

INSPECTION REPORT

LAMBOURNE PRIMARY SCHOOL

Abridge, Romford

LEA area: Essex

Unique reference number: 114952

Headteacher: Mrs J Foxton

Reporting inspector: Chris Rhodes
16408

Dates of inspection: 26 - 29 November 2001

Inspection number: 197081

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Hoe Lane Abridge Romford Essex
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr John Filby
Date of previous inspection:	15 April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
16408	Chris Rhodes	Registered inspector	English Geography History Physical education Equal opportunities	What sort of school is it? How high are standards? The school's results and achievements How well are pupils taught? What should the school do to improve further?
9708	Sylvia Daintrey	Lay inspector		How high are standards? Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
20003	Susan Metcalfe	Team inspector	The Foundation Stage Science Information and communication technology Religious education Special educational needs	
22831	Clive Lewis	Team inspector	Mathematics Art and design Design and technology Music	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Lambourne Primary School is in a rural area of west Essex, and serves the villages of Abridge and Lambourne End. There are 155 pupils aged between four and eleven on roll, which is smaller than many primary schools. All but one pupil is of white UK heritage. The village contains a significant proportion of social and council accommodation, and several children come from families with one parent. The proportion of pupils entitled to free school meals is just above the national average. Attainment on entry to the reception class is below average. Some children transfer to the school from Chigwell Row Infant School at the age of seven. Fifteen of the current roll were formerly at Chigwell Row. Approximately one in every four pupils in the school has special educational needs, usually with moderate learning or behavioural difficulties. This is just above average. Three pupils have significant difficulties and additional funding is allocated for their support.

HOW GOOD THE SCHOOL IS

This is an effective school. The school is well led and the overall quality of teaching is good. Pupils make very good progress in the reception class, although by the end of the year standards are still below expected levels in aspects of mathematics, and in speaking and listening. Pupils make good progress in Years 1 and 2 and satisfactory progress in Years 3 to 6. In the current Year 6, standards are in line with national averages in English, mathematics and science. The school gives satisfactory value for money.

What the school does well

- The headteacher has a very clear vision for the school's future development
- Teaching is good
- Children are given a flying start in the reception class where they make very good progress
- Progress is good in Years 1 and 2
- The provision for pupils' spiritual, moral, social and cultural development is good
- Pupils with special educational needs are fully included in all the school's activities

What could be improved

- The different levels of work set for pupils, especially in group tasks in Years 5 and 6
- The ways teachers assess pupils' progress and use the information to plan later work

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement since the school was previously inspected in 1997 has been good. The overall quality of leadership and management has been strengthened. All the key issues have been addressed successfully, especially those relating to teaching in Years 1 and 2, the provision for children under five and the general level of accommodation. Two new classrooms have been added but the current staff room and reception class are in temporary buildings. The new systems for monitoring and evaluating teaching and learning are rigorous. The quality of teaching has improved considerably, especially in classes for younger pupils. There are still concerns about the match of work to pupils' ability in older classes. Standards have been maintained in the main subject areas, with the exception of mathematics at the age of seven where they are currently below average. There has been considerable improvement in standards in information and communication technology (ICT). The school is well positioned for further improvement in all aspects of its work.

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E	B	E	E
Mathematics	D	B	D	D
Science	E	B	D	E

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

Care has to be taken when comparing levels of attainment with national averages because the number of pupils in each year group is comparatively small. This partly explains the fluctuations in results. In 2001 the results indicated that the proportion of Year 6 pupils who reached expected levels in **national tests** was well below average in English, and below average in mathematics and science. The results were below average in mathematics when compared with schools with pupils from similar backgrounds, and well below in English and science. Although the results do not compare favourably with the previous year, the overall trend since 1997 has been very close to the national pattern of improvement. The school has developed effective ways to set targets, based on individual pupils' past performance year on year. It achieved its target for mathematics but not for English, probably because of pupil absence. Attainment at the end of Year 2 in national tests has been improving steadily since 1999 and is now below average in reading and writing, rather than well below. Standards in mathematics have risen from being in the lowest five per cent to close to the national average.

The inspection team's judgement is that children in the reception class are making very good progress and are likely to reach nationally expected standards in all aspects of their learning apart from mathematical development, language and literacy. **Standards in Year 2** are in line with the national averages for English and science, but below for mathematics. **Standards in Year 6** are in line with national averages in English, mathematics and science. Standards in ICT are better than expected in Years 2 and 6. Standards in religious education, art and design, design and technology, history, geography, music and physical education (PE) are close to nationally expected levels. Standards are generally similar to those reported at the time of the previous inspection.

Pupils' achievement is satisfactory overall. Most pupils make satisfactory progress as they move each year from class to class. Progress is especially noticeable in the younger classes and is closely linked to the good standard of teaching. The school's own thorough analysis of pupils' past attainment indicates that nearly all the current Year 6, including those with special educational needs, will have made at least satisfactory progress over the past four years.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are happy and respond positively to good teaching.
Behaviour, in and out of classrooms	Satisfactory. Pupils are well behaved most of the time, although some older pupils occasionally misbehave.

Personal development and relationships	Good. Pupils care for each other and take their responsibilities seriously.
Attendance	Attendance and punctuality are satisfactory. Unauthorised absence is low.

TEACHING AND LEARNING

Teaching of pupils:	Reception	Years 1 - 2	Years 3 - 6
Quality of teaching	Very good	Good	Satisfactory with many strengths

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

The quality of teaching is good overall and is much higher than at the time of the previous inspection, particularly in the classes containing younger pupils. Particular strengths in the better lessons are the good relationships between pupils and teachers, good classroom management, work set at levels that matches pupils' abilities, and the care taken to make sure that every pupil is fully included in each activity. English and mathematics are taught well except when the whole class has the same task, and the more able are not challenged enough. Teaching is satisfactory rather than good when teachers do not plan to assess how well pupils are doing or use the information to decide on future work. Literacy and numeracy are taught soundly and the skills are used in other subjects: for example, note taking in history and measurement and use of graphs in science.

The overall quality of learning is good and is linked directly to the quality of teaching. It is very good in the reception class, good in Years 1, 2 and 4 and sometimes good in other classes. Learning is not effective where pupils, especially those capable of higher attainment, have become too reliant on planning frames that show them how to set out their work or when their worksheets require them to continue working at the same level for too long. Learning was unsatisfactory on the rare occasions when pupils misbehaved or the class were aware of the teacher's own lack of understanding. Pupils with special educational needs learn effectively, especially when receiving additional adult support. They are fully included in all the school's activities.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Pupils have a wide and interesting range of learning opportunities, especially in the reception class.
Provision for pupils with special educational needs	Very good because great care is taken to include all pupils in all activities, and the high quality of support provided by specialist and support staff.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Teachers, classroom assistants and support staff work hard to develop respect, tolerance and good relationships. The school ethos is strong. Pupils have a wide range of opportunities to develop their understanding of the cultural diversity found in modern Britain.
How well the school cares for its pupils	The school provides good quality care and support for its pupils. There are good procedures for the regular assessment of pupils' progress but the information is not used effectively by teachers to plan their future work.

Provision for pupils' personal, social and health education is good. The school works effectively with parents who make a positive contribution to its life. The village is closely involved with the school, and

the school with its community. The opportunity given to pupils for the care of animals and poultry teaches them to be responsible and to learn life skills in a practical way.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher has a very clear vision of the school's future and has the personal capacity to achieve it. The aims and values of the school are clearly reflected in its daily work.
How well the governors fulfil their responsibilities	The governing body is committed and increasingly effective in fulfilling its responsibilities. Governors visit the school on a regular basis.
The school's evaluation of its performance	Good. The headteacher has a very comprehensive and realistic understanding of the school's strengths and weaknesses. There is a rigorous programme for monitoring the quality of teaching and learning in English, mathematics and science.
The strategic use of resources	Good. Prudent financial planning is closely linked to a high quality school development plan. Grants and resources are used effectively.

The provision for staffing, accommodation and resources is appropriate. Good improvements have been made to the accommodation although more needs to be done in order to replace the temporary buildings currently used for the reception class and staff room. Resources for ICT, especially the new suite, are good. The governing body understands and applies the principles of best value effectively.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What some parents would like to see improved
<ul style="list-style-type: none"> • Their children are happy in school • Their children are expected to work hard and make good progress • The easy way they can talk to the headteacher and staff • The way the school is led and managed 	<ul style="list-style-type: none"> • The range of activities outside lessons • The amount of homework • The information they get about their children's progress • The links between home and school

The number of parents who completed the questionnaire or who attended the meeting was relatively small. The inspection team agrees with their positive views. Many of the parents who felt the range of activities outside lessons was too limited had young children in the school. It is not usual to provide activities outside lessons for pupils younger than seven. The amount and type of homework is similar to that found in most primary schools. Inspectors judge that newsletters are informative and the annual reports are clear and helpful. Links between home and school are broadly typical but parents' close involvement with reading seen in Year 2, for example, is not continued right through the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children start in the reception class their attainment is generally well below expected levels in communication, language and literacy, and in mathematical development. Standards are below average in personal, social and emotional development, knowledge and understanding of the world, and physical and creative development. Children make very good progress and are in line to leave the reception class with standards that are close to national expectations in most areas. Many, however, still have considerable difficulty in expressing themselves orally and in the aspects of mathematics relating to shape, capacity and volume. The good progress continues in direct response to the good teaching in Years 1 and 2. Most pupils then make satisfactory progress each year until they are in Year 6. The overall progress made by pupils between the ages of seven and eleven is adversely affected by the relatively high percentage of pupils with behaviour and learning difficulties, including some who join the classes from other schools, the social problems faced by several families, and the limitations in many pupils' language and communication skills.
2. Attainment in national tests for seven-year-olds in 2001 was below average in reading and writing, and average in mathematics. Standards in reading had been falling for a number of years but made a definite improvement in 2001. There has been a steady improvement in writing and mathematics since 1999. Taking the last three years together, girls have been attaining higher levels than boys in reading and writing, but there was little difference between them in mathematics. The results were below the average for reading and writing for schools with pupils from similar backgrounds but were in line in mathematics.
3. The test results in Year 6 in 2001 were well below average in English, and below average in mathematics and science. The results in previous years do not show a consistent pattern in either English or science tests. 1998 and 2000 had been good years. Standards in mathematics had been rising steadily since 1997 but dipped in 2001. These variations are not surprising as each year group is relatively small and the performance or absence of just one pupil can have a disproportionate effect on overall scores. The overall trend of attainment in English, mathematics and science since 1997 has been broadly in line with the national rate of improvement. There has been little overall difference between the attainment of boys and girls. The results in 2001 were below average in mathematics, and well below average in English and science, when compared to similar schools. The school has developed effective ways to set challenging targets for 2002 and 2003, based on individual pupils' past performance year on year. The school achieved its 2001 target for mathematics but not for English. The school's own thorough analysis of pupils' past attainment indicates that nearly all the current Year 6, including those with special educational needs, will have made at least satisfactory progress over four years.
4. The inspection judgement is that children in the reception class are in line to reach nationally expected levels by the age of five. They will not meet them in aspects of mathematical development, language and literacy. Current standards in Year 2 are in line with national expectations for English and science, but are below for mathematics. Standards in Year 6 are in line with national averages in English, mathematics and science. Standards in ICT are above nationally expected levels in Year 2 and Year 6, and show considerable improvement since the previous inspection. Standards in religious education, art and design, design and technology, history, geography, music and physical education (PE) are close to nationally expected levels in Year 2 and Year 6. Standards in these subjects are generally similar to those reported at the time of the previous inspection.
5. Standards in English are in line with national averages in Year 2 and 6, the end of the two key stages. Younger pupils listen carefully but often find it difficult to explain what they mean. Their speaking skills at seven years of age are not as high as those normally expected. This affects the quality of their writing because they do not yet have the range and understanding of a good vocabulary to use in their work. Many pupils start their school life with well below average

standards in communication, language and literacy and, therefore, have made good progress in reaching their current standards. Standards improve, as pupils get older when teachers insist on correct grammatical speech and use drama and role-play effectively as opportunities to practise and extend speaking and listening skills. Progress is good and pupils have reached expected levels by the time they are in Year 6.

6. The standard of reading is in line with national averages in Year 2. There is a wide range of ability in the current class but overall standards are close to national averages. Higher attaining pupils read fluently and expressively, enjoying the text as they read it aloud. They use the skills they have been taught effectively to read unfamiliar words and correct their own mistakes when they realise that what they have read does not make sense. Middle attainers are less confident and, although reading at appropriate levels, are hesitant with text they have not seen before. Some lower attaining readers are only just beginning to read and rely heavily on the pictures and their own memories of previous reading to make sense of the books.
7. Progress in reading from Year 3 to Year 6 is satisfactory and standards in Year 6 are in line with national averages. Higher attaining pupils read an appropriate range of fiction and non-fiction texts confidently. They tackle unfamiliar vocabulary assuredly and talk enthusiastically about their preferences for authors and styles of writing. Middle attaining pupils use the punctuation within sentences correctly so that their reading is expressive and interesting to hear, but lack some of the confidence of more able readers when attempting a text they have not seen before. Lower attaining pupils are reading at levels close to or just below those expected for their age. They work hard with new text, using the skills they have been taught with unfamiliar words.
8. Standards in writing in Year 2 are in line with national averages. Higher and middle attainers in develop their ideas appropriately in sentences, and use capital letters and full stops correctly. Simple words are spelt accurately and letters are properly formed and generally consistent in size. Higher attainers use the basic literacy skills they have been taught effectively but are not able to draw a wider range of words to enliven their written work. This reflects the difficulty many pupils have in expressing themselves orally.
9. Standards in writing in Year 6 are close to national expectations. Higher attaining pupils use a wide range of interesting and lively vocabulary. Middle attaining pupils also use words effectively, and are beginning to understand how to use punctuation within sentences. Lower attaining pupils know how to write in a series of sentences that extend the story in a logical manner. The standard of spelling is appropriate for the age of the pupils. Higher and middle attaining pupils use paragraphs correctly and handwriting is generally fluent, joined and legible. Appropriate use is made of the literacy skills in other subjects, for example when pupils skim reference books for information and make notes in preparation for later writing.
10. Overall standards of attainment in mathematics are below average in Year 2 and 6. Most pupils in Year 2 are able to add single digit numbers to two digits, for example $5+14=?$, carry out simple calculations using money, measure lines to the nearest centimetre, understand 'halves' and are familiar with the basic two and three-dimensional shapes. They use 'the day before' and 'the day after,' referring to charts on the classroom wall as guides, and the majority understand and use the vocabulary related to time – days, months and seasons. However, many pupils have special educational needs and the general level of mathematical attainment is below the level expected at seven.
11. Standards in mathematics in Year 6 are in line with national averages. Pupils have completed work at an appropriate level in number, including decimals, factors, prime numbers and general mental work. They have investigated square numbers and have solved real life problems using timetables. Pupils are able to calculate the area of a space, plot co-ordinates and work out the number of degrees in the different angles of a triangle. Most are able to solve simple pie-chart problems saying, for example, which school subject is most or least popular by looking at the chart. They know that there are other forms of data representation, naming line, bar and tally charts when questioned. Pupils with special educational needs, including those with considerable difficulties, have completed similar work, often with adult assistance. Overall progress from five to eleven is good. Lesson observations throughout the inspection confirm

that pupils make appropriate use of their numeracy skills to measure accurately or collect data in other curriculum areas including science and design and technology.

12. Standards in science in Year 2 and 6 are in line with national expectations. This is a similar position to that reported at the time of the previous inspection. Although the past attainment of boys has been better than girls overall, attainment levels are converging and there was little difference between the two during the inspection. Overall progress by all pupils, including those with special educational needs, is satisfactory.
13. Year 2 pupils are investigating electricity, making and recording simple circuits to show how to place the wire to light a bulb or make a buzzer work. Having considered a basic circuit in earlier lessons, the teacher generated considerable excitement by giving pairs of pupils a plastic bag with wires, batteries, bulbs, and buzzers and a question to investigate. Pupils had looked at the properties of materials earlier in the term, noting the changes caused by stretching and bending dough, wool, toffee and paper. Year 6 pupils have a satisfactory grasp of scientific vocabulary and a secure knowledge base by the age of eleven. They make well-informed predictions, carry out fair tests and base conclusions on a sound understanding of scientific processes. They were investigating forces during the inspection. They used their understanding of the properties of paper and metal to demonstrate that air resistance slows a moving object, especially against the downward pull of gravity. Pupils' books showed that they had worked through a progression of appropriate stages to reach this point. They had defined the range of forces to be investigated, knew about floating and sinking, and how shape, size and weight affect the effect of gravity, up-thrust and friction.
14. Pupils with special educational needs make good progress and their attainment is often in line with that of the lower ability pupils in literacy and numeracy lessons, especially when they receive specific adult support. No differences were observed in the achievement of boys and girls. Progress is satisfactory rather than good when pupils with special educational needs are unsupported in subjects other than English and mathematics. Teachers do not always make sure that tasks are matched to the wide range of abilities found in their classes. They tend to use mixed groups on the basis that the more able pupils will help those with fewer skills. Progress is better when the class teacher offers personal support with the class task, as was seen in a Year 6 history lesson when the teacher made sure that pupils with special educational needs understood the text and questions. The attainment and progress of pupils with emotional or behavioural difficulties is reduced on the rare occasions when pupils are not well managed, misbehave or are allowed to opt out of parts of the lesson.

Pupils' attitudes, values and personal development

15. Pupils' attitudes, relationships and personal development have been maintained at the same good levels reported at the last inspection. Standards of behaviour and attendance have declined slightly but are at least satisfactory.
16. Attitudes to the school and to learning are good, especially in the Reception class. Parents report that their children are happy in school. Children in the reception class respond very well to the very good teaching they receive: they are keen to learn and quickly develop confidence and independence. They concentrate hard, for example when joining Year 1 and 2 to rehearse their singing and dancing for the Nativity play. Most pupils in Years 1 to 6, including those with special educational needs, are enthusiastic about their learning and persevere with their work, particularly when the teaching is good or better. Attitudes are very good in ICT lessons because the pupils are very interested and eager to develop their skills in the new computer suite. Pupils in Year 6 want to do well in their end of year tests so that they can make a successful transfer to secondary school.
17. Behaviour in the school is satisfactory. It is very good in the reception class and good in many lessons. Pupils behaved reasonably well during the wet lunch hour on the last day of the inspection, as there was a good range of activities to keep them occupied and the headteacher ensured that there was generally effective supervision. However, older pupils, especially those in Years 5 and 6, do occasionally misbehave in the playground, in lessons and around the school. This is because they sometimes become a little over-excited and immature, and so lose

concentration and self-control. The school's arrangements to manage and improve behaviour, especially that of pupils who join the school from other schools, are mainly successful. The headteacher has never had to exclude any pupils. Parents and pupils are confident that any incidents of bullying and harassment are dealt with very swiftly.

18. Relationships and personal development are good. Pupils of all ages and abilities care for each other and take their responsibilities seriously. Parents value the friendly, caring ethos of the school and feel that the school is helping their children to become mature and responsible. Children in the reception class make good progress in their personal, social and emotional development. Year 6 pupils are proud of their duties and privileges, such as ringing the school bell at the start of the day, answering the telephone at lunchtime, looking after the library and hearing younger pupils read. They show a mature awareness of their own personal development. They appreciate the opportunities provided for them through lunchtime and after-school clubs and activities such as looking after animals and poultry. Opportunities for pupils to demonstrate initiative and independence in lessons are not as well developed, especially when pupils of all abilities are given the same work to do.
19. Attendance and punctuality are satisfactory. The school's attendance rate is very similar to that reported at the last inspection but has fluctuated between above and below national averages over recent years. Unauthorised absence is consistently below the national average. Good habits of regular attendance are established in the reception class. Authorised absence was above average in the last reporting year because a significant number of parents take their children out of school for family holidays, including during the week of statutory tests. At least five pupils were absent during the inspection week because of holidays. This has a negative effect on the progress these pupils are able to make. Most pupils are punctual at the start of the school day but several do arrive a few minutes late, either during or shortly after registration.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

20. The overall quality of teaching in all parts of the school is good. Forty-five lessons were seen during the inspection. Three out of every five were good or better, 10 were of a very high standard and only two were unsatisfactory. Teaching is good in Years 1, 2 and 4, and satisfactory with strong features in the other classes. The quality of teaching is much higher than at the time of the previous inspection, particularly in the classes containing younger pupils. The proportion of good or better teaching seen in the school has increased, the amount of unsatisfactory teaching has been reduced to a quarter of what it was before and there is now no poor teaching. Each subject is now taught separately and learning has a clear focus.
21. The overall quality of teaching in the reception class is very good and gives children a very secure foundation on which to base future learning. The teacher and supporting adults know the children very well and plan a curriculum that gives them every opportunity to develop. Teaching is focused on giving the children a full range of basic skills, especially those linked to language and social development. A particular emphasis is given to speaking and listening skills. The teacher has an excellent knowledge and understanding of the curriculum and the range of children's abilities. She has very high expectations that children will behave well, think and listen, and work hard at all they are given to do. They respond very positively. Adults form a strong and supportive team, ensuring that children enjoy their tasks, concentrate and persevere. The management of children is very good. They are encouraged to be independent while given enough support to develop their confidence. Children are actively involved with their learning. Not only are learning objectives shared at the beginning of each session, but children discuss their completed work with the teacher, examining critically what they have done, identifying areas for improvement and telling the teacher what she is to write about their work on the page.
22. The features of very good teaching throughout the school are strong relationships based on mutual respect, a firm but fair discipline, well prepared materials and tasks based on a clear understanding of what the pupils already know and what they can achieve with effort. Pupils know that they are there to work hard, that they will be able to ask questions but will be expected to think for themselves. A Year 4 class, for example, was learning to use commas to

break up sentences. The lesson was very well planned so that there was a mix of whole class, paired and individual work that kept pupils alert and learning. They enjoyed the teacher's use of modern characters like Bart Simpson and Harry Potter in her own worksheets. All pupils made good progress, including those with considerable learning difficulties, because each section of work was carefully matched to their ability and they knew that if they tried hard they would be successful.

23. Good teaching was seen in the many lessons when basic skills were taught rigorously, the teachers were well organised, had a secure understanding of what they were to teach, and managed the pupils effectively so that they got down to work immediately. Year 6, for example, made good progress in a volleyball skills lesson because they had confidence in the teacher's knowledge and understanding of the game, Year 1 and 2 literacy lessons were a carefully planned succession of different activities that followed on briskly from one another. The work was difficult but the friendly positive style used by the teachers encouraged the pupils to work and try hard. Good teaching also occurs, as was seen in Year 5 history and writing lessons for example, when the pupils pick up the teacher's own enthusiasm and are encouraged to greater effort.
24. Teaching is satisfactory on balance, but not as effective as it might be, in the lessons for older pupils where the whole class is set the same exercise. A mathematics lesson for older pupils, for example, started with a very clear explanation of the new work, but all the pupils were given the same photocopied worksheet on which to practise their skills. The more able pupils became bored because they had to repeat too many similar examples before moving on to more difficult tasks, and those with learning difficulties needed a great deal of individual support to get started. The level of challenge is not high enough for older pupils when everyone is given an identical prompt sheet for planning their work in English, history or geography. Some teachers do not explain exactly what they will be looking for in completed work. This makes it harder for pupils to know the standards they are to reach, and for teachers to measure the success of their lessons or use the information to plan the next piece of work. Teaching is unsatisfactory on the rare occasions when pupils are not well managed or the teacher is not secure with the subject being taught.
25. English and mathematics are taught well except when there is an over-reliance on commercial worksheets, and tasks are not matched to the actual abilities of different groups within the class. This concern was also noted at the time of the previous inspection. Literacy and numeracy are taught soundly and the skills are used in other subjects: for example, note taking in history and data handling in science. Most teachers do not make enough use of the ICT skills pupils have learned to extend their work in other subjects. The overall quality of teaching in history and PE is good. The teaching in science, geography, art and design, design and technology and religious education is sound overall, with many strengths. There is not enough inspection evidence to make a judgement about the quality of teaching in music.
26. The quality of teaching and support for pupils with special educational needs in most literacy and numeracy lessons are good. Teachers plan a range of activities carefully so that pupils are able to practise skills and add to their existing knowledge and understanding. Teachers plan closely with the special educational needs co-ordinator and teaching assistants so that, even when pupils are withdrawn from the classroom for a short time, they follow the same curriculum as the rest of the class and are included in its main activities. Class teachers take care to make sure that pupils with special educational needs get an equal chance to answer questions in whole class lessons and often work with them in small group situations. Great patience is shown in PE lessons so that all pupils can take part, as was seen when a pupil with many social difficulties tried very hard to copy the steps in an Elizabethan formal dance. When support is not available, most teachers plan for the whole class rather than for pupils of differing abilities. Some teachers offer extended support themselves to make sure that all pupils are fully included, but this reduces the opportunities they have to work with other pupils. Gifted and talented pupils are offered an accelerated programme if it is felt that they can cope socially and emotionally.
27. The co-ordinator gives very good teaching support to pupils with special educational needs. She has written pupils' individual education plans directly from their statements of need and

assessments of their abilities, ensures that pupils work at an appropriate pace to challenge their learning, develop skills and build their own self-confidence. She checks frequently that pupils get the support they need, working one to one with them or with small groups who have similar needs. The strategy is successful and pupils with low confidence rise in their self-esteem and make good progress.

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

28. The school provides a broad and well-balanced teaching programme that meets the statutory requirements for all the National Curriculum subjects and for religious education. The school has dealt effectively with the issues relating to the curriculum in the previous report. In particular, there has been a significant improvement in the curriculum for children in the reception class and in the adoption of appropriate written programmes of work for all subjects. There is a detailed and appropriate plan that sets out all the units of work to be undertaken by each class during the school year. The revised policies and work programmes reflect the latest government guidance for all curriculum areas. These ensure that pupils' learning progresses from year to year in a logical way and provide appropriate guidance for teachers.
29. The Foundation Stage curriculum for children in the reception class is very good. The school day is well organised to support and develop basic skills. Each morning children undertake activities linked to the literacy strategy and numeracy projects. These are adult directed and supported, but children have the opportunity to work independently or in small groups, managing their own pace of learning effectively. Children also have the opportunity to develop independent study skills through structured play, including in 'Santa's workshop.' Creative art and design and music sessions are woven into the day, and children learn early ICT skills during their timetabled use of the media room. Physical development is promoted through activities that require children to cut, stick, manipulate soft materials and use small wooden construction equipment, as well as in more formal PE lessons.
30. Pupils with special educational needs have access to the full curriculum including extra curricular activities. Most of the pupils' work in literacy and numeracy lessons is within class lessons with either specific and targeted support, the direct support of the class teacher, or in paired or group work. Their curriculum is an appropriate balance between the targets set out in their individual education plans and the main learning objective for the lesson. Their curriculum in other subjects is the same as the rest of the class.
31. The school has implemented the government's recommended National Literacy and Numeracy Strategies appropriately, and, in most cases, planning and teaching take proper account of the recommendations both for lesson format and content. The exceptions, particularly in mathematics, are when the whole class is given the same worksheet and group work is not set at appropriate levels for pupils of different ability within the class. Pupils do not have enough planned opportunities to use their ICT skills in English and mathematics lessons. An appropriate range of well-supported extra-curricular activities takes place during lunchtimes and after school during the year, and includes the school choir and a weekly computer club. A rich programme of additional educational visits is provided to extend pupils' learning in class lessons. The teaching of swimming is given a boost through the use of the school's training pool.
32. The school is proactive in making sure that all pupils have equal opportunities to learn and thrive. It is very successful in most cases. Great sensitivity has been demonstrated in the way any gifted pupil is given additional opportunities to work at higher levels. Teachers are very careful to make sure that pupils of different abilities are all encouraged to answer questions in whole class teaching sessions, and respect is shown to those who may have particular difficulties. Boys and girls are treated equally and, as a result, work happily together sharing computers, in groups or as team members in PE lessons. Traditional games such as netball are open to boys and girls. The respect shown to male and female staff around the school provides a very good model for pupils to copy.

33. The school makes good provision for pupils' personal, social and health education through weekly lessons and assemblies, and the science and religious education curriculum. A programme of visits and visitors and circle times, when pupils sit quietly to discuss sensitive issues, make a significant contribution to pupils' understanding of the responsibilities of being a member of the community. There is an appropriate programme for sex education and pupils are made aware of the dangers of drug misuse.
34. The school has very good links with the local village community. It continues a long-standing tradition of ringing the school bell at 9:15 each day to inform villagers that school has started. A pupil switches on the Christmas lights in the village and the school provides the summer carnival with the carnival prince and princess as well as a float. Older pupils' social skills are extended through a residential visit: pupils living and working together to complete a range of activities not on the regular timetable. The school has good relationships with the Chigwell Row Infant School from which many pupils transfer at the age of seven. There are strong links between the school and other local small primary schools, and with the local secondary school to which most pupils move at the end of Year 6.
35. The provision for spiritual development is good. Acts of collective worship give children an opportunity for personal and shared reflection. The content is properly predominantly Christian, but positive and relevant links are made to other faiths and customs. The collective worship policy gives pupils opportunities to learn about and celebrate special days and festivals from different religions, including the Jewish and Hindu 'Festivals of Light.' Teachers foster the development of spiritual awareness in lessons. The awesomeness of birth and new life is experienced when pupils watch the school's bantam chicks hatching in the spring or tiny seeds are sown and children watch them grow into tall plants. Older pupils explore the lives of people who suffered hardship, prison and even death in support of their fellow humans' rights - such as Martin Luther King, Nelson Mandela and Mary Seacole. The youngest children greeted the book of the 'Rainbow Fish' in assembly with gasps of 'Ah!' as they looked at the colourful pictures and thought about how they could 'care for others.'
36. The provision for pupils' moral and social development is also good. The school has a strong and positive ethos, which places a high value on human rights and the worth of the individual. The positive relationships between all members of the school community enable pupils to grow into mature individuals. All the school staff are good role models, promoting the school's values of honesty and fairness. Their good work and positive attitudes are acknowledged and celebrated in assemblies and on the 'Roll of Honour.' Personal and social education has an appropriately high priority. Time is regularly set aside for discussion and reflection on issues in circle times. This provides effective opportunities for social development and for consideration of moral questions at a level appropriate to the age and experiences of the pupils. They care for a range of animals: the tortoise, rabbits, guinea pigs, hamster and fish, under strict supervision and with due awareness of health and safety. The school's 25 bantams are popular with children who prepare them for competitions and shows, wash and carefully dry their plumage, keep them fed, watered and safe from foxes. Pupils develop their social skills by acting as stewards to the judges at shows.
37. The provision for pupils' cultural development is good, and makes pupils aware of their own and the wider cultural diversity of modern Britain. Extra-curricular activities such as music, chess, computer and sporting clubs, teach pupils how to respond to each other in different social settings. Many opportunities are provided for pupils to consider their own cultural traditions. Theme days such as being evacuated to the local airfield, marching with their cases, labels and gas masks, brought back bittersweet memories to the older folk in the village, some of whom came to the school to talk of their experiences as evacuees during the Second World War. Younger pupils make visits to the Bethnal Green Museum of Childhood, while the whole school has been to the Natural History Museum, the Science Museum and the British Museum. Although the number of pupils from different ethnic backgrounds is small, the school works hard to ensure that all pupils are aware of life in today's multicultural society. Art round the school, books in the library and visitors to the school from different faiths and cultures develop pupils' understanding. The school is aware that more could be done and is investigating ways to extend its provision. The pupils study the works of a wide range of artists such as Vincent

Van Gogh, Claud Monet and Mondrian. They listen to a variety of music during assembly. Theatre companies, musicians and artists visit the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The school continues to provide good quality care and support for its pupils. Arrangements for child protection are secure. The headteacher, as the designated teacher, is up to date with the latest procedures and keeps good records to confirm her contacts with the social services department. Pupils' health and safety is successfully ensured by close adherence to local authority procedures and the very effective work of the site manager who is developing his role as health and safety co-ordinator. The road outside the school remains potentially dangerous, despite the efforts of the governors to persuade the relevant authority that it warrants a controlled crossing. Pupils are cared for appropriately if they feel unwell or have an accident during the school day, and parents are informed when necessary.
39. Procedures for monitoring and improving attendance are satisfactory. Registers are completed according to requirements. Pupils arriving after morning registration sign in at the office and are asked to explain why they are late by the headteacher and class teachers. The headteacher knows the pupils and their families very well and follows up any patterns of absence and lateness swiftly. Office staff monitor term-time holidays carefully. However, the school is not always successful in persuading parents to avoid taking their children away on family holidays during termtime.
40. Procedures for monitoring and improving behaviour are satisfactory with some good features. The school's behaviour management policy provides clear guidance to staff and has been reviewed recently. Each class discusses and displays its own code of behaviour. Teachers manage behaviour in lessons well most of the time. Year 6 pupils appreciate the ways in which the school helps them to improve their behaviour. The headteacher is very vigilant about any indication of bullying or racism, and acts swiftly to stop it. Good systems are developing to improve behaviour at break and lunchtimes. These are based on discussion of incidents with those involved and good record keeping. There are good plans to train the midday supervisors in their important role. The school's efforts are hampered by the difficulties in recruiting suitable staff and the relative smallness of the hard playground area. This restricts the activities which the high number of boys can undertake outdoors during the winter months, and results in a considerable number of minor injuries.
41. Procedures for monitoring and supporting pupils' personal development are good. Parents very much appreciate the family atmosphere in the school. Children joining the school in the reception class settle happily into the school routine in a remarkably short space of time. Older pupils joining the school are given good support to help them adapt to the school's expectations and ethos. The good relationships in the school enable pupils to feel comfortable and secure in approaching any adult for help and guidance. Teachers keep useful annual records of pupils' personal development. As pupils grow older, they are successfully encouraged to reflect on their feelings and actions through activities such as assemblies, circletime and personal, social and health education lessons. For example, Year 3 pupils, with a wide range of abilities, made good progress in reflecting on the positive qualities in a friend and the ways in which friendships can sometimes go wrong. Very good provision is made for pupils with special educational needs and those who are gifted. Pupils' personal development is well supported by the school's involvement in village life and, for older pupils, by the range of extra-curricular activities, such as drama and chess. Pupils in Year 6 feel well prepared for secondary school.
42. Although the school has good systems for assessing pupils' attainment, teachers do not make sufficient use of the data to guide its work, particularly in planning lessons with appropriately graded work for pupils of differing abilities. Assessment is used effectively in the reception class and staff use their detailed understanding of the children to help them make very good progress. The school's analyses of the results of the English and mathematics national tests at seven and eleven are satisfactory. Teachers have begun to use the information gained from these analyses to improve the ways in which the curriculum is organised, for example, by providing booster classes for pupils needing additional support.

43. The school meets all the requirements for administering national tests. Standardised baseline testing is undertaken when pupils enter the school. The information, together with day-to-day judgements about how well children are doing, is used effectively in the reception class to record their progress along the 'stepping stones' towards the early learning goals recommended for children at the age of five. They are also used to identify pupils needing additional support. Government-recommended optional annual tests in English and mathematics are set at the end of each year. The standard of reading and spelling is also measured regularly.
44. Most teachers know their pupils well and make overall judgements about their progress on a day-to-day basis. However, their lesson plans, especially in older classes, do not often indicate what will be measured to judge progress. This makes it much harder to plan later work and set work at appropriate levels. The attainment of individual pupils in the end-of-year tests is plotted on progress charts and pupil profiles are kept with results in reading, writing, spelling and mathematics. This is good practice. However, in several lessons during the inspection all the pupils, including those with special educational needs, were given the same worksheet and scrutiny of pupils' exercise books confirms that this is frequently the case. The work in such lessons often proceeds on the basis that pupils must need the next worksheet, rather than an assessment of how well they have done on the first sheet and whether the second is appropriate.
45. The headteacher has analysed assessment information to gauge the value added by the school by comparing pupils' attainment on entry with their attainment at the end of Year 6. The English, mathematics and science co-ordinators are beginning to undertake analyses of the test results and, to a lesser extent, trends in their subjects. A system of individual target-setting has been introduced and most pupils refer to the front of their books to remind themselves of what they have to do to improve. This is good practice.
46. The special educational needs co-ordinator carries out a range of appropriate tests if a pupil is identified by their class teacher or parent as having a learning problem. Parents are kept fully informed. Assessments are also made by outside support agencies, such as speech therapists, if this is seen as helpful. The educational psychologist will also conduct a range of tests and assessments to help identify special educational needs. These are used to draw up a statement of need and targets for pupils' individual educational programmes. The co-ordinator monitors pupils' progress against the targets on their individual educational programmes, usually in weekly small group withdrawal sessions.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. Parents are generally satisfied with the school. The number of parents who completed the questionnaire or who attended the meeting with inspectors was relatively small. Their views of the school were mainly positive. Parents say their children like school and are making good progress. They are very pleased with the school's expectations for their children, the sense of community within the school and its links with the village. Parents appreciate the work of the headteacher and staff, and the way in which the school is approachable. A significant minority of parents responding to the questionnaire had concerns about a number of issues. These included the range of activities outside lessons, the amount of work their child gets to do at home, the links between home and school and the information they receive on their child's progress. The inspection team found that all these areas are at least satisfactory and broadly typical of provision in most primary schools.
48. The school has sound links with parents. A strength is the way in which the headteacher gets to know parents and their children long before they enrol at the school. She has an 'open door' to any parent who wishes to discuss any matter and works closely with them to improve pupils' behaviour and punctuality. Parents are given a range of information about the school and their children's progress that is similar in quality and scope to that found in other schools. A notable feature is the display of information about the whole school curriculum at the first termly consultation evening of the year. The reception teacher uses the whiteboard outside the classroom to let parents know what the children will be doing that week. However, the practice

of giving parents regular and detailed information about the curriculum to help them to support their child at home is not carried out consistently in all classes. Parents do value the extra information when it is available.

49. Annual reports to parents give sound information on pupils' progress with some good detail about progress in English and science. Parents appreciate the opportunity for their own child to contribute to the report and that they too are invited to make a written comment. The termly newsletters, prospectus and governors' annual report to parents are informative and the new governors' newsletter to parents is a useful addition. There are some omissions in the statutory documents: for example, there is no information in the governors' annual report to parents about the provision for pupils with disabilities or the school's success in implementing its policy for special educational needs.
50. Parents have a close involvement in the life of the school. A significant number come in to help in classrooms or on educational visits. A working party of parents cleared the ground in preparation for the building of the outside play area for the reception class. There is an active home school association that runs a range of social and fundraising events. The Christmas fayre in the week before the inspection raised over £700, the money going towards resources for the Foundation Stage. Parents of pupils aged four to seven are closely involved in helping their children to learn to read at home through good use of the reading record books. However, this close partnership lessens after Year 4 when pupils become independent readers. Some parents do not feel older pupils have enough homework. Year 6 pupils themselves comment that they do not receive as much as their brothers and sisters in Year 4. Parents are informed but not closely involved in the setting and reviewing of targets for their children.
51. Parents whose children have special educational needs are fully involved when statements and individual education programmes (IEPs) are drawn up. Frequent reviews are held with parents to evaluate their children's progress and plan further targets. Parents' and pupils' views are recorded on the review sheets. Parents have copies of the documentation as well as teachers and teaching assistants. Parents of pupils who have IEPs for emotional and behavioural support have regular access to the co-ordinator, teaching assistants and class teachers to ensure consistency of approach between home and school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The headteacher and key staff lead and manage the school effectively. The headteacher is a purposeful leader with a very clear vision for the school. She is very clear-minded about what needs to be done and vigorous in following things through. This has ensured a clear direction for the work and improvement of the school. Significant changes to the size of the school, the curriculum and to staffing have been managed efficiently while successfully maintaining the essential family atmosphere and ethos of a small school. The headteacher is working very hard to build a team with a commitment to improving standards. Delegation of responsibilities is appropriate and largely ensures the effective contribution of key staff. The role of the subject co-ordinator is developing appropriately. The aims and values of the school are clearly reflected in its day-to-day work.
53. The chair and members of the governing body are very supportive of the school and the headteacher. They have developed a good understanding of their statutory duties and of the school's strengths and weaknesses through regular monitoring visits.
54. The school monitors and evaluates its performance well. The headteacher has a very clear grasp of the school's strengths and weaknesses, and has taken and continues to take effective action to secure improvement in standards. The arrangements for teachers' performance management are good. Teaching in the school has been monitored rigorously, with support, guidance, internal in-service training and local education authority advisory training being provided for the whole staff and for individual teachers where appropriate. The two teachers who joined the school as newly qualified teachers in the previous school year were supported and guided very professionally. The headteacher has identified appropriate targets, sensibly focussing on improving teaching and attainment in English, mathematics and science. Data

obtained from national tests and other assessments is being used appropriately to track the school's progress towards its targets. The changes to the curriculum from mixed-age classes with a two year rolling programme to single age classes have been well managed.

55. Educational priorities are supported effectively through careful financial planning. The school budgets systematically for expenditure and is clear about costs. An appropriate balance has been put aside for the establishment of the new outside area for reception aged children. All pupils benefit from wisely-targeted spending decisions, such as the additional funding provided to support early intervention for pupils with special educational needs. The school development plan is very well organised with a clear focus on evaluating the effect on pupils of any decision made and with clear links to the budget. The school handbook is well structured and indicates the school's expectations and procedures very clearly. The most recent audit report judged that financial management in the school was good. Systems for financial control are unobtrusive, and efficient and good management of the office systems by the school secretary keeps the way open for classroom teachers to concentrate on their work. Adequate, up-to-date information is readily available to members of the governing body, which is pro-active in seeking out sources of additional grants and other income, such as sponsorship, for the benefit of the pupils. The school is making effective use of new technologies – the school office computer is linked to the local education authority, closed-circuit television cameras are used to monitor arrivals at school and the school's digital camera is utilised for day-to-day recording of activities. Specific grants received by the school, such as funding for the numeracy and literacy strategy, are used effectively to provide additional staffing for booster classes.
56. The governing body and senior management team of the school are aware of the 'best value' principles of comparison, challenge, consultation and competition and apply these principles systematically in their decision-making. The school consults both with local education authority financial and curriculum advisors and there is consultation with parents, keeping them informed about significant changes such as the introduction of the National Literacy and Numeracy Strategies.
57. The provision for special educational needs is managed very effectively by the part-time special educational needs co-ordinator. She is very successful in supporting teachers with advice and resources, and in organising the teaching assistants. She is very efficient in the management of her own time, making assessments of pupils' progress and needs, drawing up high quality individual educational programmes [IEP] and planning the use of resources. The co-ordinator liaises closely with various support agencies involved with pupils' learning and invites support and advice from a range of expert opinion including the speech and language and psychology services. She keeps very good records of all pupils, monitoring their progress through the targets on their programmes of study, supports staff in class and regularly discusses pupils' progress with teachers and teaching assistants. The governor with responsibility for special educational needs is frequently in the school, meets with the co-ordinator and ensures that the budget is allocated and spent appropriately.
58. Staffing provision is satisfactory. The school has worked hard to overcome the difficulties of recruiting a stable team of teachers in an area just outside London where housing costs are high but teachers do not get an extra allowance. It uses a range of measures in its efforts to recruit and retain staff, including successful mentoring of newly qualified teachers, the provision of living accommodation in the former school house and a job share in Year 5. The school has been able to re-introduce single year group classes with a pupil-teacher ratio that is well below average. There are adequate numbers of support staff who make a valuable contribution to school life. The school has had problems in recruiting suitable midday staff, which makes the management of pupils' behaviour at lunchtime more difficult. The chair of the governors' personnel committee provides good support to the school on staffing issues.
59. The school's accommodation is now satisfactory. This represents a good improvement since the last inspection when it was a key issue for action. The school has two new classrooms, a new computer suite, and the improvements to other areas include better toilet facilities. Most classrooms are now spacious and accessible. The governing body has detailed plans for further improvements. The reception class is currently housed in a temporary building which, although adequate for the number of children on roll in the autumn term, will restrict their

progress and development when more children join the class in January. Accommodation for staff is unsatisfactory. The current staff room is located in a temporary building, while a room that is too small and inconveniently situated near the kitchen area is being refurbished. Outdoor facilities are now satisfactory with the recent construction of an attractively designed area for children in the reception class. Pupils with a physical handicap have access to disabled toilets and wheelchair access to most areas of the building. Those with a mobility problem can be allocated a ground floor classroom as necessary.

60. The provision of learning resources is satisfactory and has improved since the previous inspection. There are now an adequate number of books. Appropriate use is made of the small library, which has an attractive 'shop window' featuring artefacts from the school's long history. It is too small for use by more than a few pupils at any one time and is, therefore, very difficult to use effectively to meet the objectives of the National Literacy Strategy. The favourable ratio of pupils to computers is one of the reasons that standards in ICT have risen. Resources are also good in science.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. The headteacher, staff and governors should work together to continue **to raise standards in English, mathematics and science** by:
- (1) making sure that there is a closer match between the work pupils are set and their potential for individual higher attainment, especially in group tasks in Years 5 and 6; (see paragraphs 14, 24, 25, 31, 44, 80, 80, 105)
 - (2) improving the ways in which teachers assess pupils' progress and use the information to plan later work. (See paragraphs 24, 42, 44, 80)

The governing body should also address the following minor issue in their action plan:

1. The staff room and reception class are both located in temporary buildings. (See paragraph 59)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	45
Number of discussions with staff, governors, other adults and pupils	48

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	1	9	16	17	2	0	0
Percentage	2	20	36	38	4	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	153
Number of full-time pupils known to be eligible for free school meals	0	17

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	34

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	21
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	6.2
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	12	7	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	14	15	17
Percentage of pupils at NC level 2 or above	School	74 (69)	79 (63)	89 (69)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	15	16	16
Percentage of pupils at NC level 2 or above	School	76 (63)	84 (50)	84 (63)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	12	9	21

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	13	14	17
Percentage of pupils at NC level 4 or above	School	62 (85)	67 (90)	81 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	11	13	13
Percentage of pupils at NC level 4 or above	School	52 (60)	62 (75)	62 (85)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	137
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	21.9
Average class size	21.9

Education support staff: YR – Y6

Total number of education support staff	5.0
Total aggregate hours worked per week	102

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	369139
Total expenditure	354680
Expenditure per pupil	2708
Balance brought forward from previous year	25664
Balance carried forward to next year	40123

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	153
Number of questionnaires returned	37

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	27	5	3	0
My child is making good progress in school.	59	38	3	0	0
Behaviour in the school is good.	32	59	5	0	3
My child gets the right amount of work to do at home.	32	43	22	3	0
The teaching is good.	38	54	5	0	3
I am kept well informed about how my child is getting on.	30	43	24	0	3
I would feel comfortable about approaching the school with questions or a problem.	62	27	11	0	0
The school expects my child to work hard and achieve his or her best.	62	24	11	0	0
The school works closely with parents.	22	49	16	8	5
The school is well led and managed.	49	43	8	0	0
The school is helping my child become mature and responsible.	49	38	8	0	5
The school provides an interesting range of activities outside lessons.	19	35	27	5	14

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

62. The arrangements for children in the Foundation Stage of their education are very good and a strength of the school. Children are given a flying start in the reception class. The quality of their learning is very good. They make very good progress because of the high quality of the teaching and the richness of the curriculum. Although attainment upon entry is below average in all areas of the foundation curriculum, and well below in communication, language, literacy and mathematical development, the children are making such good progress that they are on course to begin Year 1 at nationally expected levels. Only their speaking and areas of the mathematics curriculum such as shape, capacity and volume, are likely to be below the standard set in the early learning goals. Children are excited by their work, and have very positive attitudes and good relationships with adults and each other.
63. Children enter the school at one of two points during the school year, part-time in the term before they are five years old and full-time from the beginning of the term in which they are five. By the beginning of the summer term all the children will be in full-time education. The majority have had some nursery or pre-school playgroup experience. The classroom is stimulating and safe with appropriate well used learning resources. The outdoor area has been well designed to extend all areas of the foundation curriculum, especially knowledge and understanding of the world, creative and physical development. The children have enjoyed watching the builders take a corner of the school grounds and produce an secure place that will let them explore, plant, grow and play together. All the issues from the previous inspection have been addressed. The curriculum is now very well planned. Staff have had full training in the implementation of the Foundation Stage. The only area of concern is that of space. The small classroom is used very effectively to stimulate learning and enhance the curriculum, but it is a temporary building. Six extra children join the school after Christmas. Although this is not a large number, it could have an effect on all pupils' very good rate of progress as the layout of the room will have to change to accommodate the new children.
64. The quality of teaching in the Foundation Stage is very good and gives children a secure foundation on which to base future learning. The teacher and supporting adults know the children very well and plan a curriculum that gives all pupils the opportunity to develop fully. The teacher has excellent knowledge and understanding of the curriculum for pupils in Years 1 and 2 and ensures that all the activities planned for younger children will support and give a good foundation for their future work. Teaching is focused upon the children acquiring a full range of basic skills, especially language and social skills. No subject is taught in isolation. Work is planned so that each day has a particular focus, mathematics for example, but all the other strands of the curriculum are woven in with the main theme. The development of speaking and listening skills is a key part of every day's learning. The teacher has very high expectations that children will behave well, think and listen, and work hard at all they are given to do. Adults form a strong and supportive team, all ensuring that children enjoy their tasks, concentrate and persevere.
65. The management of the children is very good. They are encouraged to be independent while being helped sensitively to become more confident. Children are actively involved with their learning. Not only are learning objectives shared at the beginning of each session, but children discuss their completed work with the teacher, examining critically what they have done, identifying areas for improvement and telling the teacher what she is to write about the work on the page. Children thus have very good knowledge of their own learning, are acquiring skills, knowledge and understanding across a wide curriculum and put considerable effort into their work. When children are engaged on more practical activities, adults record their attitudes and progress. As a result of this adult planning, monitoring and assessment, children with special educational needs are identified quickly and extra support is put into place.

Personal, social and emotional development

66. Staff place an appropriate emphasis on children's personal, social and emotional development. The quality of teaching is very good and the children make good progress. Children achieve, and many surpass, the levels expected for five-year-olds nationally for the end of the Foundation Stage. Teaching and support staff create an atmosphere in which children learn to respect and understand each other, knowing that everyone is different but has something unique to contribute. This helps the children to settle quickly into class routines and develops a sense of belonging to the school community. This is especially important considering the fact that some children only attend during morning sessions. All staff are good role models and children develop a positive self-image. Children clearly enjoy their work and co-operate happily with each other and adults. Staff constantly reinforce good habits such as putting up hands to answer questions or make a comment, and make sure that they tidy up after activities. Children are also encouraged to select activities thoughtfully and work with consideration for others. Independence is encouraged as they change themselves for physical activities and collect coats, bags and books at home time. Snack time is a valuable contribution to the development of children's social and personal skills. Children take it in turn to lay the tablecloth, gather mugs and plates and prepare the snack – during the inspection children prepared cheese and pineapple 'hedgehogs' - serving each other with a drink and snack, washing up and tidying away.

Communication, language and literacy

67. The development of communication, language and literacy skills is very good. Very good quality teaching enables most children to make good progress. Many children are in line to reach expected standards by the end of the Foundation Stage, with the exception of speaking and listening where skills are less well developed. Children know that pictures and print convey meaning, that books have an order and that text can be a story, a poem or give information. There are no 'non-readers' in the class, just some who are better at decoding print than others. The teacher uses the literacy strategy effectively to meet the developing needs of these young readers, which helps them to develop their listening, speaking and reading skills. The formal teaching of letter sounds, the identification of syllables and the match of developing handwriting skills to their phonic work, encourages children to consolidate and develop their early writing skills. All staff use precise and clear diction to assist children's speech and encourage them to reply in clear sentences. The children take this skill into their writing as nearly half attempt to start a sentence with a capital letter and end with a full stop. Although the timetable has specific English times, language development underpins all the work in the class. For example when children investigated 'light' by shining torches around the darkened room, they 'wrote' their names on the ceiling with the beam. Children understand that you communicate with a computer using a mouse and keyboard.

Mathematical development

68. Children's mathematical development is very good. The quality of teaching is very good, and all children are on line to meet the goals set at the end of the Foundation Stage for number work. Understanding of volume, measure and shape are still below expectations. Children are consolidating and developing their number skills through very effective teaching. Number work is introduced into all class activities. Children count the number of pupils in registration and into groups for activities. When moving round the school children use positional order by saying "John is first...", "Mary leads the class...", "finally...." All children able to count back from five, half can do so from ten. Over half of the children can identify a number position in a sequence by the shape of the figure and all can find a missing number by counting up to that position. Children can add and subtract in ones with higher attaining pupils doing so in twos. They know the names of common shapes: square, circles, rectangles and triangles as well as cubes and cones. They are able to use them to make patterns and pictures, and understand which can fill a space and which cannot fit together in a repeating pattern. Children are aware of capacity and measure when preparing and serving each other at snack time, filling mugs with milk and juice, giving each other ten different flavoured 'Hoola Hoops' or cheese and pineapple bites. Registration time supports work on the calendar with children counting on the days, 'If

yesterday was the 26th, what is today?' with most aware that the answer involves adding one to the previous total.

Knowledge and understanding of the world

69. The school provides appropriately for children's knowledge and understanding of the world. Most children are on line to meet or exceed the goals set for the end of the Foundation Stage. Teaching is very good and adults provide many exciting opportunities for children to explore the natural and man-made world in the development of their scientific skills. Children investigate light, asking and suggesting answers to questions such as whether a light is brighter in the night or in the day, using torches in a darkened room to shine on different objects to discover reflecting surfaces. This was appropriately linked to Diwali, the festival of lights and the making of clay diva lights. They develop their design and making skills effectively through building with interlocking plastic bricks and other construction toys. They use the computer confidently. They know their way round the school through their use of the hall for PE and the media room for the computer suite. Children know about relationships within their families, understanding that grandparents are older than their mother or father. They know that to keep healthy they must clean their teeth, wash their hands after visits to the toilet and before meals, and brush their hair.

Physical development

70. Children's physical development is very good and most will reach or exceed, the goals set for this area of learning. The quality of teaching is very good and children learn quickly. They use a wide range of tools including pencils, crayons, scissors and glue to write, make pictures and models. Children have access to a range of drawing pencils to make close observational drawings. They develop their physical skills indoors as well as during outdoor activities and are well co-ordinated and agile. They use a range of construction equipment, fitting blocks together to make a building. They move round the classroom carefully and without bumping or knocking things over. They climb and balance safely on equipment in PE lessons and are developing the eye/hand co-ordination necessary for team games work when they are older. Children manipulate the mouse and keyboard of a computer carefully to control programs and practise recording skills, especially when typing in their names and addresses using the space and enter keys.

Creative development

71. Children's creative development is very good and is in direct response to the very good teaching. They have a wide range of creative experiences: singing, playing a range of percussion instruments, drawing, painting and crayoning, cutting and sticking and making models. Most are likely to achieve or exceed the expectations for this area of learning by the time they begin Year 1. They hold brushes correctly and apply paint to paper confidently with a good awareness of shape, pattern and colour. They are able to mix a range of colours. Collage pictures are made by using a range of papers, cards and plastics and different joins such as glues, staples, tapes and pins. In the role-play area they imagine that they are in 'Santa's Workshop' and in the food preparation area they prepare a range of foods for snack time. Children sing a range of songs from memory, especially during music lessons and the Nativity play rehearsals.

ENGLISH

72. Pupils' results in the 2001 national tests were below average in reading and writing in Year 2 and well below average by the end of Year 6. The results in reading and writing in Year 2 were an improvement on the previous year, and attainment in writing was the closest to the national average that the school has reached for some time. The proportion of pupils who reached the higher level 3 for reading was above the national average but not in writing. Attainment in Year 6 was not as good as in the previous year, but was not as disappointing as in 1999. The proportion of pupils attaining the higher level 5 was half the national average, and is an

important factor in understanding why the school's results did not compare favourably with other or similar schools.

73. The inspection judgement is that current standards in Years 2 and 6, the end of the two key stages, are in line with national averages; a similar position to that reported at the time of the previous inspection. Progress from Year 1 to Year 2 is good, and from Year 3 to Year 6 is satisfactory. Younger pupils make greater progress than previously reported.
74. Younger pupils listen carefully but often find it difficult to explain what they mean. They will speak in phrases rather than in sentences, and their speaking skills at seven years of age are not as high as those normally expected at that age. This affects the quality of their writing because they do not yet have the range and understanding of a good vocabulary to use in their work. Many pupils start their school life with well below average standards in communication, language and literacy and, therefore, have made good progress to reach their current standards. More work remains to be done. Current good practice, in Year 1 for example, where pupils are given well planned opportunities to extend their spoken vocabularies through a role-play activity within the literacy hour, is giving pupils the extra experience and practice that they need. Occasionally, teachers are not careful enough about the grammar in their own speech or allow mistakes to pass uncorrected, and pupils do not have a consistently good model to imitate. Standards improve further as pupils get older when teachers insist on correct grammatical speech and use drama and role-play as opportunities to practise and extend speaking and listening skills. Progress is good and pupils have reached expected levels by the time they are in Year 6.
75. The standard of reading in Year 2 and Year 6 is in line with national averages. Pupils in Year 1 have a secure understanding of basic reading skills, and make good progress. There is a wide range of ability in the current Year 2, but overall standards are close to national averages. Higher attaining pupils read fluently and expressively, enjoying the text as they read it aloud. They use the skills they have been taught effectively to read unfamiliar words like 'scuffling, rustling leaves' correctly. They correct their own mistakes when they realise that what they have said does not make sense. Middle attainers are less confident and, although reading at appropriate levels, are hesitant with text they have not seen before. Some lower attaining readers are just beginning to read and rely heavily on the pictures and their own memory of hearing the story before to make sense of the books. Home-school reading diaries are very detailed, and indicate a strong and productive partnership between parents/carers and teachers. The pupils gain a great deal from their support and make good progress.
76. Progress in reading from Year 3 to Year 6 is satisfactory and standards in Year 6 are in line with national averages. Higher attaining pupils read an appropriate range of fiction and non-fiction texts confidently. They tackle unfamiliar vocabulary assuredly and talk enthusiastically about their preferences for authors and styles of writing. Middle attaining pupils use the punctuation within sentences correctly so that their reading is expressive and interesting to hear, but lack some of the confidence of more able readers when attempting a text they have not seen before. Lower attaining pupils are reading at levels close to or just below those expected for their age. They work hard with new text, using the skills they have been taught with unfamiliar words. Pupils' reading diaries are not of the same quality as those seen in younger classes, and are little more than lists of books, dates and pages read. There is no sense of dialogue between school and home, and not enough information to help pupils and parents raise standards and levels of enjoyment higher.
77. Standards in writing are in line with national averages. This represents good progress by younger classes and overall satisfactory progress between Year 3 and Year 6. Higher and middle attainers in Year 2 develop their ideas appropriately in sentences, and use capital letters and full stops correctly. Simple words are spelt accurately and letters are properly formed and generally consistent in size. Higher attainers use the basic literacy skills they have been taught but are not able to draw on a wider range of words to enliven their written work. This is a similar picture to the previous year's national test results, and reflects the difficulty many pupils have in expressing themselves orally before they can transfer that vocabulary into written words.

78. Standards in writing in Year 6 are close to national expectations. Higher attaining pupils use a wide range of interesting and lively vocabulary and words are used precisely. One pupil explained 'anteroom' correctly in her story, in case any reader has not met the word before. Middle attaining pupils also use words effectively, and are beginning to understand how to use punctuation within sentences. Lower attaining pupils know how to write in a series of sentences that extend the story in a logical manner. The standard of spelling is appropriate for the age of the pupils. Higher and middle attaining pupils use paragraphs correctly and handwriting is generally fluent, joined and legible. Appropriate use is made of the literacy skills pupils have learned in other subjects, as was seen when Year 5 pupils skimmed quickly through a range of books looking for facts about the Ancient Egyptians and Year 1 helped each other with the correct spellings when writing down food orders in the classroom café.
79. The overall standard of teaching is good, and has improved in Years 1 and 2 since the previous inspection. Teachers make appropriate use of the National Literacy Strategy throughout the school. Good or better teaching is seen when lessons consist of a series of linked tasks that keep pupils alert and keen for more, and where teachers have built strong relationships with their classes so that pupils learn confidently and securely. A very good example was seen in Year 1 when the lesson started with a brisk and exciting activity to check the spelling of common words using sets of magnetic letters, moved smartly to focused teaching of basic letters sounds and then to a range of well considered activities that matched pupils' different levels of understanding. The energy and rigor in the teaching resulted in pupils working hard for the full hour, enjoying their success and making very good progress within the lesson. Teaching is good in all parts of the school when pupils are taught basic skills rigorously, instructions are clear and the work is difficult but achievable. Good use is being made of individual targets in many classes. Pupils know what they have to do to improve. The quality of marking varies from class to class. In the best examples pupils not only know how well they are doing but how they can improve.
80. Teaching is satisfactory but not as effective when explanations take too long or teachers overlook weaknesses in pupils' spoken vocabulary and do not correct words like 'stuff' in phrases like 'the farmer buys stuff for the animals.' Pupils do not make good progress when the teaching is satisfactory but does not have the pace or commitment to high achievement seen in the better lessons. Several teachers use printed planners to make sure that pupils think about their work carefully before they write the final version. This is generally good practice but many pupils, especially the older higher attainers, have become too reliant on them and are not given enough opportunities to plan their own work without external guidance. This limits the progress they can make, especially when they allow themselves to be restricted by the questions within the planner. In the best classes, teachers limit the use of planners to those who still need their support. Much of the work in Years 5 and 6 is the same for all pupils. This is acceptable in lessons such as extended writing, as the pupils write at an appropriate level. It is inappropriate when higher attaining pupils spend too much time on simple tasks before moving onto more challenging work or when less able pupils can only complete the work with adult help. Teachers' planning does not always include an indication of what will be assessed at the end of the lesson or block of work. This makes it very much harder for them to measure pupils' progress or plan later work that will address their actual needs. In some cases the lessons roll forward in spite of what the pupils have been able to do and work is unfinished. Very little use was made of ICT during English lessons. This was also noted at the time of the previous inspection.
81. Teachers are aware that some aspects of English need time beyond the literacy hour, and focus solely on extended writing. A good example was seen in Year 5 when the teacher started the lesson by reminding pupils of the basic layout for a letter and then used the whiteboard skilfully to build up an exciting vocabulary that might be used by someone writing a letter to describe their experiences in a violent storm. The pupils got caught up in her pleasure in using powerful words skilfully and reflected this in their own planning and writing. The lesson was also a good example of the effective ways in which pupils with special educational needs are fully included. A skilled teacher worked with them during the planning stage, quietly prompting and encouraging, and they were able to work effectively and unaided when she moved to another class.

82. The subject is well managed by an experienced senior member of staff. She has a very clear understanding the importance of speaking and listening in all age groups. She has the skills and knowledge needed to be effective in supporting colleagues and evaluating the quality of teaching and learning in lessons. The current arrangements for monitoring and evaluating standards are satisfactory, but classroom observations have not been frequent enough to allow her to follow through and evaluate improvements. The scheme of work, which sets out the order in which pupils will be taught new skills, has been revised, and appropriate new materials have been bought to strengthen the school's provision for writing, grammar and spelling. National test results have been analysed carefully, although the school is not yet using all the information it now has to revise lesson planning so that pupils' needs are addressed more effectively. The central library is pleasant but much too small to serve as a base for lessons. Its use to meet the objectives of the National Literacy Strategy is limited.

MATHEMATICS

83. Pupils' results in the 2001 national tests at the end of Year 2 and 6 were below the national average. This had been a significant improvement over the previous year for Year 2 but standards at the end of Year 6 were not as high as in 2000. However, when comparing attainment with that of pupils nationally, it is important to take into account pupils' below average attainment on entry to the school, the relatively small number of pupils involved and the varying, but generally high, percentage of pupils with special educational needs.
84. The inspection judgement has been based on lesson observations, a scrutiny of work undertaken during the current school year and discussions with pupils. Overall standards of attainment in Year 2 are below those expected nationally, due to the significant proportion of pupils with special educational needs in the current group of pupils. Attainment in Year 6 is broadly in line with national averages. Standards are not as high in Year 2 as were reported at the time of the previous inspection but are similar in Year 6. Overall progress from Year 1 to Year 6 is good.
85. Although the school has adopted and implemented the National Numeracy Strategy satisfactorily, not all lessons observed during the inspection followed the recommended lesson format, particularly in providing work at appropriate levels for pupils of different ability within the class. Samples of pupils' work during the year show that pupils have completed a range of exercises on shape, space and measurement, and a variety of problems involving handling data and investigation. Lesson observations throughout the inspection confirm that pupils make appropriate use of their numeracy skills in other curriculum areas such as science and design and technology. Very little use of ICT was observed in lessons during the inspection.
86. Most pupils in Year 1 know the 'number bonds' to 10 and can give, for example, 'the number that you add to 8 to make 10.' The majority read and write numbers from 0 to 20 in figures, use an appropriate mathematical vocabulary – 'zero', 'add', 'equals' – and are developing their understanding of the vocabulary of time – 'quick', 'fast', 'slow', 'first' and 'second'. Pupils with special educational needs were well-supported and included in all lessons. Most pupils in Year 2 are able to add single digit numbers to two digits, for example $5+14=?$, carry out simple calculations using money, measure lines to the nearest centimetre, understand 'halves' and are familiar with the basic two and three-dimensional shapes. They use 'the day before' and 'the day after,' referring charts on the classroom wall to guide them, and the majority understand and use the vocabulary related to time – days, months and seasons. However, many pupils have special educational needs and the general level of mathematical attainment is below the level expected at seven years of age.
87. The majority of Year 3 pupils are working at levels expected for their age. They recall the movement of the hour hand in relation to the minute hand and read time on an analogue clock face to a quarter past and to and, higher-attainers, to five minutes. In Year 4, most pupils understand that division and multiplication are 'opposites' and are extending their understanding of the operation of division and its relationship to multiplication. Most are able to derive quickly the corresponding division facts, knowing, for example, that if 3 times 5 equals 15, then 15 divided by 3 must equal 5. Year 5 pupils understand the need to keep numbers in

columns when writing addition and subtraction sums but, in one Year 5 lesson observed, were thoroughly confused by the teacher's explanations of different written methods of subtraction and almost all reverted to a previously learned method to complete the worksheet provided.

88. Although a small minority of pupils in Year 6 are unlikely to achieve Level 4 at the end of the school year, a similar minority are on-line to achieve above national expectations and overall attainment in Year 6 is in line with national averages. Pupils' books indicate an appropriate study of number work including decimals, factors, prime numbers and general mental work. Pupils have investigated square numbers and have solved real life problems using timetables. They have studied area, plotted co-ordinates and investigated the number of degrees in the angles of a triangle. Most are able to solve simple pie-chart problems, saying, for example, which subject is most or least popular by looking at the chart. They know that there are other forms of data representations, naming line, bar and tally charts when questioned. Pupils with special educational needs, including those with considerable difficulties, have completed similar work, often with adult assistance.
89. The quality of teaching was good in both the lessons observed for younger pupils. Teaching in the older classes ranged from very good to unsatisfactory and was satisfactory overall. In the best cases, teachers ensure pupils are interested in their work, and careful planning makes sure that each lesson moves along at a brisk pace. Teachers' classroom management skills are effective and pupils concentrate on their work. Most teachers follow the recommended numeracy lesson format closely and plan lessons effectively, providing an appropriate range of resources and using praise and questioning well. They make sure that pupils use a correct mathematical vocabulary and provide opportunities for them to explain their methods and practise what they know. However, in a number of lessons for older pupils teachers did not plan or prepare different tasks for the wide range of ability within their classes. This meant that higher-attaining pupils completed the task quickly and were unchallenged, and that lower-attaining pupils, including those with special educational needs, struggled to complete the task. Some teachers rely too much on a published scheme of work that provides a worksheet for each day's numeracy lesson. Although work appropriate for less and more able pupils is suggested by the scheme, most teachers are not making use of this facility and are providing one worksheet for the whole class. Additionally, in a number of otherwise satisfactory lessons, the pace tended to slow down in the second half of the lesson and teachers' expectations of what pupils should be expected to achieve within the lesson were not explained and were not always sufficiently high. In the one lesson where teaching was unsatisfactory, the teacher was not confident with the material and pupils became confused.
90. The co-ordinator has made an analysis of pupils' responses in the annual national tests but, at the time of the inspection, no whole-school initiatives had been put into place as a direct result of the analysis of pupils' weaknesses. However, assessment has been used appropriately to identify the older pupils who would benefit from the 'booster' activities in the spring term and to target pupils needing additional support to achieve a higher level in national tests at the end of Year 6. The level and type of mathematical resources used in classrooms has improved since the previous inspection and significant funding has been allocated to purchase additional materials to support the numeracy strategy.

SCIENCE

91. Results in the 2001 tasks and tests show that Year 6 pupils attained levels below the national average and well below average in comparison to schools with a similar context. Attainment in Year 6 was not as good as in 2000, but was better than between 1997-1999. The variety in results reflects the relatively small number of pupils in each year group. The proportion of pupils attaining the higher level 5 was approximately half the national average, and is an important factor in understanding why the school's results did not compare favourably with other or similar schools.
92. The findings of this inspection are that standards in Year 2 and 6 are in line with national expectations. This is a similar position to that reported at the time of the previous inspection. Higher attaining pupils, especially in Year 6, are not challenged and extended enough with

more difficult work. Although the past attainment of boys has been better than girls overall, the attainment levels for both boys and girls are converging and during the inspection there was little difference between the two. Pupils with special educational needs achieve in line with their prior attainment and many achieve highly when given specific and targeted support. Improvements since the previous inspection have included an updated policy and a new scheme of work that reflects recent government guidance. Planning to support teachers' subject knowledge has improved and the co-ordinator is investigating an efficient way for teachers to measure pupils' progress.

93. The focus for learning is the asking of science based questions with the progressive development of investigative, experimental and observational skills. Learning how to evaluate results and the skills of applying the findings to science and other areas of the curriculum are being developed effectively. The school is teaching the language of science and classrooms have the topic vocabulary on prominent display. Teachers share the learning objectives and the correct technical vocabulary for each lesson with the pupils. This is good practice because they know what they are going to learn and have the correct words to use in their discussions.
94. Younger pupils focus upon developing their investigative skills. Year 2 pupils, for example, are investigating electricity, making and recording simple circuits to show how to place the wire to light a bulb or make a buzzer work. Having considered a basic circuit in earlier lessons, the teacher generated considerable excitement by giving pairs of pupils a plastic bag with wires, batteries, bulbs, and buzzers and a question to investigate. The next half hour was a very busy time as pupils constructed a circuit and carried out their investigation before sharing results and drawing conclusions with the rest of the class. Pupils had investigated the properties of materials earlier in the term, noting change caused by stretching and bending dough, wool, toffee and paper.
95. Pupils have a satisfactory grasp of scientific vocabulary and a secure base of knowledge by the age of eleven. They make well-informed predictions, carry out fair tests and base conclusions on a sound understanding of scientific processes. Before undertaking work pupils discuss any potential risks such as not tasting any substance, keeping work surfaces clean and clear, and not wandering round the room. Year 6 pupils were investigating forces during the inspection. They experimented, using paper and metal, to find out whether air resistance slows a moving object, especially against the downward pull of gravity. Pupils' books showed that they had worked through a progression of appropriate stages to reach this point. They had defined the range of forces to be investigated, knew about floating and sinking, and how shape, size and weight affect the effect of gravity, up-thrust and friction. Pupils make an appropriate use of their numeracy skills to present their results in charts and diagrams.
96. The quality of teaching is satisfactory overall, with the teaching in Years 1 and 2 being stronger than that in other years. Teachers extend pupils' understanding effectively. Good questions, instructions and explanations, and the accurate use of scientific terms, encourage pupils to explain and clarify their thinking. This tests their understanding so that teachers can know what pupils understand and make evaluative notes to build up an ongoing picture of how much the class has learned. Planning in the more successful lessons focuses on refining and improving the key skills of preparation, experiment, measurement and observation. Teachers have high expectations of what pupils can achieve and understand, but the marking does not give older pupils enough guidance on how to improve their work. Pupils with special educational needs are supported by either the class teacher or the teaching assistant, or more usually by other members of the group but are fully integrated into science lessons. They make appropriate progress. Teachers manage time and resources well. Good organisation ensures that pupils are kept busy and focused upon the tasks they are asked to perform. The majority of pupils are enthusiastic, and co-operate and concentrate on their tasks. Pupils' written work is frequently well presented, neat and easy to read. Diagrams are usually well drawn and clearly labelled. This ensures that revision is easier when pupils look back at what they have achieved.
97. The subject co-ordinator has worked effectively to raise standards since the previous inspection. She has a clear picture of what pupils need to develop in science and what the school needs to do to get there. Teachers' plans are monitored, samples of work are being collected ready for moderation to give the school a portfolio of work within which teachers can

identify good practice and refine their expectations of pupils' work. The subject is undergoing a transition from a rolling two year curriculum for mixed age classes to one suitable for single age classes. This has involved the teachers in a consolidation exercise to ensure that no areas of study are missed, especially for those pupils moving from Year 2 to 3. The action plan for science is now focused upon assessment and updating teachers' skills in line with the school development plan. Resources for science are good, easy for teachers and pupils to access and matched to each curriculum area.

ART AND DESIGN and DESIGN AND TECHNOLOGY

98. Standards in Year 2 and 6 are close to national expectations in both subjects. No art lessons and only one design and technology lesson was seen in Year 1 and 2 during the inspection. Two art and two design and technology lessons were seen in older classes. Evidence from these, a scrutiny of the work in pupils' books and on display around the school, and discussions with Year 6 pupils, indicate that pupils make satisfactory progress in both subjects as they move through the school. Standards are not as high in design and technology as were reported at the time of the previous inspection, largely because the time now available for non-core subjects since the implementation of the national strategies for literacy and numeracy does not give pupils as many opportunities to practise their skills.
99. In art and design, Year 1 have made attractive natural 'teddy bear' collages using leaves, twigs and stones and block prints of two-dimensional shapes. Year 2 pupils have produced paintings of a satisfactory standard of houses and other buildings as part of their study of the locality in geography lessons. Year 3 pupils, in an observed lesson, were making collages of moving figures based on a study of the work of Vincent Van Gogh. They made satisfactory progress in investigating and combining the appearance and feel of different materials, and extending their skills to display them. Year 4 pupils have used a computer based drawing program effectively and explored the qualities of oil, pastels and paint through a study of the work of Paul Klee. Year 6 pupils have been undertaking a study of moving figures, looking at body proportions, the ways artists show movement and making observational pencil drawings, some of good quality, of their trainers. In the lesson observed, pupils were looking at the work of Aboriginal artists and using pattern, colour and different ways of applying colour to reproduce the style. They were learning about colour, pattern, line and tone, shape and space and about materials and processes utilised in art, craft and design and the roles of craftspeople and artists in diverse periods and cultures.
100. In design and technology, Year 1 pupils have made moving pictures using sliders and levers, making sketches of what they wanted to move prior to making the models. In an observed lesson, pupils in Year 2 were learning basic sewing techniques and trying out different types of paper and drawing implements, deciding which are the best to use for making a template. They were marking out and cutting materials from a range provided, developing their skills by working with tools, equipment and materials and explaining their choices in preparation for subsequently designing and making a hand puppet. They learned effectively because they were intellectually and creatively stimulated. The work was linked to an earlier visit to the Bethnal Green Museum of Childhood. Year 3 pupils decorated picture frames made in an earlier lesson, using a design made previously. They were generating product ideas and employing finishing techniques to improve the appearance. Year 4 pupils practised the skills of folding and cutting to make pop-up cards after investigating how the cards were made in a previous lesson. Year 6 pupils have been undertaking a study of shelters. They have looked at different types of shelters, the materials used and why, the types of fabric needed – testing levels of strength and water-resistance – and considering ways of strengthening structures, following a design brief for a shelter to protect children from the sun and light showers.
101. The overall quality of teaching ranged from good to satisfactory and was satisfactory overall in both subjects. This is a similar position to that seen at the time of the previous inspection. Where teaching was good, as in a Year 4 design and technology lesson, the teacher motivated pupils effectively, used questioning well to probe and guide pupils' learning and made sure that the pupils worked hard. The quality of learning in all other lessons seen was satisfactory and most pupils were interested in the practical nature of the tasks.

102. The co-ordinator for design and technology is relatively new to the role and, currently, due to the departure of a member of the teaching staff, there is no art co-ordinator. However, during the current school year work has been appropriately based on government-recommended areas of work in both subjects.

GEOGRAPHY

103. No classes were taught geography during the period of the inspection. However, discussions with pupils in Year 2 and 6, and an examination of books from all classes, indicate that standards are in line with national expectations. This is an improvement since the previous inspection when standards in Year 2 were judged to be below average, and progress and the quality of teaching were unsatisfactory.
104. Pupils in Year 2 have an enthusiastic approach to geography. They can find where they live on a map of the United Kingdom and recognise the symbol for the M25. Higher attaining pupils know that they live on the outskirts of London. One explained that his dad had to travel towards the centre of London to reach his work as 'the best mechanic in Hackney.' They found Katie Morag's Scottish island on the same map, and knew that it would take a long time to get there 'unless you used a rocket.' They recognised that a globe was a form of map and that parts of the world were very cold. 'Father Christmas lives at the North Pole', said one pupil pointing correctly to the globe. 'It takes really long to get there.'
105. Pupils in Year 6 have a satisfactory recall of facts about the water cycle and explain the causes of rain. One lower attaining pupil used the word 'evaporation' correctly in her explanation. They have a sound understanding of European geography. Higher attaining pupils could explain the causes of the 'greenhouse effect.' All pupils recalled earlier work on St Lucia in the Caribbean. Their progress has been satisfactory but much of the work in books is very similar and is based on commercial worksheets. These do not give higher attaining pupils enough opportunities to study in greater depth, especially when all they have to do is to copy text filling in any missing words.
106. The co-ordinator is new to the role. She is keen and enthusiastic, and has set herself an appropriate task in finding out more about the geography curriculum in the parts of the school where she has had little teaching experience. She has revised the subject policy, and has looked at pupils' work and teachers' planning but has had no opportunity to see it in any actual geography lessons in other classes. The library has a small but appropriate range of books about life in other countries.

HISTORY

107. Standards in Year 2 and 6 are in line with national expectations. Pupils are enthusiastic about history and enjoy learning about the past. All pupils, including those with special educational needs, make satisfactory progress as they become older. Pupils have a strong sense of history because the school actively celebrates its past as well as its present. There is an interesting display of old photographs and logbooks where several pupils can find members of their families, and the school has maintained the custom of ringing the official bell when the registers have been called so that the village knows that its children are at work.
108. Pupils in Year 2 can remember events from the past, and higher attaining pupils know that history does not have to be long ago: 'It could be yesterday' and that 'Christmas is future.' They have an appropriate recall of earlier lessons about Guy Fawkes and Remembrance Sunday, and recognise that that their personal histories are a mixture of 'proud' or 'hard' times. Progress in the younger classes has improved since the previous inspection. Historical skills are now taught separately and not as part of a general topic.
109. By the time pupils reach Year 6 they have studied an appropriate range of historical periods and have learned the important skills of research and evaluation of artefacts. They are able to make historical comparisons as in the lesson when they compared fashions in the 1950s with

the present day. The clothes seen in family wedding photographs caused a lot of amusement! Pupils have an appropriate understanding of chronology and can place major historical events in the correct periods. They have a good recall of earlier work on the Victorians, especially children's working conditions. They had also enjoyed learning about the Romans and made comparisons with fighting methods, baths and deities. They remembered making a mosaic.

110. Three lessons were observed during the inspection. The quality of teaching was at least satisfactory and was good in two lessons. The teaching in Year 1 was successful because the teacher had selected an interesting task, a comparison between photographs of modern and Victorian seaside, and watched very carefully to see how well the pupils were learning. In fact, the first approach did not quite work, and being a good teacher, she paused the activity and returned to it later with a slightly different approach. Learning was effective because the written tasks that followed the main discussion were more carefully matched to the different levels of ability in the class. Everyone, including a pupil with considerable special needs, understood the purpose of the lesson and made good progress. Teaching and learning are successful when the teacher's own enthusiasm is caught by the pupils. Pupils with special educational needs in Year 5, for example, made good progress in their understanding of Ancient Egypt because the teacher made the work interesting and they wanted to learn more. Learning is less successful when the whole class is given the same worksheet and pupils with special educational needs can only attempt the written task when the text is read aloud and complex vocabulary is explained. Appropriate use is made of ICT by accessing information either from CD-ROM or the Internet. 'Start with www.bbc/history' said one Year 6 pupil confidently.
111. The subject is managed effectively. An appropriate policy and work programme are now in place. The co-ordinator is very keen to develop a love of history in every pupil. She has reworked the school's long term planning now that there is one age group per class. She has added to the school's stock of artefacts and has arranged an extensive range of visits so that pupils can see historical objects in an appropriate setting. The time she has available for co-ordinating history is limited as she has several other important responsibilities. Overall improvement since the previous inspection has been good. The school has a good range of library books for the major topics it studies.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

112. It was not possible to see many lessons during the inspection. Samples of pupils' work and teachers' plans, discussions with and demonstrations by pupils of their past work, indicate clearly that pupils' standards in Year 2 and 6 are above average. All pupils make at least satisfactory and most make good progress in their learning. At the time of the previous inspection standards were judged to be below national expectations at the age of seven and just in line at the age of eleven. Although national expectations have increased since that time, and demands on pupils are now greater, pupils' knowledge and skills have risen faster than would be expected and many pupils attain above these raised expectations. The use of ICT as a tool in other subjects such as English, history and design technology is less evident in samples of pupils' work and about the school. There is evidence of good practice. Year 4, for example, had word processed "Instructions to make..." in a food technology lesson. Display boards in the media room give good evidence of the range of programs pupils use and the skills they are developing.
113. As it was not possible to see many discrete lessons, a group of pupils from across the school gave a demonstration of their knowledge and skills. All the pupils logged onto the computers in the media room, identified a range of programs from the menu icons, opened programmes, used, printed, saved and exited correctly, shutting down the computer and leaving them ready for the next user. Pupils loaded programs from floppy disks and CD-ROMs and older pupils accessed the Internet. All pupils have their own floppy disks. They opened previous work, added new information, saved and exited correctly. Pupils controlled the mouse, moved the cursor round the screen, clicked to enter different parts of programs and used the keyboard with developing dexterity. Pupils develop and practise word processing skills throughout the school, drafting and changing the print style, size, and colour, using a spell checker and printing out their work. They use data handling and spreadsheets to produce graphs – block, bar, pie

charts and in 3D - use clip art to make their posters and writing more interesting, compose lists using bullet points and sequence numbering and have access to a scanner and digital camera to add photographs to their work. When demonstrating their skills on the Internet, Year 6 pupils accessed the OFSTED website, searching for their school and finding the previous inspection report. They enjoyed reading what had been said about ICT in the report but thought that they had improved considerably since then, especially in developing their work processing skills and using databases!

114. Pupils build up a good skills base across a wide range of communication equipment as they become older. They can use video players, tape recorders, compact disk players and cameras. The school has a good range of software to support learning in most curriculum areas, and new control and sensor equipment and programs have recently been purchased to match the new computers so that pupils can continue to work in this area.
115. Although only a limited amount of direct teaching was seen during the inspection, all was at least satisfactory and most good. Pupils are encouraged to develop a secure skills base. They are given plenty of experiences upon which to build confidence. Teachers understand the programs they choose to use. They teach computer skills directly, encouraging pupils to have a go and experiment so that they solve problems. They have high expectations of pupils' independence with the equipment and pupils respond positively. Teachers plan for pupils to practise skills and use the computer for research, they share their own expertise and knowledge, and make on-going assessments to guide further learning.
116. The co-ordinator is encouraging teachers to make steady improvements to their knowledge, understanding, skills and confidence by ensuring that staff get the training they need. The New Opportunities funded training is due to start in the New Year. The co-ordinator monitors the subject across the school. He ensures that equipment is safe and regularly maintained, updated as finances allow, and that programs to support different curriculum areas are available. Expertise is shared across the school. The ICT policy and the scheme of work are subject to regular review and include permission slips for Internet use by parents and pupils. The co-ordinator is producing assessment procedures that are not time consuming but will enable teachers to check pupils' progress and plan future learning effectively. Resources are good with the 12 computers in the media room supported by a computer in each class. Only two classes are still in need of computer to PC standard. The computers in the media room have scanner and digital camera points. The in-class computers give pupils opportunities to practise and use their ICT skills without having to wait till their suite time.

MUSIC

117. Only one music lesson was observed during the inspection, and it is not possible to make a secure overall judgement of standards or of the quality of teaching or learning. The standard of singing in the daily school assemblies and in the one lesson observed is broadly typical for pupils of this age. It was not possible to judge whether the concerns about younger pupils' skills in composing noted during the previous inspection had been addressed, but the concentration seen in the Nativity play rehearsal showed that standards of listening had clearly improved.
118. In the one lesson observed, pupils in Year 5 were repeating improvised clapped rhythms, enjoying challenging each other with increasingly complex patterns, and they sang in tune. The teaching was good because the teacher had good classroom control, high expectations of pupils' work and behaviour, and encouraged and supported pupils effectively. Pupils' singing in the school assemblies was appropriately tuneful, rhythmic and satisfactory overall. A range of music is played on entry and exit from assemblies so that pupils become familiar with a range of composers and music from a variety of cultures. During the inspection younger pupils were involved in the school choir and annual Christmas Play. They listened carefully to the new song they were to learn. Progress in the session was good because the pupils responded enthusiastically to a confident and knowledgeable teacher and worked hard to meet her high expectations.

PHYSICAL EDUCATION (PE)

119. It was not possible to see any lessons in Year 2, and a standard cannot be reported. Standards at the end of Year 6 are in line with national expectations and close to those reported at the time of the previous inspection. Standards in swimming are high because pupils are able to build on the early confidence they gain in the school's own training pool, and three out of four pupils reach the national target for the end of Year 6 by the end of Year 4. They continue to make good progress in their sessions at the Ongar pool.
120. The three lessons observed covered gymnastics, dance and games. Standards in gymnastics were appropriate for the ages of the pupils concerned. Eight-year-olds could devise and perform short sequences involving turns, balances and jumps. Nine-year-olds worked hard to work out and execute a series of controlled movements to the rhythm of an Elizabethan dance. This required considerable effort in pairs, and then as fours, as the pupils had to synchronise their steps. Pupils with special educational needs were fully included by the teacher and other pupils. They were unruffled when a pupil with particular difficulties moved in and out of his 'four' according to his confidence in himself. He was always welcomed back.
121. Teaching is good overall but included some teaching that was very good and a lesson which was unsatisfactory. Teachers give a good example to the pupils by changing themselves and, in the best examples, taking part in the warm up and warm down at the end of the lesson. Teachers did not ask pupils to explain the importance of these activities and lost an important opportunity to link exercise to health and fitness. Pupils' behaviour was well managed in two of the lessons but not in the third. All pupils are valued, as was seen in the dance lesson when the teacher took great care to make sure that as many boys as girls were chosen as examples of good work. Good teaching leads to good learning when the lessons are planned carefully so that pupils are given an increasingly high level of challenge or, as in the Year 6 games lesson, skills teaching and team games are interchanged so that pupils can try out what they have learned in practice. Good learning was seen in Year 6 as higher attaining pupils began to practise tactics by placing members of their team to the best effect and showed an increasing understanding of team work and use of space.
122. The co-ordinator manages the subject appropriately, but is also responsible for two core subjects and the over-sight of four classes. This has left her with no time to monitor or evaluate the quality of teaching and learning in other PE lessons. There is some extra-curricular sport but it is limited to rounders and netball. Boys and girls play both games. The school makes appropriate use of the local authority's assessment scheme and keeps a photographic record of pupils' attainment. The scheme of work is currently being revised in the light of government guidance. Improvement since the previous inspection has been satisfactory.

RELIGIOUS EDUCATION

123. Pupils' standards in Year 2 and 6 are in line with expected levels and meet the requirements of the locally Agreed Syllabus. They make satisfactory progress overall. Standards have been maintained since the last inspection when they were broadly in line with requirements in Year 2 and above in Year 6. Taking into consideration that some year groups have high numbers of pupils with special educational needs, and that the curriculum has undergone alteration in line with revisions in the Agreed Syllabus, the school has been able to maintain pupils' achievement since the previous inspection. Religious education lessons make a good contribution to pupils' spiritual, moral, social and cultural education, providing them with insights into the beliefs of different people and an understanding of how a faith can influence how people live. Good work has been achieved in developing the policy and scheme of work in line with the locally agreed syllabus, especially for younger pupils. The subject is sensitively linked to other areas of the curriculum and provides an appropriate support to pupils' personal, social and health education work.
124. Pupils are aware of the key events in the lives of important figures from the faiths of Judaism, Hinduism, Sikhism, Buddhism, Islam and Christianity, such as David and Solomon, Rama and Sita, Judas Macabee, the Buddha, Muhammad and Jesus and his Disciples. They know that

each faith has a sacred text, special festivals and a range of artefacts that help believers with their worship, such as prayer beads and symbols such as the Cross. Pupils also know that the faiths of Judaism, Christianity and Islam are linked, that Jewish law (Torah) and history is in the Old Testament of the Christian Bible and that Abraham and Jesus are in the Qur'an. Teachers make clear to pupils that religious tales are not just one off stories about the past, rather that they have something to tell us about living today. Younger pupils follow a thematic curriculum starting with themselves and their families, thinking of others. The creation and different creation stories are linked to caring for the environment. The theme of the seasons matches life cycles. Older pupils undertake work linked to specific faiths, each year group follows a curriculum studying different aspects of Christianity and more detailed work on a specific world faith. Thus pupils in Years 3 and 5 learn about Hinduism, while pupils in Years 4 and 6 learn more about early Jewish history, the Ten Commandments, leaders such as David and Solomon and festivals such as Hanukkah. During the inspection the Christian festival of Advent and preparation for Christmas was the theme for the whole school. Younger pupils were learning about why Christmas is a special time while older were considering the separate accounts of the Nativity in the New Testament, considering the perspective and audience for each account.

125. Pupils make satisfactory and often good progress, including pupils with special educational needs. Work is covered through a good balance of discussion, examination of texts and artefacts and written work, which enables all pupils to take an active part, irrespective of their literacy skills. Behaviour and attitudes are at least satisfactory with many pupils demonstrating mature and positive responses to the topics. Pupils have good recall of previous work, listen and discuss issues with careful thought and maturity, producing work that is neat and readable. Pupils understand that religious education lessons are applicable to their lives and consequently take their work seriously.
126. The quality of teaching is satisfactory overall and good in a third of lessons seen. Lesson planning is clearly linked to earlier work and related to the locally Agreed Syllabus. In the better lessons, teachers are knowledgeable and enthusiastic. Work is carefully planned to match pupils' ages, abilities and maturity and creates interest in the topic to be covered. Lesson objectives are shared and pupils are actively encouraged to be involved in their own learning. Pupils with special educational needs are supported well and pupils are asked thought provoking questions. Teachers highlight key vocabulary and phrase questions to help to raise the standard of pupils' answers. Generally the pace of such lessons is good and time is used effectively. Teachers' expectations when setting written work are variable. Sometimes marking is focused upon literacy skills rather than religious content. Teachers are generally good at getting pupils to make the connection between their own experiences and new information to reinforce learning. Teachers are aware of the need to present faiths such as Judaism and Hinduism not only historically but also in the context of Britain today.
127. The management of the subject has just changed. The new co-ordinator is overseeing the transfer of the scheme of work from the two-year rolling programme that the school needed when there were mixed age classes and the new guidance from the government's curriculum authority. There is a comprehensive overview of the subject that gives effective guidance to teachers. New procedures for assessment have yet to be developed for the revised scheme of work. Visits to places of worship are to be included in the scheme of work, as are faith visitors to the school. There is an appropriate range of books for pupils' research.