively demonstrated when the children shared magnifying glasses with a partner to look in detail at a range of materials. Children are developing a sense of responsibility, for instance, when putting their construction equipment away at the end of a structured play session.

COMMUNICATION, LANGUAGE AND LITERACY

79. All children make good progress in all aspects of communication, language and literacy because lessons are well planned and taught well. These lessons include a wide range of activities for children to use and apply their developing speaking and listening, reading and writing skills. Good opportunities for speaking and listening ensure that all children make good progress in communication skills. For instance, they confidently discussed the concept of new beginnings at school in a class assembly. There are also good opportunities for extending speaking and listening skills through role-play activities, such as cooking a pizza in the home corner. Children enjoy books. They talk enthusiastically about the stories and turn the pages carefully. Some children are beginning to pick out letters and words in books based on the beginning sound and picture clues. Higher attaining children are already reading a wide selection of common words and can talk enthusiastically about the stories that they read. Most children recognise their name. All children hold pencils correctly and the more able can independently write their first name. Letters are being correctly formed and the skills of handwriting are being developed well. It is very evident that children enjoy writing and their efforts are valued in displays showing their first attempts.

MATHEMATICAL DEVELOPMENT

80. The children make good progress as a result of very good teaching. The teacher plans a variety of tasks for children to experience and picks up on spontaneous opportunities to develop children's numeracy skills. A good example of this was seen when the teacher asked the children to reorder the names of six children in the class according to the number of letters in the names. All children can count to five and some can count to 10 and beyond. These skills are effectively reinforced by the teacher, through interesting and humorous activities such as counting the number of hats on her head! The analysis of children's work from the previous year confirms that good progress is being made in developing the children's mathematical skills within the Foundation Stage. For instance, by the end of the reception year records show that many can undertake simple additions and subtractions. These comprehensive records clearly indicate that many children will achieve the early learning goals and they will make a good start on work within the National Curriculum.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

81. Children are making good progress in this area of learning as a result of a well-planned curriculum and good teaching. This is particularly so in the skills of information and communication technology, with the result that some children are confident in using the keyboard and mouse to play a range of simple games. For instance, higher attaining children confidently choose a range of 'painting tools' to write their name on the computer screen. Others use the mouse effectively to activate simple animations on the screen. Children also explore their senses through a range of interesting science activities, such as looking at a range of common textiles with a magnifying glass. Many are able to record their observations using colouring pencils to produce some interesting drawings. Analysis of children's work from the previous year clearly indicates that a broad range of skills is developed in geography and history. For example, the concept of chronology was explored through the observation of old and contemporary bicycle designs.

CREATIVE DEVELOPMENT

82. There were limited opportunities to observe the teaching of creative skills, but a broad range of well-planned activities ensures that children have the opportunity to develop their creative skills effectively. All the children sing familiar songs with gusto as they sing enthusiastically with the teacher. The children are making satisfactory progress in their art skills. Drawings and pictures are colourful and painted with care.

PHYSICAL DEVELOPMENT

83. Analysis of the previous year's work clearly indicates that children in the reception class develop their skills in cutting and sticking through a range of suitable activities. During the inspection it could be seen that children develop manipulative skills when pouring water into containers during water play and increase their skills in taking care of themselves by dressing and undressing for physical education. Children sit, kneel or stand when working with 'small world' toys, construction sets, and in the role-play area. The children play outside at playtime and have good opportunities for physical activity during timetabled lessons in the hall. For instance, they are provided with good opportunities to develop their co-ordination and physical skills through walking along low balance bars and playing with the foam blocks. Opportunities for physical play outdoors are limited to outdoor play in the secure playground during fine weather. There is a good range of large toys but no climbing equipment for children to develop their skills further. The absence of a covered area limits the opportunities for outdoor play in inclement weather. The class teacher has recognised this and has begun to design a plan for the development of the outdoor play areas. As yet it does not feature in the current school improvement plan.

ENGLISH

84. The standard of work in lessons and over time is good and results in satisfactory attainment at the age of 7 and above average attainment at the age of 11 years. Pupils, including those with special educational needs, make good progress during the time that they are in the school. The quality of learning is generally good and standards by the end of Year 6 have been maintained since the last inspection. Teaching, particularly in literacy lessons, is good and this results in pupils learning well.
85. The results of the 2000 national tests at the age of 7 show that the standard achieved by pupils in reading is close to the national average, but that the standard in writing is well below the national average. Although the percentage of pupils attaining Level 2 and

better in reading is well above the national average, below average numbers gained the higher Level 3. The school's overall performance in 2001 tests, taking into account the pupils' point score, is below that of 2000. However, a higher number of pupils gained Level 3. No nationally comparable information is yet available. The attainment by pupils of Level 2 and Level 3 in writing is below the national average. The proportion of pupils attaining higher grades within Level 2, that is Level 2B or better, is well below average in the writing test in 2000. In the 2001 writing tests, a higher percentage of pupils attained the higher grades of Level 2 but only one pupil attained Level 3. Since the last inspection there have been dips in reading attainment that are related to the ability of the cohort in general, but on the whole standards have been maintained. The trend of attainment in writing has declined but is now beginning to rise again. Inspection evidence shows that pupils are attaining satisfactory standards in writing, because of action taken by staff to raise standards in writing. The inspection finds that standards in reading are above average. Standards in speaking and listening are average.

86. The 2000 end of Key Stage 2 test results show that at the age of 11 pupils' attainment is above average overall. Over the last four years, the attainment of pupils has followed a rising trend. The proportion of pupils attaining the nationally expected Level 4 or above is close to the national average. However, over a third of pupils (36 per cent) attained Level 5, which is above the national average. Tests in 2001 show a continued rise in attainment, with 88 per cent of pupils gaining the Level 4 or above and 49 per cent reaching Level 5. No comparative data is yet available to compare attainment with that of other schools. Inspection evidence shows that pupils are attaining satisfactory standards in speaking and listening and above average standards in reading and writing. Standards in reading, writing and speaking and listening have been maintained since the last inspection. There is good progress and achievement overall from the average standard of attainment on entry to school.
87. In the 2000 tests and assessments at the age of 7, the attainment of pupils is close to the average of schools in similar social contexts in reading and well below their average in writing. In tests at 11, pupils' attainment in English is above the average of similar schools. Over the past three years boys' and girls' performance at the age of 7 in reading is close to the national average for each gender. In writing, boys' performance is below that of girls. Although above the national average, boys' performance in English by Year 6 is below that of girls, this follows similar national trends.
88. The school has responded positively to the previous inspection report. It now analyses the data it collects from national tests and raises sound priorities for development. The school has identified the need to raise standards in writing generally and to raise the achievement of boys in English. Teachers have attended courses and had professional development days to raise their level of knowledge and to identify effective strategies for all year groups. Under the guidance of the headteacher, who is the English co-ordinator, teachers have the valuable experience of making assessments of pupils' written work together. This has given them a greater understanding of the components of good writing. The school has purchased a large quantity of good quality reading books, making sure that there is a variety of books that will interest boys and encourage them to read. The school has a firm belief that pupils' performance in reading stimulates their writing. The school has provided specific times in class timetables in Key Stage 2 for extended writing. Inspection evidence shows that these strategies are already raising standards in writing. A well-organised library area has been created in the upper school. The provision of reference books is adequate, although there are areas, such as geography, where there is still a need to provide up-to-date books and atlases so that pupils can research effectively. Although boxes of reference books are provided in the lower school, these are not yet organised in a way that is interesting or accessible to young readers.

89. Pupils make satisfactory progress in speaking and listening at both key stages and at the ages of 7 and 11 pupils' skills are average. Teachers plan times for pupils to listen carefully to stories and to each other and times for them to talk about their work. Pupils respond well to the teachers' questions. They are prepared to express their ideas and give reasons for their answers. Pupils understand the idea of 'audience'. Evidence of this was seen in a video of the summer concert. In this, pupils use appropriate pitch and intonation when speaking aloud for choral work, rap and poetry. In collaborative work pupils readily share ideas. However, a number of pupils in classes at both key stages find it difficult to listen to the viewpoints of others and need encouragement by teachers to do so. The technical vocabulary of a lesson is generally explained well by teachers; for example, in a Year 5 music lesson, pupils had a clear understanding of the terms 'major' and 'minor'.
90. Standards in reading are above average by the age of 7 and the progress made in the Foundation Stage is maintained. Pupils are taught well by teachers and teaching assistants. Teachers introduce pupils to a wide range of books and authors in the literacy hour. As a consequence of this and the purchase of a different published scheme to extend the range of books on offer, pupils develop a love of reading. Pupils are taught effectively to use their knowledge of letter sounds when building up larger words. They are also taught to use other good strategies, such as knowing words within other words. For example, a reader recognised that 'fall' has the word 'all' within in it. They read passages of increasing difficulty with accuracy and often with some expression. They show an understanding of what they have read, express opinions concerning the events or characters in stories and make simple predictions about how stories might develop. Pupils in a Year 2 class were helped by the teacher to classify events in the story *Threadbare* into the beginning, the middle and the ending. From the notes put together by the teacher, individuals were able to retell parts of the story. Teachers keep good records to monitor pupils' reading progress. They also use reading diaries, which provide a record of the books read and are also used as a link with parents.
91. Reading continues to be taught well in Key Stage 2 with the result that pupils make good progress overall by the age of 11 years. In general, they read confidently, clearly and with expression. This was seen in the Year 6 class reading part of the poem, *The Highwayman* by Alfred Noyes, together. Many Year 6 pupils are able to make inferences and deductions about the plots in stories they read. They make references to parts of stories when explaining their views and identify important features and characters in their reading. In a Year 4 lesson, good questioning techniques by the teacher guided pupils' understanding of the character Catchpole's feelings in part of the book, *Strange happenings in the night*. Pupils analyse style very well and compare the way books are written. In a Year 6 lesson, pupils discussed how a poem could be made into a play and what the differences in style might be. Year 5 analysed what dialogue could tell us about particular characters compared to description. Pupils have developed distinct preferences for the type of books they read and know the names of a range of authors, as well as naming other books they have written. By the age of 11 pupils of average ability can use the library well to find information and have developed the ability to use contents, index and glossary. They have also developed the strategies of skimming and scanning for information. Teachers ensure that pupils use their library skills to obtain information for other subjects, for example in history projects. Some use of information and communication technology for research purposes does exist, but access is variable from class to class and unsatisfactory overall.
92. In writing, pupils' attainment is average by the age of 7 and satisfactory progress is made. Teachers concentrate on teaching basic skills of grammar, spelling and handwriting in

Key Stage 1. They have good subject knowledge and break down the skills that pupils are to learn into small manageable steps. In a Year 1 lesson, pupils categorised the words they had listed in oral work into areas related to their meaning, for example 'cat' is an animal and 'sat' is a doing word. The teacher extended those pupils of above average ability appropriately by asking them to write sentences including these words. Handwriting is taught well and by the end of Year 2 the majority of pupils develop an even script. In Years 1 and 2 pupils are given a good range of tasks to develop their writing skills, many linked to other subjects. For example, pupils write a letter from Buster Bear from the U.S.A., personal diaries of events, well-known stories with a change of ending and poems. Many pupils use capital letters and full stops correctly by the end of Year 2, but a significant minority are not consistently using them well. Pupils benefit greatly from the careful learning of spelling patterns.

93. Overall, standards in writing are good in Years 3 to 6. Pupils make good progress across the key stage. A new handwriting scheme was introduced last year. This has had positive effects in the standards of script and presentation in Years 3 and 4. There are some good examples of the use of descriptive language in poetry in all classes. Pupils learn how to use different poetry frameworks well, such as kennings, acrostic or shape poems, adding adjectives, adverbs, similes and connectives systematically. Teachers guide pupils to write in a wide variety of styles. Consequently, by Year 6, most pupils write well for particular purposes, such as in a letter related to a visit to the Isle of Wight, a brochure for a favourite sport with a glossary of terms and reviews of the film *Babe* and of books they have read. Pupils are taught well to plan stories, to edit them and to include punctuation such as speech marks. They are beginning to use a vocabulary that interests the reader and to use paragraphs. English is used well to promote pupils' cultural understanding in the study of famous authors, including Shakespeare. Word-processing and computers are used to support work in English, particularly in drafting work and publishing; for example, pupils produced a newspaper front page of Lady Macbeth's death. Other curriculum areas provide an appropriate focus for extended writing; for example, in a Year 5 history project pupils wrote the story of King Midas. Work in most subjects includes aspects of research or the writing of factual reports.
94. Pupils with special educational needs are supported well in literacy. Pupils with specific literacy problems are usually identified soon after they join the school. In Key Stage 1 the school has provided additional teacher support during the literacy hour as well as teacher assistant time in both key stages. This helps pupils either to carry out similar tasks to other pupils or they are given tasks more suited to their ability. The learning support co-ordinator withdraws pupils from classes to carry out tasks that are matched well to pupils' needs. For instance, young pupils played a game using cards to match words that rhymed and older pupils learnt appropriate spelling patterns. As a consequence of the additional support given, pupils with special educational needs make good progress.
95. The school has planned effectively for the National Literacy Strategy. The good quality teaching overall results in pupils' enjoying lessons. Most teachers know the subject well, explain expectations clearly and make the literacy lessons interesting. They encourage pupils to take an active part in the lesson by skilful and effective questioning. The subject is managed well by the headteacher who, as subject co-ordinator, is working hard to raise standards further. She has begun to monitor teaching and learning in classes, but there are still variations in quality within each key stage. The school needs to ensure that there is consistency in expectation of behaviour, a continued good pace of the lesson into pupils' independent activities and appropriate challenges for pupils of all abilities.

MATHEMATICS

96. Standards at the end of Key Stage 2 are average. Standards of work have fluctuated over the last few years since the previous inspection but all pupils, including those with special educational needs, are making satisfactory progress overall in relation to their prior attainment. Progress is best at the beginning of Key Stage 2 where the effective implementation of the National Numeracy Strategy is having the greatest impact. This is generally an improvement on that reported at the time of the previous inspection.
97. Test results at the end of Key stage 1 in 2000 were well below average, both in comparison with all schools and in comparison with similar schools. However, inspection findings and unconfirmed results of 2001 show a significant improvement. These pupils now reach average standards. This is similar to the standards found in the last inspection. Test results at the end of Key stage 2 in 2000 were below the national average. They were also below the average for similar schools. Unconfirmed results of 2001 and examination of work of these pupils show that standards have risen significantly due to the specific targeting of numeracy skills and ability group teaching in a previous school year. Observation of current Year 6 pupils' work in lessons indicates that their standards are average. Performance of boys and girls is broadly similar. Pupils with special educational needs are given work that matches their needs. As a result, they make good progress. During recent years, the results have fluctuated significantly. This is partly due to cohort characteristics and partly due to staffing difficulties and inconsistent matching of tasks to pupils' needs. However, pupils' overall achievement in mathematics has stayed satisfactory.
98. By the age of 7, pupils' average standards are reflected in their work. They have sound mental recall of addition and subtraction facts to 10, recognise odd and even number up to 65 and understand the place value of each digit in a number up to 100. They develop quick mental recall of 2 and 3 multiplication tables. They use mathematical names of three-dimensional shapes, such as cubes, spheres and cuboids, and describe some of their properties including the number of sides and corners. They are beginning to handle problems involving money. Lack of provision of work that stretches the higher attaining pupils and serves the needs of the lower attaining pupils is hindering progress of these pupils.
99. Pupils continue to make satisfactory progress in Key Stage 2. By the age of nine, pupils understand the place value of numbers up to 1,000, and add and subtract three-digit numbers. They solve simple real life problems involving money. Some pupils begin to work out the perimeter of simple shapes. Pupils' standards in number and algebra are above average, whilst those in using and applying mathematics and in handling data are below average. Some pupils solve simple equations, such as if y is 8, find x : $2y + 3x = 25$. They add and subtract negative numbers in context, for example -7°C falls by 4°C . A few tackle problems such as: a shop has 80 quilts, 10% are large, 50% are medium and the rest are small. What percentage of the quilts is small? Several pupils calculate perimeter of simple shapes and order decimals such as 1.07, 1.67, 1.71 and 1.35.
100. The quality of teaching and learning in both key stages is satisfactory. There is some good teaching in both key stages. There is no unsatisfactory teaching of mathematics in the school. All lessons begin with mental mathematics. Pupils become mentally alert and stimulated for learning numeracy skills. Common strong features of teaching numeracy in the school include: lesson planning with clear objectives shared effectively; the management of pupils and developing good relationships; and the involvement of pupils in mental and written activities and in discussion. These strategies engage pupils intellectually and motivate them to learn more mathematics. Not matching tasks to the needs of all pupils and some occasional unsatisfactory management of pupils are weaknesses that hinder pupils' overall progress and achievement. One common

weakness of several lessons is that teachers do not check if pupils have understood what and how to do the set task before they are instructed to start independent work. This slows the pace and reduces the efficiency for learning. All teachers are strongly committed to help pupils learn mathematics. In one very good lesson, the teacher repeatedly explained and checked if the pupils had understood the compensation strategy for addition of two-digit numbers to three-digit. She kept sending those who felt secure that they could work independently until she was left with about seven pupils. She looked at the class to make sure that all were getting on well with the assigned task and started again with those who were still not feeling confident enough. Her persistence paid off when the plenary session revealed that pupils had learnt the new strategy, though some were more confident than the others, as is expected in a mixed ability class.

101. The pupils in the main show good interest in learning mathematics. They enjoy the mental activities and find these stimulating. Their behaviour in most lessons is good. This overall good interest and behaviour make effective contribution to their learning in this subject.
102. The school successfully applies the numeracy strategies as outlined in the national model through a published scheme of work. However, greater rigour is needed to plan and provide consistently challenging tasks to all pupils. The leadership and management of the subject are good; for example, good assessment arrangements have been introduced and the resulting information used to move pupils between the ability groups in the class to maximise pupils' performance. The use of information and communication technology for learning mathematics is unsatisfactory. Links with other subjects, including English and science, are satisfactory.

SCIENCE

103. Standards at the end of Key Stage 2 are above average. Standards of work have fluctuated over the last few years since the previous inspection but all pupils, including those with special educational needs, are making good progress overall in relation to their prior attainment. This is an improvement on that reported at the time of the previous inspection.
104. Standards were average in the 2000 tests for 11-year-olds with an average number of pupils attaining the higher Level 5. There was no significant difference in the performance of boys and girls. Standards overall for 11-year-olds was average when compared with schools of similar circumstances. Teacher assessment at the end of Key Stage 1 in the national assessments in 2000 indicated that a below average number of pupils attained the expected Level 2. Standards overall were below average when compared to schools with similar circumstances. The number of pupils who attained the higher Level 3 was very small. There has, however, been a trend of overall improvement at both key stages over the last three years. The initial results achieved at the end of 2001 in these national tests confirm these improving standards at the end of both key stages. For instance, 39 per cent of 11-year-olds achieved Level 5, with one pupil achieving Level 6. However, the national comparative data was not available at the time of the inspection and, therefore, no direct comparisons can be made with the results of schools with similar circumstances.
105. By the time pupils are in Year 6 most have effectively developed their scientific knowledge and understanding. Skills of investigation are taught well through road safety projects such as 'Impact'. Most pupils are beginning to predict and hypothesise about the likely outcomes of their investigations. For instance, in a good lesson for Year 3 pupils, the teacher used very good questioning techniques to challenge the pupils' understanding

of fair testing and its application in testing the water absorbency of various papers. Older pupils in the school use their knowledge of data handling to record and present their results in graphs. Analysis of the pupils' books from the previous academic year indicates that most pupils are developing a good understanding of other areas of study, such as healthy living, the human body and solubility. The introduction of a commercial scheme of work has provided a good structure for teachers' planning. As a result, pupils are making good strides in the learning of scientific concepts and in the development of their scientific skills. However, all too often there is very little evidence of planning for pupils of differing abilities in the same class. Consequently, all pupils often complete the same task to the same level of difficulty.

106. Standards of work have improved in Key Stage 1 where the use of the new scheme of work is providing good opportunities for investigative activity. This was clearly demonstrated in a lesson for Year 2 pupils as they investigated the effect of heat on some common foods such as bread and eggs. Analysis of work from the previous academic year confirms that many 7-year-olds can name the basic parts of a flower and know how to make a simple circuit to make a bulb light. They can investigate the various properties of common materials and record their results in simple tables.
107. The response of pupils to scientific enquiry is good. They work effectively together in pairs and small groups, sharing equipment with each other. All pupils enjoy investigative work and this is especially beneficial to pupils with special educational needs, who receive good quality support from classroom assistants and other pupils in the class.
108. Four lessons were observed during the inspection. The quality of teaching is satisfactory overall, with only one unsatisfactory lesson observed. The quality of teachers' planning is satisfactory and most teachers ensure that pupils understand learning objectives. Subject expertise is generally secure across the school and this enables teachers to ask questions that challenge and probe pupils' understanding. Plenty of opportunity is provided for pupils to investigate their data and practise numeracy skills. In the one unsatisfactory lesson seen at the end of Key Stage 2, assessment information had not been used effectively to plan for new work. Consequently, the tasks were too easy and no new learning took place. As a result, the behaviour of these pupils became difficult to manage.
109. The curriculum is appropriately planned and there is good provision for practical investigations in all classes throughout the school. This ensures that pupils are given sufficient opportunity to show initiative and a sense of responsibility in undertaking this work. The previous co-ordinator provided good support for other members of staff and undertook some observations of teaching and learning in the classrooms. The newly appointed co-ordinator has just begun to review the curriculum and recognises that teachers are making insufficient use of good assessment to plan for the differing abilities of pupils in lessons. The quality and range of resources are good and they are stored effectively in a central area.

ART AND DESIGN

110. Three lessons were observed during the inspection. Judgements are further supported by an analysis of the previous academic year's work, a scrutiny of displays around the school, discussions with pupils and with the art co-ordinator. The standards reported at the time of the previous inspection have been maintained. Overall, pupils continue to attain satisfactorily and all pupils, including those with special educational needs, make sound progress.
111. Year 2 pupils draw reasonably carefully when extending a piece of a magazine picture. They use colouring pencils carefully to match their picture to the magazine extract. Some use these pencils with great care to provide colour and depth to their work. Pupils in Year 1 also develop these skills appropriately, when they use pastels to create a self-portrait. Pupils make sound progress throughout the key stage. Analysis of sketchbooks from the Year 1 pupils from the previous year indicates that these pupils are making satisfactory progress in a range of skills, including the use of three-dimensional media.
112. At the end of Key Stage 2, pupils' observational drawings are increasingly detailed and refined. In painting, pupils show a progression from using basic media to those using more sophisticated techniques, as demonstrated in their paintings in the style of Arcimboldo as part of their healthy eating programme. Many pupils in Year 6 demonstrated good techniques in the use of charcoal when experimenting with the possible affects that could be obtained using this medium.
113. All pupils across the school respond well to their art lessons. They enjoy art and are absorbed in the activities. They concentrate and stay on task. Noise levels remain acceptable, even in groups of nearly 35 Year 6 pupils engaged in several different activities.
114. Teaching is satisfactory at both key stages. Teachers have sound subject knowledge and use sensible strategies to teach art. Lessons are well organised and skills are demonstrated with confidence. The co-ordinator has good subject knowledge, which was demonstrated effectively in one lesson in which work was related to using pastels. As a result, these pupils were able to successfully experiment with the use of this medium.
115. Overall, the planned experiences for art are satisfactory. The school is making good use of the government's curriculum guidance to provide a structured scheme of work. As a result, the curriculum takes account of the need to develop pupils' skills progressively from year to year. This is an improvement on the findings of the previous inspection. The assessment of pupil progress in art is unsatisfactory. Although some teachers make use of sketchbooks, their use is inconsistent across the school. This prevents pupils looking back over time to evaluate their own progress and reuse techniques learnt. The co-ordinator is providing satisfactory leadership for the subject, but opportunities for the monitoring of standards have been limited. Resources for art are good.

DESIGN AND TECHNOLOGY

116. Standards seen during the previous inspection have been maintained in Key Stage 1 and improved in Key Stage 2. Pupils aged 7 achieve levels of attainment in line with national expectations. Those aged 11 in Year 6 attain above average standards. By the age of 7 pupils' achievement, including those with special educational needs, is satisfactory. By Year 6 pupils have above average achievement. Teachers ensure that pupils with special educational needs are included in groups with pupils of higher ability for the

'design and make' activities in the upper school. Consequently, the progress made by pupils with special educational needs by the age of 11 is good.

117. No teaching was seen during the inspection, but evidence was gained from talking to pupils and teachers, looking at teachers' lesson planning, records and pupils' written work, displays and photographs. There are significant strengths in the planning of lessons and the teaching methods used. This is shown by the enthusiasm of pupils for the subject in discussion and their ability to describe particular projects over the last two years.
118. By the age of 7 pupils demonstrate satisfactory skills and knowledge of techniques and materials through a range of effectively planned topics. Pupils in Year 1 find out how simple levers work and use a good range of materials. For example, they make a seascape collage using plaster of Paris, make cards for many occasions, use wools for weaving and have a particular focus on food. In the food project, pupils were taught sound food handling procedures for safety. They completed a chart to help them to decide which fruits they would like to include in a fruit salad after tasting them. The photographs show obvious enjoyment in eating the finished product. With appropriate encouragement and guidance, pupils were able to make simple evaluations of the salad. Planning for Year 2 demonstrates a sound understanding of the subject as pupils' skills are extended, by the range of equipment and materials used. In Year 2 pupils use literacy skills satisfactorily to describe what they have done to make a car using axles and wheels, or how they made puppets, and they drew pictures of their design for a clay candleholder. Pupils in Year 2 are guided by careful questioning to become more skilled at evaluating products they have made. Pupils put forward simple, but valid improvements they could make to the cars and puppets. Teachers have yet to evaluate the time given to this subject. For example, one project in Year 1 ran out of time and parents had to help pupils to complete the project by making models of playground equipment at home.
119. In Key Stage 2, the well-designed projects give pupils the opportunity to demonstrate good skills and knowledge of techniques. They also apply knowledge from other subjects, including science and art. The working models of a moving monster in Year 3, the alarms using batteries and touch-pad switches in Year 4 and the moving toys for a baby in Year 5 demonstrate that pupils are making effective use of mechanisms and components. The photo frame in Year 3, the 'pop-up' storybooks in Year 4, slippers and hats in Year 6 demonstrate good construction techniques with a variety of materials and careful decoration. Teachers plan carefully so that pupils meet similar topics at progressively more difficult levels. A good example of this is the good work in food technology. Year 3 pupils have greater independence in their design and making of sandwiches than the work in Year 1. The fruit salad designed in Year 5 has to take into account the economics of producing fruit salads for sale. Throughout this key stage pupils take care and pride in their presentation of products and pay careful attention to the finished quality of their work. Pupils make good use of their literacy skills in planning and evaluating their work. However, presentation of written work is better in Years 3 and 4 than Years 5 and 6. No evidence was seen of the use of computers for control technology.
120. There is satisfactory co-ordination of the subject. The subject leader has taken on this role temporarily, but this has been extended because of circumstances to the last two years. The co-ordinator has ensured that all the necessary changes have been made in response to new requirements. An audit of equipment has been made and resources have been purchased to ensure that there is an adequate supply of materials for all. However, the school understands that there is a need to expand resources so that there

is an easily accessible source for each part of the school. Teachers use the criteria in the scheme of work to make assessments of pupils' ability. The school has yet to standardise a recording system of pupils' attainment. Teachers' lesson plans are good overall and are responsible for promoting good teaching and learning. They are evaluated satisfactorily and evaluations are taken into account when units of work are planned for the following year. The co-ordinator monitors teaching plans and pupils' work appropriately and uses questionnaires for feedback from teachers. There is insufficient evidence that ongoing assessment of pupils identifies and challenges the more able pupils to ensure that they produce work of a significantly higher standard and complexity.

GEOGRAPHY

121. Pupils in both key stages do not attain the standards that they are expected to achieve nationally. This represents a decline in standards in both key stages from the last inspection. The standards at that time were similar to those expected nationally for their ages. The current below average standards are mainly due to unsatisfactory curriculum. This does not meet the statutory requirements. There are weaknesses in resources and assessment as well. Furthermore, the time spent on teaching the subject is not enough. Consequently, achievement of boys and girls and of pupils with special educational needs is unsatisfactory.
122. The below average attainment of Key Stage 2 pupils is reflected in weaknesses in their skill, knowledge and understanding in studies at local scale and that of the environment. Their knowledge of the physical and human features of a distant locality is above average. For example, pupils are aware of the climate, and physical and human landmarks of Australia. Higher attaining pupils know the location of Sidney Opera House and of the Three Sisters. Key Stage 2 pupils have average knowledge of the location of continents, main rivers of the world and that of the United Kingdom. They have sound vocabulary associated with the course of a river. Their skills, knowledge and understanding in other areas are weak.
123. Teaching and learning in the three lessons observed, one in Key Stage 1 and two in Key Stage 2, are good. The analysis of pupils' work shows that the teachers do not teach enough of the subject. Consequently, the pupils do not make the progress they should. This brings down the overall quality of teaching and learning to unsatisfactory. The lessons observed had several good features. The teachers managed the pupils effectively and built good relationships with them. These helped to create a good learning atmosphere in which pupils became inquisitive and worked productively. The teachers used questions well and explained ideas clearly. As a result, pupils grasped these quickly. The work was made progressively challenging; for example, a lesson on domestic uses of water expanded into uses of water in farming, hospitals, schools, industry and the fire services. This aroused the interest and enthusiasm of all the pupils and advanced their learning. The weaker points were that teachers did not share the meaning of key vocabulary, such as mainland, leisure and industry, at the start of the lesson. This made the new learning difficult for some pupils. The learning objectives are not always clearly expressed. This causes difficulty in tracking pupils' progress. The examination of pupils' work indicates that marking and matching of tasks to pupils' differing needs is not consistent. As a result, higher attaining pupils do not make as much progress as they should and others do not know how to improve their work.
124. The management and leadership of the subject are satisfactory. The co-ordinator is aware of the weaknesses in the subject and is planning for its inclusion in the school development plan. The national model scheme of work has been introduced, but the work is being hampered by lack of resources, such as atlases and a teaching pack about

distant localities. Currently there is no policy for the subject to guide its work. Monitoring of teaching and learning, of the curriculum and of pupils' work are also weak. Lack of these quality checks is hampering pupils' progress. The contribution to pupils' literacy and numeracy is unsatisfactory because not enough of the subject is being taught.

HISTORY

125. Attainment is close to the standards expected nationally of 7-year-olds and pupils' progress is satisfactory. At the age of 11 standards are above those expected nationally and pupils' progress is good overall. The progress made by pupils with special educational needs is satisfactory. Standards have been maintained since the last inspection.
126. While only two lessons were observed during the inspection, evidence was gained by talking to staff and pupils, looking at pupils' work from the previous academic year, displays around the school and a scrutiny of teaching and curriculum plans. Standards have been maintained since the last inspection. By the age of 11 pupils are achieving high standards promoted by good quality teaching, particularly by the supply teacher providing release time for the deputy headteacher, who taught Year 6 in the last academic year. The school has developed an interesting curriculum that provides good coverage of most of the required aspects of the revised National Curriculum. This is supported by an adequate supply of published resources and artefacts so that pupils can develop key historical enquiry skills. Nevertheless, certain topics, such as the Aztecs, would benefit from more artefacts and a supply of comparative maps to study the topics in depth. Information and communication technology is used well by some pupils in research projects. However, the school does not have a sufficient range of computer programs for the history topics taught. Teachers do not yet ensure that all pupils have an equal opportunity to use the computers. Pupils' learning in history is enriched through the effective use of a good range of visits and visitors. This encourages pupils to apply and extend their skills and knowledge. For example, a visit to the Ancient Egyptian galleries of the British Museum and the Tudor Day at Kentwell Hall allowed pupils to consolidate and expand upon classroom learning in an exciting way.
127. Pupils with special educational needs receive satisfactory support within classrooms to carry out tasks and these pupils generally make sound progress overall. Some pupils are withdrawn from parts of history lessons to have additional literacy support. These pupils do not have sufficient curriculum time for this subject and miss important aspects of lessons.
128. By Year 2 pupils develop satisfactory historical enquiry skills. Year 1 pupils are beginning to find out about the past from a reasonably good range of sources and compare these with their own experiences in interesting ways. For example, pupils brought toys into school, their parents had written about and drawn the toys that they had when they were young and the series of lessons developed the historical context by looking at 'old' toys. Appropriate links are made with other subjects. These pupils, for example, were looking at materials and toys in science. In Years 1 and 2, pupils are beginning to develop a sound understanding of the past as they find out about famous people in history, such as Florence Nightingale. Teachers tell them a variety of appropriate stories, including some about people from a variety of cultures, such as Gandhi and Martin Luther King. Pupils make satisfactory comparisons with past times by describing their homes and Victorian homes and making observations of a range of Victorian household artefacts.
129. Pupils are introduced well to the idea of chronology. They use simple time lines linked to events that they know or are learning about. Pupils enjoy stories of important historical

events, such as The Great Fire of London. Year 2 could retell the main points of this story and were excited by the provision of a painting of the event and by the diary entry of Samuel Pepys. However, the half hour lesson gave little opportunity for pupils to do more than the oral activity and this group has no other time for the subject during the week.

130. By the age of 11 pupils demonstrate a good understanding of chronology. Throughout the key stage pupils put together time lines to sequence events in history and by Year 6 pupils are making use of appropriate dates and terms in their recording. The scheme of work provides a good basis for pupils to develop their knowledge and understanding of the past and they express their enjoyment and interest in the subject. Pupils are encouraged to empathise with people in the past to good effect. For instance, Year 3 wrote about themselves as Romans and Year 5 wrote as Victorian chimney sweeps, trying to express the hardships these children would have had to endure. Teachers provide a wide range of sources for historical enquiry to motivate pupils and to extend their understanding of events and eras. These include videos of each decade of Victorian life, visits to the British Museum of Childhood and the World War II display at Mitchells, artefacts from all eras studied, and maps connected to Tudor exploration. Teachers develop pupils' research skills well. Teachers provide guided research materials in Year 3 by asking questions about the Anglo-Saxons and the pupils use the World Wide Web and books to find the answers. By Years 4 and 5 pupils find out about different eras or aspects of a history topic and present their findings to the class as a group. In Year 6, pupils of above average ability are producing high quality independent research showing that they understand that the past can be interpreted in different ways. Pupils communicate their knowledge in a variety of ways, which link well to other curriculum areas. These include drawings, maps, tables, graphs and written work. The work in history contributes well to pupils' cultural understanding, not only of British history, but also in the development of understanding of the Ancient Egyptians, Ancient Greeks and the Aztecs.
131. The leadership of the subject provides a clear direction. The role of the co-ordinator has been developed well to include the monitoring of teachers' plans and pupils' work and the good general support for the teachers. At present the co-ordinator has not had the opportunity to monitor teaching in classrooms. Some developments have been made in assessment of pupils' attainment and progress, but these are not yet standardised across the school. It is not evident that these class records are informing teachers' planning for future lessons. The co-ordinator has attended meetings with colleagues from other schools locally and has plans for a manageable system for the tracking of pupils' skills.

INFORMATION AND COMMUNICATION TECHNOLOGY

132. No teacher was observed teaching information and communication technology. Judgements are made on the basis of discussions with Year 2 and Year 6 pupils. Examination of pupils' work and discussion with staff provided further evidence. Views of parents have also been taken into consideration.
133. Pupils do not reach the standards that they should. The attainment of 7- and 11-year-olds is below the standards expected for their ages. These standards show a significant decline since the last inspection. The standards at that time were judged to be above the national expectations. The below average standards are caused by insufficient opportunities for all pupils to develop skills, knowledge and understanding. The total teaching time spent on the subject is not enough, the resources are insufficient and those available are not used efficiently. The computer suite, where main teaching is done in the afternoons, can only accommodate 6 pupils at a time and there are 183 pupils in Key

Stages 1 and 2. These factors mean that the provision for the subject is unsatisfactory and does not meet statutory requirements.

134. Refurbishment of the school interfered with the provision last year. The overall effect of all the above factors is that the progress made in both key stages by boys and girls, including those with special educational needs, is unsatisfactory.
135. At Key Stage 1, overall standards are below average because not enough pupils reach the expected standards. Some, of course, do. For example, they develop ideas and review and modify their work, 'The Witch's Spell'. They select and add information, for example, from clip-art files or use software to draw pictures to enhance the quality of their presentations when making a Mother's Day card. About half of them use the Internet to gather information on Martin Luther King, for example. They also use the Internet to communicate information with others, such as Santa. However, they do not share information in different forms or gather information from a variety of sources, including databases and CD-ROM. Other weak areas include storing and retrieving information in different forms; and their skills, knowledge and understanding both in giving instructions to make things happen and in describing the ultimate effects.
136. Pupils in Years 3 and 4 generate, develop, organise and present their work, for example poems. They use the Internet to download temperature data and present the information in a bar or line graph and share this with others. However, not enough pupils can do this. There are also weaknesses in pupils' skills in using sequences of instructions to control devices and achieve specific outcomes, as well as in making appropriate choices when using ICT-based models or simulations for finding things out and solving problems.
137. Pupils in Year 5 have used control software to write simple procedures to turn lights off and on, but their experience is limited. Discussion with these pupils, who are now in Year 6, confirmed this. It is unlikely that the gaps that exist in the skills, knowledge and understanding of the majority of these pupils can be filled with the current level of provision that the school offers. Some pupils in Year 6 that finished in 2001 reached closer to the national expectations; for example, they demonstrated that they were able to add to, amend and combine different forms of information from a variety of sources. However, there were weaknesses in some other areas; for example, in the use of information and communication based models and simulations to explore patterns and relationships and make predictions about the consequences of their decisions.
138. Pupils enjoy their work using computers. Year 2 pupils composing the beginning of a story, and Year 6 pupils entering a passage from the Bible, checking for grammar and spaces between words and drawing a picture of Jerusalem, were enthusiastic about their work and showed high levels of concentration. This helped them to nearly complete their work and save it for further work, especially on drawing.
139. There is no direct evidence to judge the quality of teaching and learning. However, an analysis of pupils' work from last year and the unsatisfactory provision indicates that the pupils do not learn at the rate that they should. This is indicative of unsatisfactory teaching and learning.
140. The subject leader is very aware of areas that are presenting difficulties, for example, developing the use of information and communication technology in other subjects, and has introduced the national scheme of work for teachers to follow. The teachers are undergoing training and are expected to complete this by the end of the current academic year. The involvement of teaching assistants in some of this training is a positive development. There is a shortage of accommodation for whole-class direct teaching and

the number of up-to-date computers is not enough for the size of classes. Monitoring of teaching and learning has been held up, as teachers do not do much direct teaching. However, pupils' work is monitored and class portfolios with levelled examples of pupils' work are gradually being developed. The involvement of some teaching assistants in some of the national training has been a positive initiative.

MUSIC

141. Standards for pupils aged 7 and 11 are well above average. Achievement is very good across the whole school. Pupils with special educational needs make very good progress. This represents good improvement overall since the last inspection, when standards were good, and very good improvement in the lower school, where standards were judged average. This improvement is largely due to the enthusiasm of the school co-ordinator and the excellent subject knowledge and musical skills of the specialist teacher, who teaches each class once per week. This teacher leads junior and infant singing sessions and has a high commitment to extra-curricular activities in music. Music is valued by all staff and it has an important place in school life.
142. Planning for lessons is explicit and extensive. Throughout Years 1 to 6 the curriculum is very well balanced and planned to enable the development of knowledge and key skills in composing, performing, listening and appraising. Pupils reach high standards because each lesson builds upon each aspect of learning each week and activities are not too long, so pupils' interest is maintained. A variety of skills are, therefore, developed each week. The grounding is well established in Year 1, where, for example, pupils echo rhythmic clapping and link this with simple notation of crotchets and quavers. The theme of echoing continues into singing, so that pupils have a structure to follow. Pupils respond enthusiastically and are able to follow the taped song. Good links are made with other subjects in the choices of music and songs. An example of this ensured that pupils listened well to the music and had the opportunity to use their numeracy skills, as they had to subtract 'two apples' each time. The teacher models pulse very well so that pupils can follow the notation and are able to recognise that some notes are longer than others. Pupils are selected to use suitable percussion instruments to apply this skill, and they accompany the rest of the class singing well-known nursery rhymes.
143. The music specialist has high expectations of pupils and they respond to this with high levels of very good behaviour and willingness to try. For example, in a Year 5 lesson, pupils had to respond by singing 'solo' in the 'Telephone Song'. All three sang with confidence and replied in song without fuss. Pupils are encouraged to use the correct vocabulary and this is reinforced well at the beginning of each lesson. So most pupils by the age of 11 can explain such terms as 'pentatonic', 'tempo', 'timbre' and 'ostinato'. All lessons have an element of pitch interwoven into them and pupils sing the Sol-fa very well in response to hand conducting, sometimes in two or three parts. Pupils explore and experiment with sounds, persevering to carry out the task well. For instance, the Year 4 pupils create different textures using the pentatonic scale, developing the ideas of improvisation and composition. The teacher and co-ordinator have put together a wide programme of suitable songs for each age group that extends the repertoire of pupils and promotes more complex demands as pupils move through the school. By Year 5 pupils are able to sing in unison, in two-part songs and in harmony by singing *This Old Man* and *Michael Finnegan* at the same time. Pupils in Year 6 sing three-part songs. Generally, by the age of 11 pupils are able to sing with expression and feeling. The quality of dynamics is very good in the wide range of songs they sing, including those that are contemporary and of non-western cultures, such as an African song sung in Swahili.

144. An impressive number of pupils are involved in extra-curricular musical activities. The activities offered are recorder club beginning with Years 1 and 2, orchestra, keyboard and choir, which has over 50 members and is, therefore, limited to Years 5 and 6. Visiting instrumental teachers give tuition in clarinet, trumpet, violin, flute and guitar. Pupils who attend instrumental teaching perform well in assemblies and masses. The school has Easter and Christmas productions each year and there are opportunities for singers and instrumentalists to perform. The summer concert 2001 included well co-ordinated and proficient playing and singing by all performers. The curriculum is further enhanced by participation in infant and junior music festivals, performance at Brentwood Cathedral and performances in church. Visiting musicians and visits, such as 'Music for Peace', which included a gospel choir, enrich the pupils' experiences.
145. There is excellent co-ordination of this subject. Teachers and teaching assistants are included in lessons as part of their own professional development. Since the last inspection a scheme of work has been put together and has been very well resourced. A variety of compact discs have been purchased with music of a wide range of styles and from a variety of cultures. Music is played in assembly as well as in class lessons. A very good music room has been set up in a mobile classroom and all resources are suitably stored. Information and communication technology is being used effectively for music in all classes for aspects of composing, although the school should ensure that this is developed further for pupils of higher ability. Links are made between lessons that pupils are doing in classrooms with music lessons. The co-ordinator and music specialist have developed a manageable and useful recording system of pupil attainment. Lessons are properly evaluated. The school has plans for the further professional development of teachers and teaching assistants to support their needs.

PHYSICAL EDUCATION

146. Standards are in line at the end of both key stages with those normally expected nationally. Pupils' attainment in swimming is generally satisfactory and most achieve the standard expected nationally at the end of Year 6. These findings are similar to those of the previous inspection.
147. During the inspection it was only possible to observe the teaching of 11-year-olds at a swimming lesson and some lessons in Years 3 and 4. No lessons were observed at Key Stage 1. Judgements are based on the observation of this lesson and some other lessons for pupils in other year groups. A broad range of activities is planned and, as a result, pupils across the school make satisfactory progress in a variety of physical skills. Gymnastic skills are taught appropriately in Year 3; for instance, they are taught the correct way to warm and stretch their muscles before physical activity. Many perform a simple sequence of synchronised movements with a partner. All these pupils have developed good attitudes to physical activity and all pupils work enthusiastically with their partner. These pupils also behave well in games lessons with pupils in Year 4. These older pupils can pass a netball to a partner in a controlled way. The behaviour of these pupils in games lessons is good because the teacher manages the activities well.
148. The quality of teaching is satisfactory overall, with good teaching in some lessons. Planning is detailed and clearly linked to the schemes of work. Teachers dress appropriately for physical education. They provide good opportunities for warm up and cool down at the beginning and end of lessons. All teachers demonstrate exercises effectively to the pupils during lessons and, consequently, pupils improve their own skills. Teachers are aware of pupils' abilities and monitor their progress accordingly. Good use is made of pupils to demonstrate skills learnt, but there are missed opportunities for pupils to appraise the work of others and, therefore, they are not fully involved in assessing their

own learning. Good pace is ensured in school lessons, but this is not so at the local swimming pool where often pupils are standing at the poolside waiting for their turn to swim.

149. There is currently no subject co-ordinator and there has been no monitoring of teaching and learning in the recent past. The quality and range of resources are good and use is made of facilities at the neighbouring secondary school for swimming. The use of these facilities is, however, inconsistent for pupils of different ability in swimming and does not represent best value for the school. There is appropriate provision for competitive sport. The school provides a good range of extra-curricular activities with the assistance of several parents and other volunteers.