

INSPECTION REPORT

Wormley Primary School
Broxbourne

LEA area: Hertfordshire

Unique Reference Number: 117400
Inspection Number: 188190

Headteacher: Mrs Sue Cranston

Reporting inspector: Mrs Patricia Davies
22460

Dates of inspection: 29th November - 2nd December 1999

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
Type of control:	Voluntary Controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	St Lawrence Drive Wormley Broxbourne Hertfordshire EN10 6LH
Telephone number:	01992 303331
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr John Wright
Date of previous inspection:	February 1994

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Vivienne Phillips (<i>Lay Inspector</i>)		Attendance; Pupils' spiritual, moral, social and cultural development; Attitudes, behaviour and personal development; Support, guidance and pupils' welfare; Partnership with parents and the community.
Paul Canham (<i>Team inspector</i>)	Science; Design and technology; Physical education.	Assessment; Staffing, accommodation and learning resources.
Margaret Lygoe (<i>Team inspector</i>)	Areas of learning for children aged under five; English; Geography.	Curriculum.
Mervyn Ward (<i>Team inspector</i>)	Mathematics; Music; Provision for pupils with special educational needs; Provision for pupils with English as an additional language.	Efficiency.

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MAIN FINDINGS

What the school does well

- Standards in English, mathematics and science are good by the time pupils leave the school at the age of 11.
- The quality of teaching is good overall, and this helps pupils make good progress in their learning.
- The youngest children make a good start in the nursery.
- Provision for pupils who have special educational needs is a strength of the school.
- The promotion of discipline and good behaviour is very good, and the quality of relationships between all who work in the school is very strong.
- The school uses its resources well to improve standards.
- Extra curricular activities are very good.

Where the school has weaknesses

- I. Pupils make unsatisfactory progress in information technology because not all aspects of the subject have been sufficiently covered and they do not have enough opportunities to practise and apply their skills.
- II. Systems for monitoring and evaluating the work of the school are not yet sufficiently rigorous, particularly with regard to the monitoring of the curriculum.

Overall the school's strengths considerably outweigh the weaknesses. The school has already begun to address the weaknesses in information technology. Systems for evaluating and monitoring the work of the school have been satisfactorily improved since the previous inspection, but lack a sharp focus. The weaknesses will form part of the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

Strengths identified in the last report, relating to links with parents and the support and guidance of pupils, remain. There have been considerable improvements in provision for pupils with special educational needs and in systems for assessment, particularly in the core subjects of English, mathematics and science. Standards have risen in these three subject areas at the end of Key Stage 2, and test results for pupils aged 11 rose significantly in 1999 in English and mathematics, with improvement in science. There has been good improvement in pupils' attitudes to their work, and in provision for their spiritual, moral, and social development. Resources have also been improved and are now at least adequate for all subjects. Satisfactory progress overall has been made in tackling the key issues in the last report. The quality of teaching has improved. Satisfactory improvements have been made in increasing levels of challenge in mathematics, and in raising standards in design and technology, where there are pockets of good practice. Schemes of work have been introduced for all subjects, but some are new, and planning is not monitored in sufficient

detail to ensure that knowledge and skills are systematically developed in all subjects. The school has developed clear management roles and responsibilities, but there is some imbalance in responsibilities amongst senior staff. Financial planning has been considerably improved. Systems have been established for monitoring and evaluating the work of the school, but these are not sufficiently rigorous, particularly with regard to the curriculum. The present capacity for further improvement is satisfactory.

· **Standards in subjects**

This table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

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

Standards in mathematics and science for pupils in Year 6 were very high in comparison both with the national average, and with similar schools. Standards in English were well above average, against both the national average and that for similar schools. This reflects extra support given by the school to raise standards and a more able cohort of pupils. The attainment of the current Year 6 is above national expectations overall in English, mathematics and science. Standards are below average in information technology because pupils have not yet covered all aspects of the subject in sufficient depth, and do not receive sufficient opportunities to practise and apply skills. Pupils' attainment in religious education matches the expectations of the local Agreed Syllabus. By five years of age, most children perform satisfactorily across the range of their work.

· **Quality of teaching**

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Satisfactory	Satisfactory	Good
Mathematics	Good	Good	Good
Science		Insufficient evidence	Satisfactory
Information technology		Insufficient evidence	Insufficient evidence
Religious education		Insufficient evidence	Insufficient evidence
Other subjects	Good	Insufficient evidence	Insufficient evidence

Teaching is satisfactory or better in 96 per cent of all lessons. In 58 per cent it is good or better, and very good in 15 per cent. Teaching is unsatisfactory or poor in 4 per cent of lessons, and these are at Key Stage 2. Teaching for those children aged under five years of age was strongest in the nursery class, and there is a higher proportion of good and very good teaching at Key Stage 1. It was not possible to make an overall judgement for science at Key Stage 1, information technology, religious education, or for other subjects at Key Stage 1 and 2, as little teaching was seen in these areas.

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

• **Other aspects of the school**

Aspect	Comment
Behaviour Attendance	Good. Pupils behave well during lessons and around the school Satisfactory. Similar to the national average. Rates of unauthorised absence are above average as a result of term-time holidays.
Ethos*	Good. Pupils show real interest in their work and are keen to do well. Relationships are very good. The school actively seeks to raise standards.
Leadership and management	Satisfactory. The headteacher is a caring and positive leader. The governing body is active and well-informed and supports the school well. There are some weaknesses in the allocation of responsibilities within management, and in the monitoring of the work of the school.
Curriculum	Satisfactory overall, and good in the nursery. Generally broad and balanced with an appropriate focus on literacy and numeracy. It is not monitored closely enough to ensure that skills in all subjects are developed systematically.
Pupils with special educational needs	Very good. Provision is very well managed, and pupils make good progress against targets in their individual education plans.
Spiritual, moral, social and cultural development	Good overall, but appreciation of the richness and diversity of other cultures is under-developed.
Staffing, resources and accommodation	Satisfactory overall. Teaching staff are appropriately qualified to meet the needs of the curriculum and there are good arrangements for the introduction of new staff. Support staff give valuable help. Accommodation is good, and there are adequate resources to support pupils' learning.
Value for money	Good. The pupils' attainment is average overall when they enter compulsory education at five years of age, and they make good progress in their learning by the time they leave school at the age of 11.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to*

high standards.

The parents' views of the school

What most parents like about the school

- III. They are encouraged to play an active part in the life of the school.
- IV. It is easy to approach the school with questions or problems.
- V. Pupils like coming to school.

What some parents are not happy about

- VI. Some complaints are not well handled.
- VII. They are not given a clear
- VIII. They are unhappy with the work

Many parents are supportive of the school and comments overall are positive. Inspection findings confirm parents' views with regard to what they like about the school. Inspection evidence also shows that the school tries to respond effectively to any complaints and suggestions, but recognises that it is the perception of a few parents that some individual cases have not been successfully resolved. Whilst parents receive useful information about what is taught in English and mathematics, it is less detailed for other subjects. Provision for homework is generally satisfactory, but some larger pieces of personal research are too demanding.

• KEY ISSUES FOR ACTION

IX. improve standards in information technology by:

(Paragraphs: 19, 43, 73, 120 – 123)

*.continuing to develop and extend opportunities for pupils to experience all areas of the subject in sufficient depth, based on the new scheme of work;

*.providing enough opportunities for pupils to practise and apply their skills in all areas of the curriculum;

*.developing and using recently implemented assessment procedures to inform future planning, and to provide tasks appropriate to pupils' level of attainment;

*.providing further training for staff to increase their subject knowledge and expertise.

●. sharpen the systems for monitoring and evaluating the work of the school by:

(Paragraphs: 41, 43, 67-72, 76, 78, 82, 83, 123, 126, 134)

*.improving systems for checking curriculum planning and its delivery to ensure the progressive development of pupils' knowledge, skills and understanding in all subjects, and particularly where topics are repeated at Key Stage 1;

*.ensuring that the allocated responsibilities of all members of the senior management team have a direct impact on improving the work of the school and on raising standards;

*.further developing systematic, focused monitoring of teaching quality;

*.further developing and extending the monitoring role of all subject co-ordinators;

*.ensuring that all senior staff have enough time to fulfil all their responsibilities;

*.extending the monitoring role of the governing body to include formal systems for judging the success of initiatives and decisions;

(Numbers in brackets refer to the paragraphs in which these weaknesses are discussed.)

Other minor weaknesses which the governors should consider for inclusion in the school's action plan are:

- *.provide consistent opportunities in design and technology and geography for pupils to systematically develop their skills, knowledge and understanding;
(Paragraphs :21, 44, 74, 76, 131, 134)
- *.ensure that time is consistently well used at the beginnings and ends of sessions, during milk times and when moving between grouped work in English and mathematics;
(Paragraphs: 45, 48)
- *.ensuring that lesson planning consistently meets the needs of all pupils;
(Paragraphs: 34, 99)
- *.further develop assessment systems to include religious education and the foundation subjects;
(Paragraphs: 49, 129, 134, 137)
- *.give more opportunities for pupils to experience the richness and diversity of other cultures;
(Paragraph: 57)
- *.ensure that there is a consistent and constructive approach to parental concerns;
(Paragraph: 65)
- *.further develop longer term strategic planning to include more detailed costings;
(Paragraph: 82)
- *.increase the amount of taught time at Key Stages 1 and 2 to the recommended minimum.
(Paragraph: 45)

* **INTRODUCTION**

* **Characteristics of the school**

1. Wormley is a voluntary controlled Church of England school situated in the village of Wormley on the outskirts of Broxbourne. It is a one and a half form entry school, currently educating 260 pupils aged from four to eleven years, with a slightly higher proportion of girls than boys. This figure is about average for this type of school. Since the last inspection the school has benefited from having an attached nursery class which children enter at the beginning of the term in which they have their fourth birthday. They stay for three or four terms on a part-time basis. Sometimes children are admitted in the previous term if the intake is small. At the beginning of the term in which they are five pupils enter one of two classes containing a mix of reception and Year 1 pupils and they attend full-time. Pupils are admitted according to the local education authority's standard criteria. At the time of the inspection, there were 45 children aged under five years in the nursery and reception classes. Until this year, class sizes have often been over thirty and plans are now in place to build an extra classroom to accommodate pupils affected by the reduction in admissions limits in other local schools. All classes contain pupils from more than one year group in order to maintain classes of roughly the same size. The school is currently educating one Year 7 pupil.

2. Over half the staff have been newly appointed since the last inspection, with one part-time and three full-time teachers having been appointed during the last two years. One class is also being covered by two part-time members of staff.

3. The characteristics of the school are broadly similar to those reported in the previous inspection. The area remains socially mixed, and the local authority has also highlighted the area as being one of social deprivation. About a third of the school's population is from families who have low incomes or are single-parented. However, parents generally support the school well, and the parents' association raised £8,000 last year. The number of pupils eligible for free school meals has fallen since the last inspection, and is below the national average at about 11 per cent. Just over 27 per cent of pupils are on the school's register of special educational need, which is above the national average. There are no pupils with statements of educational need in the current school year. A little over 4 per cent of pupils have English as an additional language, which is a rise on the percentage in the previous year, and lower than most schools. One and a half per cent of these pupils receive additional funding to support their needs. Results of the most recent baseline assessments, undertaken early in the autumn term when children are four years of age, show that attainment on entry to compulsory education is generally in line with national expectations.

4. The school has a comprehensive list of aims and values. However, in brief, it aims to encourage all pupils to work to the best of their abilities in a caring and supportive environment, based on Christian values. The school stresses the development of basic skills whilst also seeking to provide plenty of opportunities for broadening pupils' experience in other fields.

5.The school's current key educational priorities are:

- *.the introduction of the National Numeracy Strategy, and review of the National Literacy Strategy particularly in relation to writing;

- *.the upgrading of information technology to a core subject;

- *.the continuing development of target setting and tracking.

1.Targets set by the school in partnership with the local education authority for Key Stage 2 tests are: Year 2001: English: 85 per cent; mathematics: 80 per cent; science: 85 per cent. These have been exceeded in the results for the most recent tests in 1999.

7. Key indicators

Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1999	18	19	37

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	15	16	15
	Girls	18	19	18
	Total	33	35	33
Percentage at NC Level 2 or above	School	89 (94)	94 (91)	89 (96)
	National	82 (80)	83 (81)	87 (85)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	14	15	16
	Girls	18	18	17
	Total	32	33	33
Percentage at NC Level 2 or above	School	86 (89)	89 (100)	89 (94)
	National	82 (81)	80 (85)	86 (86)

¹

¹ Percentages in parentheses refer to the year before the latest reporting year

Attainment at Key Stage 2²

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

Year	Boys	Girls	Total
1999	30	21	51

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	27	26	27
	Girls	19	19	19
	Total	46	45	46
Percentage at NC Level 4 or above	School	90 (67)	88 (59)	90 (76)
	National	70 (65)	69 (58)	78 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	18	22	25
	Girls	16	15	16
	Total	34	37	41
Percentage at NC Level 4 or above	School	67 (N/A)	72 (N/A)	80 (N/A)
	National	68 (N/A)	69 (N/A)	75 (N/A)

² Percentages in parentheses refer to the year before the latest reporting year

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:

		%
Authorised Absence	School	4.26
	National comparative data	5.7
Unauthorised Absence	School	1.3
	National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	15
Satisfactory or better	96
Less than satisfactory	4

PART A: ASPECTS OF THE SCHOOL

7. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

7. Attainment and progress

2. At the time of the inspection there were 45 children under five years of age in the nursery and two reception classes. Those children in the reception classes are educated together with pupils in Year 1. The curriculum in the nursery is well-planned and staff work effectively as a team to give the children a good start to their education. Children enter the nursery with a range of attainments and skills and make good progress over time, so that they enter the reception classes with broadly average attainment, and are above average in their social and personal skills. Reception class teachers work closely together and provide a suitable curriculum, although the children do not have access to the outdoor play area and equipment. Progress in the reception classes is satisfactory, and by the age of five, the majority of pupils reach the expected standards in all areas of their learning. Many exceed expectations in their personal and social and mathematical development. Progress in lessons is very good overall for pupils aged under five, with the highest percentage of very good progress in the nursery, where teaching is of a very high quality. Children with special educational needs and those for whom English is an additional language receive very good support and make good progress.

3. Pupils' performance in national tests in 1999 at the end of Key Stage 1 was above the national average in writing and mathematics, and broadly in line with national averages in reading. Standards in writing and mathematics were also above average in relation to schools with a similar percentage of pupils eligible for free school meals, and in line with the average in reading. Assessed standards in science show that the percentage of pupils achieving the average or above level is just in line with national averages. In the tests at the end of Key Stage 2, results were very high in comparison with national averages in mathematics, and high in English and science. In comparison with similar schools, mathematics and science were very high against national averages, whilst English was high.

4. Over recent years, there has been some variation in test performance over time in mathematics at Key Stage 1, with a rise in 1998. There has been some improvement in results in reading and writing, although the most recent results show a small drop on those in 1998 for reading and mathematics. This is because the year group in 1999 contained a higher than usual proportion of pupils with special educational needs. In the most recent results, pupils attaining the higher level have remained similar in English, but have fallen in mathematics. Assessed standards in science in 1999 show an improvement on those of the previous year. There are no significant gender differences. Evidence gathered during inspection shows pupils' attainment to be in line with national expectations overall in reading and writing and in mathematics, whilst they are above in speaking and listening skills. This reflects the more usual proportion of pupils with special educational needs in the current Year 2. In science, although work from the previous year reflects standards which are below expectations, pupils in the current Year 2 are also achieving standards in line with national expectations. This is due in part to improvements in the quality and range of work, and there have been staff changes.

5. Test results at Key Stage 2 have varied over time in English and science, but have remained fairly steady in mathematics. The 1999 test results, however, show a significant improvement on those in 1998 in English and mathematics, and also improvement in science. This reflects a more able cohort of pupils, and the influence of the extra focused support provided by the school to raise standards. The school has also set an improvement goal for these pupils of two thirds of a National Curriculum level, based on the results they achieved in their Year 2 national tests. In consequence, the school's targets for pupils achieving at or above the national average in the 1999 tests were exceeded. Evidence gained through inspection shows standards in the current Year 6 to be above expectations in English, mathematics and science, which reflects a year group with a more usual number of pupils with special educational needs. Standards in English, mathematics and science have improved on those outlined in the previous inspection report.

6. Pupils make satisfactory progress over time at Key Stage 1, and good progress at Key Stage 2 particularly in the core subjects of English, mathematics and science, and this represents an improvement since the previous inspection. The policy of grouping pupils by similar attainment for English and mathematics, together with the introduction of the literacy and numeracy strategies, is having a positive impact on pupils' progress in these subjects. Good progress is made overall in lessons at Key Stages 1 and 2, with a higher percentage of good and very good progress at Key Stage 1. This reflects the overall quality of teaching at Key Stage 1, where teaching was never less than satisfactory and there was a higher proportion of good and very good teaching. In addition, most staff at Key Stage 1 have been recently appointed. Progress was satisfactory or better in just over 95 per cent of all lessons. It was good or better in just over 57 per cent and very good in a little more than 11 per cent. This reflects well-organised lessons with clear learning objectives and good management of pupils. The small percentage of unsatisfactory or poor progress in lessons at Key Stage 2 was directly related to lack of rigour and clarity in the quality of teaching.

7. Throughout the school pupils make good progress in their speaking and listening skills, and attainment is above national expectations. Most pupils listen attentively and explain their ideas clearly. By the end of Key Stage 2, pupils express opinions with confidence and sensitivity. In many lessons pupils benefit from opportunities to take part in discussion, and their confidence is enhanced by their good relationships with adults and each other, and by the encouragement and praise offered by staff.

8. Pupils make satisfactory progress in their reading skills at Key Stage 1, and their attainment is in line with national expectations. They make good progress at Key Stage 2, and attainment is above. Phonic skills are well-developed at Key Stage 1, and higher and middle attaining pupils read simple texts confidently, whilst lower-attainers need some support. There have been improvements to the development of strategies for tackling unfamiliar words, and pupils benefit from frequent opportunities to read at home and school. However, reading material sometimes fails to challenge pupils, and some books are in poor condition or out-dated. Towards the end of Key Stage 2, pupils read with expression and understanding. Higher-attainers use inference effectively to interpret deeper meanings. Library and research skills are good.

9. Satisfactory progress is made in writing skills across the school, and attainment is in line with national expectations at both key stages. Pupils write for a satisfactory range of

purposes and audiences, and formal skills, such as punctuation and grammar, are generally good. Towards the end of Key Stage 1, pupils produce satisfactory independent writing with the use of simple punctuation and correctly spell simple words, and some use imaginative vocabulary. However, opportunities for independent writing are limited, and this particularly affects pupils at Year 1 in the reception classes, where writing areas are under-developed. Some middle attaining pupils at Year 2 barely make satisfactory progress because errors are not corrected. Towards the end of Key Stage 2, middle- and higher-attainers structure their writing well, using carefully chosen vocabulary, and sometimes write with imagination. Lower-attainers are less secure in the formal skills. Presentation varies throughout the school, but is satisfactory by the end of Key Stage 2.

10.Literacy skills are satisfactorily used across the curriculum. Other subjects provide good opportunities for the development of spelling, punctuation and grammar. Pupils also write and use research skills satisfactorily in a range of areas including science, history, geography and religious education. These subjects also give satisfactory opportunities to use vocabulary associated with the subject.

11.Progress in mathematics is satisfactory for all pupils at Key Stage 1, and good at Key Stage 2, particularly in number work. As a result, a significant majority of pupils are effectively numerate by the time they leave the school at eleven years of age, both in mental calculations and in written work. Good progress results from realistic but challenging tasks in lessons, and is further supported by pupils' positive attitudes to the subject. Towards the end of Key Stage 1, many pupils develop their own strategies for solving problems. They add and subtract with confidence and are beginning to use standard units for measurements. Pupils towards the end of Key Stage 2 have increased their ability to use and apply their knowledge and skills in mathematical investigations. They can calculate numbers to two decimal places in all four operations. Satisfactory use is made of mathematical skills in other subjects, for example in the use of graphs to record information in science, and of co-ordinates in geography. Learning in shape and symmetry is used for pattern work in art.

12.Pupils make satisfactory progress over time at Key Stage 1 in science, and good progress at Key Stage 2. The curriculum gives pupils a sufficient coverage of all aspects of the subject, and areas are covered to a good depth of knowledge and understanding. Pupils are also encouraged to talk about their work and reflect on findings, using scientific language. Towards the end of Key Stage 1, pupils are developing a sound understanding of a range of scientific knowledge, for example about their senses and the different stages of an organism's life cycle. During investigations, higher-attainers are beginning to confidently make predictions. A strength of pupils' achievements at Key Stage 2 is the range of methods they use for recording their work and findings. They also make successful gains in their understanding of links within the food chain and the relationship between producers and consumers. Higher-attainers retain information well and effectively apply their knowledge to new situations.

13.All pupils make unsatisfactory progress over time in information technology at both key stages, as statutory requirements are not being fulfilled. The school has already begun to address this issue. National guidance material has very recently been introduced which gives a sound basis for planning work across all areas of the subject. However, it is not yet fully embedded. In consequence, although basic skills are now being taught and pupils generally

make good progress in these lessons, this has not been taking place long enough to make a

sufficient impact. Neither do pupils have enough opportunities to practise and consolidate their skills subsequently in lessons. Pupils with special educational needs are also making unsatisfactory progress, as there is a lack of supportive programs, which the school is also planning to improve.

14. Pupils make satisfactory progress in religious education at both key stages, and are meeting the objectives of the local Agreed Syllabus. The subject is now taught discretely, and the scheme of work has been reviewed and gives a good foundation for planning. A good range of experiences and resources ensures that satisfactory advances are made in pupils' knowledge and understanding of major world religions. Pupils also have satisfactory opportunities to consider deeper issues, so that by the time they reach Key Stage 2, they are developing mature responses when discussing religious concepts, for example about the Buddhist ideas of Enlightenment. Pupils at Year 6 consider various accounts of the birth of Jesus, and compare similarities and differences. They also identify qualities of leadership. Pupils' progress in religious education is also enhanced by their work in personal and social education and by assembly themes and opportunities to reflect on deeper issues during Collective Worship.

15. Pupils make good progress in art at both key stages, reflecting the high status the school gives to the subject. Progress is satisfactory overall in history, music and physical education. In design and technology pupils make just satisfactory progress, as they do not consistently have their skills developed consistently throughout the school. Satisfactory progress is also made in geography at Key Stage 1, but it is unsatisfactory at Key Stage 2. This is because the school has not yet put in place the recent national guidance to support planning to ensure that skills are progressively developed. In art, pupils experience a good range of work and their observational drawing, in particular, is of a high standard. Pupils make satisfactory gains in their knowledge and understanding of life in the past and in developing a sense of chronology in history. Their learning is particularly enhanced by the use of artefacts and videoed source material. In music, pupils compose and perform music using and interpreting symbols, and throughout the school they sing confidently and accurately. There is good provision for physical education. Pupils benefit from the expertise of two specialist staff members, and receive a good start in the early years. As a result higher-attainers at Year 2 interpret music confidently in dance work. At Year 6 pupils have a sound understanding of games skills. In geography, most pupils at Key Stage 1 are satisfactorily developing early mapping skills and show a growing awareness of places beyond Wormley. However, at Key Stage 2, many have a limited understanding of more complex map skills or of other localities, as skills and knowledge are not progressively developed.

16. Pupils with special educational needs make good progress throughout the school. This area of the school's work is very well managed and, as a result, all staff liaise effectively and are well aware of these pupils' individual needs. Targets on individual education plans are met well, and support staff and help are well-used. There is also good support for pupils with English as an additional language, including specialist support in lessons, and these pupils make good progress.

22. **Attitudes, behaviour and personal development**

17. In keeping with the findings of the previous inspection report, pupils' attitudes and behaviour are good and have a positive effect on the standards they achieve. Very good relationships and personal development reflect a good rate of improvement overall in pupils' responses since the last inspection.

18. Children aged under five years of age develop a good understanding of right and wrong, and behaviour in the nursery is often excellent. The teacher and nursery nurse generate an enthusiasm for learning and as a result children's attitudes are very positive. The management of behaviour in the nursery is very skilful and the pace and variety of activities are such that children have little time to misbehave. Behaviour in the reception classes is usually good, although some children find it hard to sit still and sustain concentration when sitting on the carpet at the start of literacy periods. However, they are eager to participate in activities and try hard with their work. Relationships are very good in the nursery and reception classes. Expectations of behaviour and politeness are consistently high and staff provide very good role models for the children to follow.

19. Pupils of all ages show real interest in the work they are asked to do, particularly when it is challenging. They enjoy lessons that give them the chance to be active and involved in their learning, as in good literacy and numeracy sessions. For example, in a mental mathematics session at Year 5, where questions were very specific and challenging, all pupils responded with enthusiasm and conspicuously enjoyed their success. Pupils concentrate well on what the teacher is saying, unless introductions to activities are either too long or offer too few opportunities for them to take part and share ideas. They are happy to work on their own, as in literacy tasks, and try hard to achieve a good standard, especially when they are quite clear what is expected.

20. Pupils behave well in the classroom and around the school. Good standards of behaviour make a significant contribution to pupils' ability to make the most of learning opportunities, including those in less effective lessons. Pupils usually respond well to teachers and to the encouragement they are given to work hard. The few pupils who have particular difficulties in listening and concentrating behave well in response to constructive approaches from skilled teaching and support staff. In less successful lessons, where work is not tailored to individual needs, a few pupils lose interest quickly and behave inappropriately, but this is not typical of the majority of lessons. Pupils are polite, helpful and friendly. They can be trusted to take messages and to help each other, as in the dining room at lunchtime. They take good care of the school and the lively displays. There are no exclusions.

21. The very good relationships between pupils and with adults create a very strong community spirit. Everyone is accepted and welcomed, regardless of background circumstances. Pupils describe themselves appropriately as good friends. They work and play together well, showing support and concern for each other when anything goes wrong, or someone feels unwell. They are familiar with working together, and make very productive use of these opportunities, either as groups or teams.

22. Pupils respond very well to the responsibilities they have within the school's daily routines for helping and for organising themselves and others. They are helped in this by the good

start they have in the nursery, where they are quick to sort themselves into groups for activities. As they go through the school, they have the chance to do different jobs as monitors and to help set out or clear away resources in lessons. In Year 6, they relish the chance to look after the youngest children new to the school and to take turns with office, dinner and library duties. Through the curriculum and in everyday school life, they respond very well when encouraged to show respect for each other's feelings and different beliefs. By the time they reach Year 6, they discuss issues such as apartheid with an impressive degree of maturity and sensitivity. Their personal development is very good. For example, in a music lesson at Years 5 and 6, pupils listened with respect to the opinions of other members of their group when discussing new arrangements for a carol, and this contributed to the very good progress made by all.

23. Pupils with special educational needs and those for whom English is an additional language are positive in their response to lessons and behave well. They are also well accepted by other pupils.

29. **Attendance**

24. In terms of figures for a specified week, attendance was very good at the last inspection. Over the years, attendance has usually been just above the national average. Recently, the rate of unauthorised absence has been higher than that found nationally. This is because there has been an increase in the number of term time holidays taken in excess of ten days in an academic year. Most pupils come to school regularly and arrive on time. Attendance overall is satisfactory.

30. **QUALITY OF EDUCATION PROVIDED**

30. **Teaching**

25. The overall quality of teaching has improved since the previous inspection, when it was judged to be satisfactory or better in over 75 per cent of all lessons and good in about 30 per cent. During the present inspection, 96 per cent of all lessons were judged to be satisfactory or better. In 58 per cent of lessons, teaching was good or better, and very good in 15 per cent. It was unsatisfactory or poor in 4 per cent of lessons, located at Key Stage 2. Over 60 per cent of the teaching staff have joined the school since the previous inspection. Three members have joined during the last two years, two of whom started at the beginning of the present term. The strengths outlined in the last report have generally been maintained, particularly in relation to the use of a variety of teaching methods and the good use of resources. Weaknesses have largely been improved, especially with regard to planning and organisation. The considerable variation in the quality of teaching, a key issue in the previous report, has been improved, particularly at Key Stage 1 where teaching is never less than satisfactory and good or better in over 60 per cent of lessons. The overall quality of teaching is now good at Key Stages 1 and 2, and it is also good overall for children aged under five years of age in the reception classes. The strongest teaching for children aged under five is in the nursery, where teaching was never less than good, and very good in 50 per cent of lessons.

26. The best teaching of children aged under five is planned in detail, with high expectations of all children. The manner and delivery of lessons are positive and interesting, and well-pitched to the age group. As a result, the children are fully engaged. For example, their attention was riveted in a literacy lesson when, in sharing the story, 'Don't Forget the Bacon' the teacher's high quality rapport with the children skilfully encouraged their participation. Unsatisfactory elements in lessons relate to missed opportunities to involve pupils in discussion and questioning, and to a more pedestrian delivery. Sometimes these lessons are planned more to cover subject matter than in response to the particular needs of the children.

27. Most teachers have satisfactory subject knowledge. For example, in a mathematics lesson with pupils in Years 3 and 4, the teacher's secure knowledge ensured a good use of subject related vocabulary, which was varied appropriately to meet the needs of individual pupils. Pupils' answers were confidently used to reinforce a range of strategies for halving and doubling numbers, enabling them to make good progress in mental calculation. Some specialist teaching helps pupils make very good progress. For example in a music lesson at Years 5 and 6, pupils were effectively led through the process of creating an arrangement for a Christmas carol, consolidating and extending their instrumental skills. Where subject knowledge is not secure, the delivery of the lesson slows and pupils become inattentive and restless. As a result, their progress is inhibited.

28. Teachers' expectations of what pupils can achieve are satisfactory overall, and sometimes pupils are well challenged and work is appropriately pitched to meet the needs of all ability levels. For example, in a Year 1 literacy session pupils grew significantly both in confidence and competence when spelling their own words. They were encouraged by consistently high expectations of their performance, both during questioning and in subsequent tasks, and all groups made very good progress. In an information technology lesson at Years 3 and 4, the majority found their database activity demanding but achievable, and made good gains in learning new skills. However, high expectations are not consistent in all lessons, and this sometimes adversely affects the progress of higher-attaining pupils. Sometimes activities are not sufficiently varied to meet the needs of all pupils, or pupils' abilities are underestimated, for example in the choice of reading material for some individual pupils or whole class groups. On the very few occasions where expectations are not high enough, pupils make unsatisfactory and sometimes poor progress.

29. Lesson planning is good overall, and has improved considerably since the last inspection. Learning objectives are clear, and are also sometimes shared with pupils. In some lessons, careful reference is made to previous work, for example in a religious education lesson at Years 3 and 4 on Buddhism, where religions already studied by the pupils were effectively recalled as a springboard for their present work.

30. There have also been good improvements to the organisation of lessons since the previous inspection, and most lessons are well organised. Generally, teachers employ a good balance and range of strategies and activities to support pupils' learning. This remained true even when they had to change lesson plans in physical education during the inspection week in response to wet weather. The most striking features are lively presentation and delivery, and effective interaction with pupils. For example, in a mathematics session with Year 2 pupils, there were stimulating and clear explanations which helped to consolidate pupils' knowledge and understanding of significant dates in relation to the months of the year and in doubling

numbers up to ten. In a physical education session with Year 2 pupils, a good use of questioning helped pupils to evaluate their performance, and the lesson was finished well with a good cool down session. However, sometimes lessons lack interest. In a few, pupils are insufficiently prepared for their tasks during whole class sessions, and their progress is consequently inhibited during the subsequent activities. Occasionally, discussion and questioning lack clarity or rigour.

31. Teachers are well aware of the specific difficulties and needs of those pupils with special educational needs, and those with English as an additional language. Planning to address these needs of both these groups of pupils within literacy and numeracy sessions is good. However, it is not so strongly developed within other subjects to ensure that tasks are consistently set at an appropriate level. Support staff and additional help are used very effectively.

32. Pupils are managed well at both key stages, and teachers work hard to encourage good behaviour even when groups are more challenging. Relationships with pupils are particularly good, enhanced by warmth and encouragement. For example, in a literacy session with Year 1 pupils, the very good rapport between the teacher and her class made a significant contribution to their very good progress. There was also a very effective sensitivity to the needs of these younger pupils who were given a short 'wiggle and shake' time between sessions to maintain their very good attention and behaviour. However, in some lessons teachers are not secure in their management strategies and good behaviour is maintained largely through the goodwill of the pupils. In a minority of lessons, a too distant or casual manner is adopted, or small misdemeanours are rebuked over harshly.

33. Resources are generally well used. In a religious education lesson at Years 1 and 2 for example, the traditions of Advent were well-illustrated with a Christingle candle and Advent calendars. A video was very effectively used for pupils at Years 5 and 6 in history to illustrate the 1960s, and this considerably enhanced their knowledge and understanding both of features of the period and of their implications. White boards are employed to good effect during whole group sessions. Time is well used, and many lessons are well-paced and lively, although sometimes whole group sessions are too long, leaving limited time for the following activities. Support staff are used well overall, particularly when supporting smaller groups of pupils.

34. The use of daily assessment to help pupils to develop further is largely satisfactory, although planning contains limited reference to assessment opportunities. In a literacy lesson with Year 4 pupils, assessments of progress the previous day had resulted in effective modifications to the lesson, and these helped pupils make good progress in their understanding of how to write instructions. This was further supported by the quality of marking, which gave them clear indications of how to improve. Provision for homework is satisfactory overall. Pupils benefit from homework diaries, and in some classes these indicate a good range of tasks. However, some topics, for example in relation to personal research in history, are overly challenging.

40. **The curriculum and assessment**

35.The curriculum is broad and generally appropriately balanced, preparing pupils suitably for the next stage of their education. The school has made satisfactory progress since the previous inspection by introducing schemes of work to guide planning, although some have only recently been introduced and are not yet fully embedded. In addition, provision is not monitored in sufficient detail to ensure that skills, knowledge and understanding in all subjects, for example, information technology, design and technology, geography and history, are developed systematically and consistently throughout the school.

36.The curriculum for children under five is satisfactory overall and is good in the nursery. Effective planning in the nursery ensures that all areas of learning are covered, and there is a strong emphasis on personal and social development. Children are prepared well for their entry to full time school. Provision for children under five in the reception class is satisfactory, although they do not currently have appropriate access to outdoor play equipment.

37.The school has successfully introduced the literacy hour and numeracy period. Planning for English and mathematics is detailed and thorough. The use of setting helps teachers match whole class teaching to the needs of all pupils. Satisfactory improvement has been made overall in relation to challenge in planning for mathematics since the previous inspection. Provision for science is satisfactory. The science curriculum has been significantly improved and there is a good emphasis on developing investigative skills. Planning for information technology covers all the required aspects, but development of the subject is in the early stages and not enough work has yet taken place to make an impact on pupils' attainment. In addition, pupils do not have enough opportunity to practise and consolidate their skills. As a result the school is not fulfilling statutory requirements with regard to information technology and attainment is below expectations by the end of Key Stage 2. The scheme of work for religious education has been reviewed and now provides a good foundation for planning. Where topics are revisited, work is at an appropriate level and builds on pupils' previous knowledge.

38.Provision for art, music and physical education is satisfactory and work in these subjects enhances pupils' social and cultural development. Pupils benefit from some specialist teaching in music. There has been some improvement in the planning for design and technology, but provision is patchy across the school. Although there are pockets of good practice, skills are not systematically developed. History and geography are covered within a two-year topic plan, but there are some shortcomings. At Key Stage 1, planning does not ensure that skills and knowledge are developed systematically, particularly when topics are revisited during year 2. In geography at Key Stage 2, planning from the latest guidance is only being introduced this year, and no geography topics have yet been taught this school year. Discussions with pupils indicate that some aspects have been covered in little depth in previous years, and skills such as map-work are not well developed. As a result, pupils have made limited progress.

39.Time allocated to lessons is slightly below the recommended minimum at both key stages. Adequate time is spent on literacy and numeracy, and sufficient time is now spent on science, which is an improvement since the previous inspection. Time during most lessons

is used effectively, but there is some additional loss of teaching time, particularly at Key Stage 1, at the end of sessions. Time at the start of the day is used effectively in many classes for reading or short tasks, but this is not consistent across the school. In addition, the use of short periods of time, before and after literacy and numeracy periods and at milk times, is not always effective.

40. There are good systems for shorter term planning. Teachers work closely with colleagues teaching parallel classes and plan together weekly. The school provides satisfactorily for equality of access and opportunity for pupils to learn and make progress across the curriculum, and pupils with special educational needs, or for whom English is an additional language, are well integrated.

41. Provision for pupils with special educational needs is very good. This is a considerable improvement on the findings of the previous inspection report and reflects the very effective management of this area. These pupils have full access to the curriculum, including extra-curricular activities. Very good quality support is given within lessons, and all staff liaise well. Targets on individual education plans are primarily based on literacy and numeracy, and these are planned for well to ensure that they are achieved. There is good support for those pupils with English as an additional language. A specialist teacher works closely with staff providing effective support in lessons, and sometimes contributing to whole class sessions.

42. Provision for personal and social education is good, with a carefully planned programme across the school. However, some additional time identified for personal and social teaching, for example while pupils drink their milk, is not used consistently well. The school has a sound sex education policy and provision for education in drugs awareness is good. Provision for extra-curricular activities is very good. There is a wide range of clubs, including football, netball, choir, orchestra and Bible club. Every teacher organises at least one after-school club, and pupils also have the opportunity to receive tennis and football coaching. The curriculum is additionally enhanced by a good programme of educational visits and by visitors to the school.

43. Assessment is now satisfactory overall. Since the previous inspection the school has made substantial improvements to its procedures, and these are now well established in the core subjects of English, mathematics and science. A helpful policy helps to promote a systematic approach throughout the school. However, although assessment opportunities are planned for in information technology and are included in the local Agreed Syllabus for religious education, their use is not yet fully developed. There are also limited systems for assessment in the foundation subjects.

44. Where assessment procedures are firmly established they are comprehensive, well informed and produce a good record of pupils' achievements. Baseline assessments are used well in the nursery and reception classes to identify pupils' strengths and areas for particular development. A common and manageable recording procedure is used by teachers, and the progress of each pupil's work in English, mathematics and science at Key Stage 2 is recorded on a tracking sheet to help with planning. As a consequence, pupils are organised and taught in groups with those of similar attainment for English and mathematics at both key stages. This strategy, in conjunction with the introduction of the English and numeracy strategies, is

having a positive impact on the progress pupils are making in their literacy and numeracy skills. In addition, the school has started to set and track yearly targets for improvement by National Curriculum level in order to raise standards at Key Stage 2, based on pupils' performance in the national tests at Year 2.

45. The school has highlighted target setting as an area for continuing development. As a result, optional statutory assessment tests and tasks are administered, and are appropriately used to set targets at the beginning of the Autumn term for the year ahead, with the help of national guidance. Each pupil is given a record card with individual targets which gives them a further incentive to achieve. The school usefully keeps portfolios of assessed and levelled work in the core subjects of English, mathematics and science. In addition, the school is beginning to make effective use of its analysis of national tests and assessments data to adjusting planning, and identify areas for improvement.

46. Assessment and monitoring arrangements for pupils with special educational are very good, which reflects considerable improvement since the previous inspection. The school has a policy of early identification and support. Targets on individual education plans are reviewed regularly, invariably with the involvement of parents. These assessments are used well to adapt future planning to match the needs of individual pupils, and enables them to make good progress. Pupils with English as an additional language also benefit from good assessment arrangements.

52. Pupils' spiritual, moral, social and cultural development

47. There has been good progress in this part of the school's work, since the last inspection when the school's approach to pupils' moral and social development was described as successful and to spiritual and cultural development as satisfactory. The school gives a high priority to this area of its work, and in recognition of this has appointed a co-ordinator to oversee its development.

48. The school promotes spiritual development well through good quality assemblies and a range of opportunities within lessons for pupils to reflect on their experiences and beliefs. In literacy sessions they have the chance to discuss different feelings and issues described in stories. History lessons in Years 5 and 6 enable pupils to reflect on the meaning of life with reference to twentieth century conflict and the search for peace. Music lessons offer good opportunities for pupils to be inspired by what they hear or the songs they sing. Art and writing provide good examples of when pupils have been moved to express feelings about loss and friendship. Occasionally, potential opportunities for the debate of issues or for capturing the wonderment of experience are not fully exploited in lessons.

49. There is good support for moral development in the daily routines of the school, and in the example set by adults generally. Pupils know the difference between right and wrong. Staff encourage even the youngest pupils to recognise the difference between acceptable and unacceptable behaviour. They give good attention to pupils' understanding of rights and responsibilities, including awareness of the consequences of their own misbehaviour. One or two adults occasionally dwell too much on trivial mistakes without equivalent emphasis on small successes. Most staff are skilled at noticing effort and good behaviour to reinforce

what is right and valued.

50. Social development is encouraged well through shared understanding of school rules. The school gives a high priority to building positive and effective relationships. Good opportunities are given for pupils to work together co-operatively in lessons and extra-curricular activities, including games involving discipline and fair play. Pupils are expected to show initiative and take responsibility as in reading together, helping adults and looking after each other. A good example of initiative was the way younger children responded to the distress of a pupil who had dropped her snack in an accident. They responded well by comforting her, and sharing their crisps with her without adult prompting.

51. The school gives satisfactory support to cultural development. There is good effort to extend pupils' knowledge and experience of the local area and its rich cultural heritage. The school is committed to extending this in order to help pupils to appreciate and value the diversity and richness of other cultural traditions. As yet, it is not as effective in promoting pupils' openness to art, music, literature and cultural development around the world as in fostering understanding of the local heritage. The school is aware of this and has started planning to address the issue.

57. Support, guidance and pupils' welfare

52. The last inspection report presented a positive view of the welfare and guidance provided for pupils by the school. This picture has been maintained and improvements are in line with the school's positive ethos and approach to this aspect of its work.

53. Procedures for monitoring pupils' academic progress and personal development depend on the very good knowledge staff have of each pupil. As a result, informal monitoring is more effectively used than any formal systems for tracking individual progress or setting targets for improvement. Useful observations are made of progress and personal development. These are used as a basis for good individual support and general guidance.

54. Discipline and good behaviour are promoted very well. The school works very hard to create a climate where good behaviour and positive relationships thrive. Personal and social education, and the use of golden time, contribute positively to this. Staff are committed to ensuring that everyone feels safe and secure within a harmonious community. Bullying is discouraged firmly, and any incidents that occur are dealt with through a clearly understood system valued by the pupils.

55. Attendance is monitored and promoted well. The school makes good efforts to discourage term time holidays and their impact on missed learning opportunities, particularly group work in literacy and numeracy. Child protection procedures are good and are familiar to all staff. The school makes good efforts to promote the health, safety and well-being of pupils. This was evident during a difficult week when the inspection coincided with many pupils feeling unwell as a result of local illness.

56. Through the diligence of staff and of the co-ordinator the identification and monitoring of those pupils with special educational needs is very good. Pupils are well supported within

class groups, and there is a consistent approach to the preparation of individual education plans. Outside agencies, such as the educational psychologist and advisory support teacher visit the school on a regular basis, and the support teacher is also appropriately involved in the monitoring process.

62. Partnership with parents and the community

57. Relationships with parents and the community were judged to be good at the last inspection and these positive links have been maintained.

58. Overall, the quality of information provided for parents is good. There is an appropriate emphasis on ensuring that documents such as the prospectus and governing body's annual report are readable. Information provided in the parent booklet is particularly valuable and gives useful outlines of the curriculum in English, mathematics and science. However, information about what is taught in other subjects is less detailed, and gives little indication of how the content varies from year to year within the mixed age-group classes. This reflects the confusion expressed by a few parents who felt ill-informed about what was taught. Where reports on pupils' progress are of a high standard, they provide parents with a good idea of what has been taught and what their child has learned, occasionally with brief suggestions for improvement and overall, reports are of good quality. However, the quality of these reports vary, and a minority of teachers rely too heavily on identical phrases and descriptions rather than focusing on what each pupil knows, understands and can do.

59. Parents are involved well in their children's learning. There is a valuable arrangement where parents come into school first thing in the morning to hear children read. A few parents help regularly in classrooms. There is also good attendance at parents' meetings. Fund-raising and other events are well supported. Parents have different attitudes to the value and importance of homework as expressed in parent questionnaires and at their pre-inspection meeting. However, the vast majority of parents support their children in doing homework when it is clearly relevant and well-planned, and they hear their children read at home regularly in most cases. Occasionally however, larger homework projects are onerous and demanding. There is a good partnership between the school and parents. It has benefited from a range of initiatives, including parent representatives who helped to develop the home-school agreement. The school tries to respond effectively to parents' complaints and suggestions. It accepts that it is the perception of a few parents that in some individual cases, for whatever reason, issues raised by these parents have not been resolved fully. The governing body and senior management team recognise the need to monitor and evaluate procedures to ensure that the school is consistent and constructive in its approach to parental concerns.

60. The school has a very strong sense of itself as a community with good local links and networks. The strength of the relationship with the local community supports progress well, particularly in subjects such as religious education, history and physical education. There are useful trips and visits to places of interest, including London and school journeys such as that for Years 5 and 6 to the Isle of Wight. The links with the local area are much more extensive than those with other communities. Nevertheless, links with the local churches, other schools, local people and the environment contribute well to personal development by extending pupils' experiences of learning.

66. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

66. Leadership and management

61. In keeping with the findings of the previous inspection report, the school continues to provide sound leadership and management. The headteacher leads the school in a caring and positive manner, and is well supported by an informed and active governing body. In consequence, pupils are well behaved and have good attitudes to their work. There has been good improvement in relation to developing a clear management structure, and the school has actively sought to establish systems for monitoring and evaluating the work of the school. However, these systems are not yet sufficiently sharply focused, for example in relation to the monitoring of the curriculum in sufficient detail.

62. Since the previous inspection two tiers of management have been introduced which effectively blend important whole school responsibilities, such as key stage and year group co-ordination, with opportunities to develop professionally. These structures provide good support for year and phase teams, and staff in the middle management tier are paired with senior staff to extend and enhance their experience. However, whilst the senior management team is largely effective and have appropriate key responsibilities, there is an unequal distribution of workload across all its members, and their roles do not all have a direct impact on the raising of standards. The deputy headteacher works closely with the headteacher, and ably fulfils a number of significant roles, for example as co-ordinator for special educational needs. She has a valuable monitoring role, for example in checking the work of subject co-ordinators, and has time away from the classroom to fulfil this and her other roles. However, sometimes her monitoring role is impeded by the demands of her other responsibilities.

63. Subject co-ordination has also been strengthened. There are clear job descriptions for all teaching staff, and co-ordinators produce annual targets for the development of their subject to feed into whole school planning. They are also responsible for managing a budget for their subject area. Some co-ordinators are effectively monitoring their area of responsibility, for example in mathematics, but this is not consistent, and the monitoring role of many co-ordinators is under developed.

64. In response to the key issue in the previous report, the governing body has actively sought to increase its knowledge and evaluation of the school's work with a system of matching governors with staff members and incorporating school visits. However, this has been only partially successful because of the pressure of governors' other commitments. Key governors have close contact with the school, and valuably visit lessons, for example in relation to the implementation of the National Literacy and Numeracy Strategies. The work of the school is also appropriately tracked through committees and full meetings. The school development plan is a comprehensive document with clearly stated areas of priority. It currently covers a five year period and the school plans to reduce this to a three year span to make longer term planning more manageable. However, the governors have yet to establish formal systems for evaluating the success of their initiatives and decisions.

65. Considerable improvement has been made since the previous inspection in strengthening the co-ordination of provision for those pupils with special educational needs, and it is now very good. The co-ordinator has regular weekly time away from the classroom to support

staff and monitor provision. As the numbers of pupils with special educational needs have risen time for monitoring this provision has been put on a more consistent basis to ensure that a high level of support continues. However, the amount of time allocated is sometimes not sufficient, and eats into the time allocated to the co-ordinator for her role as deputy headteacher. The designated governor is well-involved in the work of the school.

66. Appropriate appraisal systems are in place for the professional development of teachers, and responsibility for implementing the process is well-delegated to other senior staff in addition to the headteacher. The headteacher also usefully visits lessons both formally and informally, although these sometimes lack a focused agenda. New staff are well supported through the year group and key stage structures, and newly qualified staff have an appointed mentor. Teaching staff liaise well with support staff, and the headteacher has valuable weekly meetings with support staff and lunchtime supervisors. There is good support for the effective delivery of the curriculum through the year group teams' weekly planning meetings. In addition, the headteacher checks medium term plans, and sometimes weekly planning. However, the monitoring of the curriculum overall lacks rigour. In consequence, the systematic development of knowledge, skills and understanding are not consistent in some subjects and at both key stages, for example in information technology, geography, history and design and technology.

67. The school satisfactorily fulfils its aims, values and policies, especially with regard to developing habits of self discipline and acceptable behaviour. The school has a positive ethos and actively seeks to raise standards. Test and assessment data are carefully analysed and extra support is targeted to areas of need to improve attainment. The school is an interesting and stimulating environment for learning with a high quality of display. Throughout the school relationships are very good. The school is meeting statutory requirements with regard to the daily act of collective worship, but does not yet meet requirements in information technology as planning has yet to become fully embedded and pupils given sufficient opportunities to use their skills.

68. The school is committed to providing equality of opportunity for all pupils. Assessment information is analysed in terms of gender, although its analysis by ethnic origin is less well developed. It has also sought to improve multi-cultural opportunities with some success, and overall provision is now satisfactory. However, in some subjects for example history, geography and design and technology, the knowledge, skills and understanding of all pupils are not systematically developed.

69. Since the last inspection the school has made satisfactory improvement overall. There have been considerable improvements to its work with pupils having special educational needs, particularly with regard to the management of its provision. As a result, these pupils make good progress in their learning. Substantial improvements have also been made to assessment systems, particularly in the core subjects of English, mathematics and science, and assessment is now satisfactory. Standards and rates of progress in these subjects have also risen at Key Stage 2, where pupils make good progress, and standards are above national expectations by the end of the key stage. There have been significant gains in the test results in 1999 for pupils in Year 6 in English and mathematics, and improvement in tests results in science. There has been good improvement in pupils' attitudes to their work, reflected in their very good relationships and personal development. The school gives high priority to pupils'

spiritual, moral and social development, and this provision has also been well improved, except in relation to pupils' appreciation of other cultures beyond their own. Resources have been enhanced, and these are now at least adequate to meet the needs of the curriculum in all areas. The strengths outlined in the previous report with regard to links with parents and the welfare and guidance the school gives, have been maintained. The accommodation continues to be good, and the reception area has been improved by the addition of a porch.

70. The school has made satisfactory progress in tackling the key issues identified in the last report. Provision for design and technology has been improved, but is patchy and skills are not systematically developed right through the school. There has also been satisfactory improvements to levels of challenge in mathematics. The quality of teaching has also been improved. Schemes of work have been introduced for all subjects, although some are very recent and have not had time to take a full effect, and planning has not been monitored in enough detail to ensure that knowledge, understanding and skills are progressively developed in all subjects. The school now has a development plan with clear priorities, and financial planning has been considerably improved. Management structures and roles have also been improved, but there is an imbalance in the allocation of responsibilities amongst senior management. The school and governing body have also sought to establish systems for monitoring and evaluating its work and these are satisfactory, but lack sharpness and rigour, particularly with regard to monitoring the curriculum and its delivery. The governing body has yet to fully develop formal systems for evaluating the success of its decisions and initiatives. The capacity for future improvement is satisfactory.

76. Staffing, accommodation and learning resources

71. The school continues to have a sufficient number of appropriately qualified staff to teach the range of subjects of the national curriculum, although some require further training to develop their knowledge and skills in information technology. Part-time teachers sharing the responsibility of a class plan well together. There has been a significant change in staffing over recent years although the school continues to benefit from a stable complement of longer-serving teachers. The school has established good arrangements for managing the introduction of new staff both to meet its expectations and become familiar with routines. Staff new to the school work alongside experienced teachers within year groups. Staff have clear job descriptions and allocated subject responsibilities covering all subjects of the national curriculum. Appraisal procedures are firmly established, the lack of which were reported as a weakness in the previous inspection, and staff are encouraged to attend a good range of courses.

72. There are satisfactory opportunities for co-ordinators of the core subjects to monitor planning, but co-ordinators for other subjects have more limited opportunities to monitor the quality of provision in their subject. Classroom assistants are effective and give valued support to teachers. Peripatetic teachers, such as music tutors, teach small groups of pupils and give tuition in various instruments, and pupils benefit from some specialist music teaching from a member of the school's staff. Sports coaches are engaged by the school to give pupils further opportunities to improve their skills in conventional team games. Lunchtime staff meet weekly with the headteacher to share issues and ensure that they are kept fully informed. The school is very well served by its caretaker, and it benefits from good quality

administrative support.

73. There are sufficient staff to support those pupils with special educational needs, and the school has conscientiously provided more support as the number of these pupils has increased. The specialised requirements of these pupils are also met where necessary by the use of external support agencies, such as educational psychologists. The school has fully addressed the findings of the previous report relating to the role of the co-ordinator, and this area of the school's work is now very effectively managed. Specialist support for pupils with English as an additional language, is good.

74. The school's accommodation retains the positive picture outlined in the previous report and has been improved further with the recent addition of an entrance porch. This gives the school added security and enhances the reception area. There are attractive grounds which include a good range of facilities to extend pupils' learning experiences, for example an outdoor, heated swimming pool, a wild area with an unfenced pond and a small courtyard garden in which pupils grow plants. In addition to hard surfaced and grassed playing areas, there is a well planned play area with fixed climbing and play equipment. The interior is a welcoming and stimulating learning environment. The good quality of the displays, particularly the wide ranging art work, successfully reflects a satisfactory range of the pupils' learning experiences. The moderately sized library is appropriately stocked and is well used for independent study. As a result pupils' library skills are good. The nursery has its own small and secure playground. Storage facilities are limited and have improved little since the previous inspection.

75. Resources have been improved since the previous inspection, and are now at least adequate to teach all subjects of the curriculum. They are very good in history and religious education, where the range of artefacts have been extended. They are well-organised and stored and make a valuable contribution to increasing pupils' knowledge and understanding in these subjects, for example in relation to their study of the Second World War. Resources are good in art and support a wide range of skills. Resources for pupils with special educational needs are also of good quality and sufficient quantity.

81. **The efficiency of the school**

76. Financial planning has been considerably improved since the previous inspection. It is now of good quality and spending decisions are clearly linked to priorities in the school's development plan. As a result of appropriate budgeting and careful management the governors and headteacher ensure that the school is successful in meeting its aims. Yearly fluctuations in the budget caused by differences in pupil numbers are managed well, and the school is moving to a three-year cycle to support their longer-term planning more effectively. However, in keeping with the findings of the previous inspection report the school has not fully developed formal systems for evaluating the outcomes of its spending decisions. Neither does the school development plan contain more detailed costings.

77. Teaching and support staff are generally well-deployed, and the delegation of responsibilities allows them to play an integral part in the organisation and running of the school. This also represents good improvement on the previous inspection report. However, there is some inequality in the distribution of responsibilities on the senior management team, particularly with regard to having a direct impact on the raising of standards. The

accommodation is used well. It is efficiently maintained and the care taken with display

both to celebrate pupils' work and arouse their interest creates a good learning environment. There are sufficient resources overall to enable staff to teach the National Curriculum effectively, and staff use them well, for example in history, to extend and enrich pupils' knowledge and understanding.

78. Financial administration is well managed and this again has been improved since the previous inspection when systems were sound. The headteacher, together with the chair of governors and the finance committee, prioritise budgetary expenditure, after consulting with staff and subject co-ordinators. The finance committee consists of the chairs of the other committees, so they have a good overview of all areas of school work and needs. Expenditure is carefully monitored, and the use of specific grants such as those for educational support and training, or for special educational needs are reviewed regularly so support can be effectively targeted. The headteacher and the secretary are fully conversant with procedures for the financial control of the school's budget. In addition, the school usefully employs local authority support to administer the overall running of the budget. The school responded quickly to address the recommendations suggested in the recent auditor's report. Non- public funds are also appropriately kept and audited. The secretary provides very good day to day administrative support and helps to ensure that the school runs in an efficient manner.

79. Pupils' attainment on entry is about average. The overall quality of teaching is good and often very good for those children aged under five in the nursery class. Pupils make good progress over time at Key Stage 2, so that standards are above average overall when pupils leave the school at the age of 11. Pupils have good attitudes to their work, and behave well. The school also makes good use of its resources. The unit cost per pupil is much higher than the national average for similar schools. In consequence, the school is presently providing good value for money, which is an improvement on the previous inspection report.

85. **PART B: CURRICULUM AREAS AND SUBJECTS**

85. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

80.Children start in the nursery at the beginning of the term in which they have their fourth birthday, and attend part-time. They transfer to the reception classes at the start of the term in which they are five. These classes also contain pupils at Year 1. Children enter the nursery with a range of skills and attainments. They make good progress overall, and very good progress in developing social and personal skills. Attainment when children transfer to the reception class is broadly average in most areas of the curriculum, and their social and personal skills are good. Progress in the reception classes is satisfactory, and by the age of five the majority of pupils reach the expected standards in all areas of learning. Children who have special educational needs and those with English as an additional language are supported very well and make good progress.

81.The nursery curriculum is well planned and the teacher and nursery nurse work as a highly effective team, giving children a good start to formal education. Parents and students provide valuable additional support. In the mixed-age reception classes teachers work closely together to provide a suitable curriculum. Provision is satisfactory overall, although reception children do not have appropriate access to the outdoor play equipment.

87. ***Personal and social development***

82.Teaching in this area of learning is very good in both the nursery and reception classes. The development of good social and personal skills underpins all the teaching in the nursery, and children are prepared very well for their transfer to full time school, so that by the time they reach the reception classes most are quite independent. For example, they change fully for movement lessons in the hall. Children settle quickly into the nursery routines, and feel confident and secure in the caring and supportive environment. They make very good progress and by the time they are five most exceed the expected standards for this age. Children play, work and co-operate well together, for example, when a group of nursery children worked for a long period in building a long track for a train. They sustain interest and perseverance when undertaking activities with the teacher and also when working on their own. For example, one child persisted with a challenging puzzle, determined to succeed. Activities such as break time are effective in developing social skills. They take turns in being in charge of 'selling' the drinks and are encouraged to talk, listen to others and to be polite. Their self-esteem is raised when it is their turn to be the 'special' person, and they proudly plan activities to do with the parent who has accompanied them to nursery for the 'special' day.

88. ***Language and literacy***

83.Teaching in this aspect is satisfactory overall, and good in the nursery class. By the age of five the majority of children reach the expected standard, although their speaking, listening and reading skills are better developed than early writing skills. Children in the nursery class make good progress in increasing their skills in speaking and listening. The nursery staff

encourage children to talk about activities, to use new vocabulary and promote the children's confidence by valuing their comments. Children learn to listen to others and to take turns in speaking and answering questions in a good variety of situations, for example, when they tell their news at break time. Children listen attentively to stories and readily join in nursery rhymes and songs. Reception children have good listening skills and most speak clearly and confidently. They make satisfactory progress overall, although in a few lessons progress is limited because questioning does not encourage children to explain their ideas.

84. Most children in the nursery enjoy books and learn to handle them carefully. There is a short literacy session each day which prepares children well for the longer literacy period in the reception class. They make good progress in learning how books are organised and in the meaning and use of related vocabulary, such as 'title' and 'author'. Most children enjoy choosing books and many have favourite stories. They recognise their name cards and know the shapes and sounds of some letters of the alphabet. In the reception class children begin to use initial letters to help them identify unfamiliar words. They recognise rhyming words and can successfully suggest words which fit into a pattern, for example those ending with 'og'. Middle- and higher-attaining children recognise and read familiar words in their reading books. Most children read daily at home and at school, and this promotes positive attitudes towards reading.

85. Children in the nursery begin to write their names. They develop handwriting skills by tracing and writing letters of the alphabet. By the time they are in the reception class most children can copy under an adult's writing. Although children practise writing their letters, the activity provides little challenge for higher-attaining children. Writing activities are usually very closely directed by adults and independent writing skills are not well developed, either within role-play activities or through the provision of 'writing areas'. As a result some children lack appropriate confidence in attempting to write on their own.

91. *Mathematics*

86. Teaching in this area of learning is good in both the nursery and reception classes. Children make good progress and by the time they are five many reach or exceed the expected standards for this age. In the nursery children use number in many practical activities and staff are skilful at taking advantage of opportunities to extend children's knowledge. The teacher uses number rhymes and songs very effectively for encouraging early familiarity with numbers. A favourite action song about elephants balancing on a string fully involved the younger children in using and understanding numbers up to five, and they enthusiastically joined in the song and actions. Children count to ten and beyond, for example, when counting how many children are in their group? They learn to recognise written numbers and organise them in order on the washing line. Children use number independently in play, for example, when setting the table in the play house a child counted the slices of pizza and then found the right number of plates. They begin to use mathematical language, saying for example 'when it is equal' as they hold up ten fingers to show five and five. In the reception class teaching is at times very good and expectations are high. In one lesson children made very good progress as they counted and ordered numbers to 20. Many of these children showed good problem solving skills as they worked to sort the class into groups according to age.

92. ***Knowledge and understanding of the world***

87. Teaching to promote children's knowledge and understanding of the world around them is good in the nursery. Children make good progress with the majority achieving the expected standard by the time they are five. Teachers plan a good range of first hand experiences which develop their observational skills. Nursery children worked with the teacher to sample different foods and compare tastes. They described what they noticed, using adjectives such as 'salty' or 'crunchy', and they enjoyed observing the jelly which they described as 'all wobbly'. The children are given good opportunities to explore the world around them when they go out on an autumn walk and to the farm. They show a developing understanding of the difference between past and present when they talk about recent events in their own lives, for example, shopping trips and parties, and they learn the order of the days of the week. Their computer skills are satisfactory. A younger nursery child made good progress in developing early skills with the 'mouse' as a result of the teacher's well-focused guidance and encouragement. No direct teaching in this aspect was observed in the reception classes, but planning and observations of children's work indicates that teaching is at least sound. In religious education lessons reception children explore feelings such as anger and happiness and make good progress in learning about religious events, for example when they explore the meaning of Christmas.

93. ***Physical development***

88. Teaching in this area is very good in the nursery, and satisfactory overall in the reception classes. Children make good progress in their physical development through a wide range of activities and by the time they are five their attainment is at least in line with expectations. Good opportunities are provided to develop control and manipulation of small objects such as pencils, modelling tools, scissors, paint brushes and construction apparatus. Reception children made good progress as they learned to use a hole punch with care and accuracy, and stitched carefully through the holes. They cut neatly and carefully and use glue sticks sensibly as they make teddy bear shapes with circles of paper. Nursery children have suitable access to outdoor play equipment, but this provision is currently not extended to children aged under five in the reception classes. Nursery children make very good progress in developing their physical skills as a direct result of very good, focused teaching. They move confidently in the hall, experiment with different ways of moving and many are able to talk about what they are doing. Very good support from the support staff enables all children to make similar progress. Reception children made good progress in a lesson because the activities were challenging.

94. ***Creative development***

89. Teaching in this area is good overall in the nursery and children generally make good progress. Skills and techniques in music and art are taught very well, but children have only limited opportunities to work independently and express their feelings through music or art. Children are introduced to an appropriate range of experiences and use a suitable range of materials and equipment. They develop an understanding of colour and texture by working

with paint and by making collages. There are good links with mathematics when they use a variety of vegetables to print patterns. Children begin to understand what happens when

colours are mixed when they are shown how to blow paint across paper to make a picture. Older children draw well and with care as they produce pictures of their favourite toys. In the playhouse, children play co-operatively and develop their imaginations as they prepare parties and use tool kits to undertake 'repairs'. Children know a good range of songs and rhymes and sing with enjoyment. They are eager to use percussion instruments and accompany their singing well. By the time children transfer to the reception class most are likely to achieve the expected standards in this area of the curriculum by the time they are five. No direct teaching in this aspect was observed in the reception class, but teachers' planning and displays of work indicate that skills are developed well as children move into full-time school. For example, they develop their experience in modelling by working with clay and experiment with different papers to make collages.

95. ENGLISH, MATHEMATICS AND SCIENCE

95. ENGLISH

1. The most recent national tests in 1999 show pupils' attainment at Key Stage 1 to be similar to the national average in reading and above average in writing. In comparison with schools having a similar number of pupils eligible for free school meals, pupils are also in line with the national average for reading and above for writing. This is a small drop on the results in 1998 in reading, but the school's assessment data shows that the cohort taking the tests in 1999 contained a larger percentage of pupils with special educational needs. Results remain similar for those pupils achieving at the higher level. Over time there has been some improvement in standards in both reading and writing. At Key Stage 2, results of the national tests in 1999 show pupils' attainment to be above average in comparison with both national averages and similar schools. This represents a significant increase on the results in 1998 reflecting a combination of the focused support provided by the school to raise standards, and a more able year group of pupils. More pupils also achieved at the higher level. Results over time have varied each year. There are no significant gender differences at either key stage, but the school is aware of some under achievement in boys at Key Stage 2, and are focusing on writing and increasing the range of non-fiction texts to help to raise standards. The current Years 2 and 6 both contain a proportion of pupils with special educational needs which more closely reflects the school's average number in each year group. Inspection evidence shows attainment in English to be in line with national expectations overall at Key Stage 1, and above national expectations at Key Stage 2, which is an improvement on the findings of the previous inspection report.

2. Progress is satisfactory over time at Key Stage 1, and good at Key Stage 2. Progress in lessons is satisfactory overall at both key stages, and sometimes good in lessons at Key Stage 2 as a result of careful planning and management of time and activities, and the effective use of assessment to inform future lessons. Pupils with special educational needs and English as an additional language make good progress overall because they receive well-planned and focused support.

3. Standards of attainment in speaking and listening are above average by the end of both key stages. This was also the case in the last inspection. Progress is good and this is because teachers know the pupils' capabilities well and offer encouragement and support. For example, a lower-attaining pupil made good progress and gained confidence in a Key Stage 1 lesson when the teacher ensured he had time to order his thoughts and explain his answer. Most Year 2 pupils listen attentively, speak clearly and can explain their ideas with suitable detail, for example when talking about their work. By the end of Key Stage 2, pupils listen carefully and most express their opinions confidently. Year 6 pupils showed good skills in discussion during a personal and social education lesson, making sensitive contributions and showing a mature awareness of others' points of view. Progress is good across the school, and pupils benefit from opportunities to take part in group and class discussions in many lessons. The good behaviour and very good relationships in all classes also promote the development of good speaking and listening skills, and pupils are confident that their contributions are valued.

4. By the end of Key Stage 1 standards in reading are in line with national expectations and pupils make satisfactory progress. There has been an improvement since the last inspection in developing pupils' strategies for decoding unfamiliar text. Middle- and higher-attaining pupils in Year 2 read simple texts confidently and use an appropriate range of strategies to tackle unfamiliar words. Lower-attainers read with support, recognising some frequently used words and begin to use phonic skills to 'work out' new words. Phonic skills are developed systematically and pupils develop a good understanding of the features of books and use the relevant vocabulary with increasing confidence. For example, higher-attainers in Year 1 refer confidently to the 'synopsis' on the back of the book, and pupils across the key stage understand terms such as 'title', 'author' and 'illustrator'. Pupils benefit from very good parental support. Most read regularly at home, and all read frequently at school. Individual reading books are organised in a carefully structured system and pupils also read during the literacy hour. However, books and texts are not always accurately matched to the needs of pupils, particularly for middle and higher attaining pupils in Years 1 and 2. Many pupils are capable of greater challenge and some individual reading books are in poor condition or outdated. Lower attaining pupils make satisfactory progress because they read regularly and are given good support. By the end of Key Stage 2, standards in reading are good and pupils make good progress. This is an improvement since the previous inspection. Many Year 6 pupils read confidently, with expression and a good understanding of the plot and characters. Formal comprehension skills are good and most pupils can support their opinions by referring to the text. Higher-attaining pupils successfully use skills such as inference to understand the deeper meanings. Research and reference skills are good and shortcomings identified during the last inspection have been addressed. Pupils use the library index system very confidently, and locate information quickly.

5. Attainment in writing is in line with national expectations at the end of both key stages. There has been some improvement since the previous inspection, since pupils now write for a suitable range of purposes and audiences. Progress in writing is satisfactory overall across the school, with some examples of good progress in both key stages. Progress is best where teacher have high expectations and tasks are suitably challenging. Some middle-attaining pupils at Year 2 make barely satisfactory progress over time, particularly in handwriting, where basic errors remain uncorrected. The development of independent writing in Years 1 and 2 is satisfactory, although this aspect is insufficiently emphasised for children in the reception classes. Year 2 pupils write short stories sequencing their sentences. They begin to use simple punctuation, spell simple words correctly and a few pupils use imaginative vocabulary. Lower-attaining pupils understand how to sequence sentences, but need help with spelling and basic punctuation. At the end of Key Stage 2, middle- and higher-attaining pupils structure their writing well. They generally choose vocabulary carefully and descriptions are sometimes imaginative. Lower-attaining pupils organise their writing adequately, but their punctuation and spelling skills are less secure. Following a detailed analysis of national test papers the school has identified the need to raise the boys' attainment in creative writing. Technical skills, for example punctuation and grammar are generally good. Presentation of written work varies across the school, but is satisfactory by the end of Key Stage 2.

6. The literacy hour has been satisfactorily introduced across the school. Children in the nursery also enjoy a short literacy time daily, so by the time children enter the reception classes they are familiar with some of the associated vocabulary and technical terms. Literacy

skills are suitably used across the curriculum. Pupils write and use research skills satisfactorily in science, history, geography and religious education, and use subject related vocabulary. They acquire a good understanding of grammar, punctuation and spelling rules through other subjects.

7. Pupils' response in lessons is good overall. Pupils understand the structure of the literacy hour and waste little time when moving to start their tasks. At Key Stage 1, behaviour and attitudes are always good and sometimes very good. Pupils listen attentively to the teacher and to others and many are eager to answer questions. Most pupils sustain concentration well during activities and try hard to follow instructions. At Key Stage 2, behaviour is usually good, and never less than satisfactory. Pupils are eager to contribute to whole class discussions and enjoy leading the plenary session. They support each other well when working in groups, and relationships are good.

8. The quality of teaching is good overall. At Key Stage 1 teaching is usually satisfactory with some very good teaching in Year 1. Teaching at Key Stage 2 is generally good. All teachers manage behaviour very well and this has a positive effect on pupils' learning. Planning is good and at times very detailed. The quality of marking varies, with examples of very good, detailed guidance promoting pupils' progress. Where marking is less helpful, pupils continue to make basic errors, for example in letter formation and spelling. In most lessons teachers make good use of plenary sessions to reinforce teaching points. Features of the best lessons include high expectations, skilful presentation and constructive use of praise. All pupils are challenged through a very well structured range of activities and consequently make very good progress. In general tasks are matched appropriately to pupils' needs, but in a few classes higher-attaining pupils are insufficiently challenged. Classroom assistants make a significant contribution to pupils' learning, supporting groups of pupils effectively. Teachers also use parental support to good effect.

9. Subject management is good. Results are analysed in detail and the information is used to identify shortcomings. The use of Additional Literacy Support in Years 3 and 4 is beginning to have a positive effect, although its introduction is at an early stage. Assessment procedures are good and target setting is well established. Resources are satisfactory overall and the school has invested in many new books for use during the literacy hour. The school library is used well to promote pupils' reference skills and the school makes good use of the local library service. The stock of structured individual reading books contains some very worn books. A number are outdated and lack interest.

104. **Mathematics**

10. Results of the most recent national tests in 1999 show pupils' attainment in mathematics at Key Stage 1, to be above the national average overall and in comparison with similar schools. This is a drop on the results of the tests in the previous year and reflects the higher proportion of pupils with special educational needs in the cohort of pupils taking the tests in 1999. Fewer pupils also achieved the higher level. Trends over time show some small variations with a rise in test standards in 1998. At Key Stage 2, test results in 1999 show pupils' attainment to be very high against the national average and in comparison with similar schools. There was also a large increase in pupils achieving the higher level. This is a

significant improvement on the test results in 1998, and the school has identified this year group as having a higher than usual proportion of higher-attaining pupils. Results over time have remained steady until this recent increase. There are no significant gender differences at either key stage. The current Years 2 and 6 both contain a proportion of pupils with

special educational needs which is closer to the usual number for the school. Inspection evidence shows that attainment is in line with national expectations at Key Stage 1 and above national expectations at Key Stage 2, where it has improved since the previous inspection.

11. Pupils make satisfactory progress over time at Key Stage 1, and good progress at Key Stage 2, particularly in relation to their knowledge and understanding of number. As a result a significant majority of pupils are effectively numerate by the time they leave the school at 11 years of age. These pupils can calculate accurately and efficiently both mentally and with pencil and paper. Pupils make good progress in lessons at Key Stage 1, and good progress is often made in lessons at Key Stage 2. This is because of the good overall quality of teaching, the positive attitude of pupils, and the demanding but achievable quality of planned tasks. Where progress is occasionally unsatisfactory in lessons at Key Stage 2, work is not well-matched to the abilities of individual pupils and questions are not sufficiently probing to develop understanding further. Pupils with special educational needs and English as an additional language make good progress towards the targets set for them. This is an improvement on the findings of the previous inspection report.

12. By the end of Key Stage 1, many pupils can successfully develop their own strategies for problem solving. They add and subtract confidently and can identify and use halves and quarters. They are beginning to use standard units for measuring length, mass and time. Pupils are also able to sort objects using a variety of classifications, and present information in graph form, for example of favourite meals. By the end of Key Stage 2 most pupils have extended their ability to use and apply their knowledge to solve problems. This was evident in a numeracy lesson where pupils at Year 6 were engaged in a whole class investigation. They used all four operations of computation using whole numbers up to a thousand and beyond, and decimal notation to two places. They can also recall multiplication facts up to 10×10 and recognise patterns in the multiplication processes. Occasionally pupils use the computer to record their data handling results, and Year 6 pupils use spreadsheets to represent data. They use a calculator appropriately and efficiently.

13. Pupils' attitudes towards mathematics are good in both key stages, and occasionally they are very good. A large majority of pupils listen attentively, sustain concentration, and work hard to complete tasks. For example, in a numeracy lesson with Year 6 pupils, they were clearly interested and very involved and as a result successfully applied their computation skills to a variety of problems and made good progress in the consolidation of addition and subtraction with large numbers. Pupils work well both on their own and in pairs and small groups when given the opportunity. The presentation of work is generally satisfactory but there are a few examples of poorer work which is not improved by being checked and corrected.

14. The quality of teaching is good overall, although it is more variable at Key Stage 2 where it ranged from very good to unsatisfactory. It is consistently good at Key Stage 1. This represents improvement on the findings of the previous inspection. Most teachers have a secure understanding and knowledge of the subject and as a result questioning is used effectively to check and extend pupils' understanding. Lesson planning is good and sessions are well organised. In some lessons, delivery is lively and lessons are generally conducted at a good pace. Pupils have good relationships with adults and each other, and most teachers

set very high standards of behaviour. Unsatisfactory teaching was characterised by lengthy introductions which caused pupils to lose interest. Neither were they sufficiently challenged to apply their knowledge during whole class discussion. Although there were some examples of constructive and informative marking, this practice is inconsistent.

15. Since the previous inspection planning has improved with the production of a scheme of work, based on the numeracy strategy. Long and medium term planning are good and successfully support the progressive development of pupils' knowledge, skills and understanding. The National Numeracy Strategy has been satisfactorily implemented throughout the school. Pupils make satisfactory use of mathematical skills in other areas of the curriculum. For example in science, where they use graphs to show results. In artwork on shape and symmetry is effectively translated into patterns. In geography, co-ordinates are used effectively to locate position. Literacy skills are developed within mathematics by the correct use of mathematical language. Procedures for assessment have been considerably improved since the previous inspection. There are regular assessments at the end of each topic and the school has started to use optional test material. National test data is analysed and information is well used to group pupils in set classes for mathematics. This information is also beginning to be used to inform future planning. For example, although shorter term planning is satisfactory, it does not yet identify assessment opportunities.

16. Although the co-ordinator has been in post for just over a year, she very effectively and efficiently leads the subject. She is fully involved in monitoring teaching and planning, and supports colleagues well. She has attended good quality in-service courses to appropriately increase her expertise and support the further development of the subject. Resources are of satisfactory quantity and quality. The school has recognised this as an area for development and has already included it in its development planning.

111. **Science**

17. Teacher assessments at Key Stage 1 in 1999 in science, show that the percentage of pupils achieving the average or above standard are just in line with national averages, as are the percentage achieving the higher level. This is a large improvement on the assessed standards in 1998. The national test results for pupils at Key Stage 2 are well above the national average, and they are very high when considered against schools which have a similar proportion of pupils eligible for free school meals. The proportion of pupils reaching the higher level is also very high when compared with the national average. This is also an improvement on the test standards reached in 1998. These standards are also substantially better than those reported for pupils in the previous inspection report, reflecting the significant improvements overall to the science curriculum. Results over time have varied, but the school has continued to improve standards in the last two years.

18. Findings from the current inspection show that the quality of the recorded work from the previous year reflects the below average standards recorded by teachers in their assessments at Key Stage 1, although pupils are currently working at levels expected for their age. The quality and range of work has improved since last year and staffing has changed. At Key Stage 2, a higher than average proportion of pupils are working at expected levels for their age. A strong feature of pupils' work in Key Stage 2 is the range of methods used for

recording their results and findings. Pupils' experimental and investigative

skills are strengthened through some well-planned practical lessons with clear learning objectives. By the end of Year 6, pupils' scientific knowledge, understanding of scientific principles, and ability to transfer knowledge to everyday situations is quite well developed. Higher-attainers retain information well, and effectively apply their knowledge in new situations.

19. Pupils make satisfactory progress over time in Key Stage 1, and good progress through Key Stage 2, due partly to the curriculum which gives pupils sufficient breadth and a good depth to all areas of the subject. They make satisfactory progress in lessons. Pupils are encouraged to reflect on their findings and talk about their work, using science vocabulary.

20. Pupils at Year 2 are aware of their body, and are developing a sound understanding of living and non-living things. They are beginning to understand the importance of exercise and that organisms pass through clear stages in their life cycle. Pupils are encouraged to learn about senses through investigations. Pupils are becoming familiar with investigative procedures and higher-attainers can predict with some confidence. At Year 6, pupils have a sound understanding and knowledge about a wide range of scientific areas, helped by a good variety of investigations and other recorded work. Much of the work is very well presented and the large majority of pupils are able to write up investigative procedures in an orderly way, and include predictions, methods and conclusions. During the inspection, examples of interesting tasks focused on forces and the relationship between producers and consumers. Pupils used relevant science vocabulary to help explain their findings and they successfully anticipated the links in the food chain.

21. All but a few pupils are responsive to the tasks in science and, on occasion, they are engrossed in the tasks, particularly when they are able to apply their knowledge successfully to new situations. Pupils usually listen carefully and value each other's contributions. They successfully build up and reinforce their scientific knowledge and the associated vocabulary. On the whole, pupils show considerable interest in their work, especially when engaged in practical tasks. All but a few work well as individuals and together, valuing the contributions of others.

22. The quality of teaching was never less than satisfactory and it was good in two of the five lessons seen. Particular strengths relate to confident subject knowledge and the frequent and regular use of appropriate scientific terms. A systematic approach to the teaching of science is ensured by the teachers' consistent use of the subject guidance. Good use is made of the support staff when working with small groups of pupils. The most effective teaching uses cross-curricular links to reinforce pupils' learning by giving them opportunities to broaden and deepen their understanding of science in every day life. The best teaching is characterised by interesting tasks and the continual assessment of the progress made by pupils in their understanding of the subject. Teachers know the pupils well, and good relationships help enhance the quality of teaching and learning. On the whole, tasks are challenging and well matched to the needs of the pupils, including those pupils with special educational needs.

23. The recently appointed part-time co-ordinator knows the subject well, but she is not allocated time away from teaching to monitor the subject throughout the school. Planning is at a transitional stage and the national guidance is being interwoven with the school's own

planning. It now includes good detail which is an improvement on findings in the previous inspection report. Assessment procedures now feature in the planning. Resources are adequate and the school makes good use of its wildlife area which includes a pond. The school has successfully developed an area for growing flowers which gives pupils a further dimension to their understanding of science.

118. **OTHER SUBJECTS OR COURSES**

24. During the inspection it was not possible to see enough lessons taught in all subjects, to make valid judgements about all aspects. In some subjects, for example, it is not possible to make an overall judgement about the quality of progress, pupils' response to the subject, or about teaching, although some conclusions are drawn from the few lessons seen, the evidence of previously completed work and discussion with pupils.

119. **Information technology**

25. The school has responded appropriately to information technology's change in status to a core subject. Recent improvements are already beginning to make a positive impression, but have not yet become fully embedded. Consequently, attainment is below national expectations and pupils are making unsatisfactory progress over time. However, due to good quality teaching, with challenging tasks, pupils make good progress in lessons. Pupils with special educational needs are also making unsatisfactory progress due to a lack of supportive programs, although this issue is being addressed.

26. Word processing skills are in evidence, but they are not used extensively throughout the school. However, as a result of good teaching, pupils throughout the school are generally beginning to work with confidence and independence using a range of skills. For example, pupils in Years 1 and 2, are able to combine a simple piece of text with a computer-drawn picture. However, the majority are unable to independently save and retrieve information. There is some use of control, and pupils at Years 1 and 2 learn how to program a robot with simple instructions. Pupils are developing the skills of entering, analysing and presenting data. At Years 5 and 6 for example, pupils use spreadsheets to present data in mathematics. Basic skills are being taught in all year groups, but this approach has yet to fully developed and have a full impact as skills are progressively built upon. In addition, pupils do not have enough opportunities to practise and consolidate what they have learnt. The use of information technology to support and enhance other areas of the curriculum is minimal. Use is made of the Internet to research information about ancient Egypt to support studies in Year 3 and 4. Generally pupils have good attitudes to the subject, particularly in lessons where they respond with enthusiasm and enjoyment.

27. The school has recently begun to use national guidance material as a scheme of work which gives a sound basis for teachers' planning. In addition, time has been designated for the development of information technology skills within the timetable. However, statutory requirements are not being met because pupils have only just started to undertake a full programme of development that covers all aspects of the curriculum. Satisfactory assessment

procedures have been introduced to ensure that all pupils are taught effectively in all the elements of the information technology curriculum, but have yet to be used.

28. The co-ordinator for information technology provides sound leadership and has worked hard to develop the subject, but will soon be leaving the school. However, there is currently limited time for him to monitor the quality of teaching and learning. More computers, with supportive programs, have been bought, staff have been trained and more training is planned to increase knowledge and expertise throughout the school. The school also now has access to the Internet.

123. **Religious education**

29. In keeping with the findings of the previous inspection report, pupils are satisfactorily meeting the learning objectives of the local Agreed Syllabus at both key stages, and make satisfactory progress. Since that time, the subject is now taught discretely. The scheme of work has also been reviewed and provides a good foundation for the delivery of the subject and for the progressive development of knowledge, skills and understanding. Where topics are revisited, for example at Year 2, work is at an appropriate level and builds on pupils' previous knowledge. Resources have been extended and re-organised, and considerably support pupils' learning. Evidence suggests that pupils receive a good range of experiences and as a result make satisfactory gains in their knowledge and understanding of Christianity and other world religions, such as Hinduism. For example, pupils at Year 2 considered the significance of light in the celebration of Christmas and its traditions in preparation for their Christingle service. Pupils at Year 3 display a good recall of the world religions they have studied in an introduction to a lesson on Buddhism. Overall, pupils receive satisfactory opportunities in lessons, and in assemblies to discuss and reflect on deeper ideas and issues, and sometimes make good progress in this area of their development. For example, those pupils at Years 3 and 4 also displayed a developing depth of thought and mature comment when discussing the Buddhist concept of Enlightenment. Pupils at Year 6 look at different accounts of the birth of Jesus, and show a satisfactory knowledge and understanding of the similarities and differences of the Christmas story and that of the Russian story of Baboushka. They study the traditions and celebrations of Judaism, and also consider the qualities of leadership.

30. Where teaching was seen, it was most effective when pupils' ideas were actively sought, for example in the lesson at Year 3 on Buddhism. In addition, concepts are clearly explained, and well introduced. Resources are also effectively used, for example a Russian doll at Year 6, to illustrate the story of Baboushka. Sometimes however, discussion becomes too discursive and the purpose of the lesson is lost. Pupils are generally interested and responsive. At Year 6, for example, they worked sensibly in groups comparing the story of the birth of Jesus with that of Baboushka and subsequently presented their findings confidently and thoughtfully in the plenary session.

31. Religious education is well supported and enhanced by pupils' personal and social education, and by assembly themes. For example, during the week of the inspection pupils' benefited from hearing first-hand accounts of the apartheid system and were encouraged to think about their personal responses to what they had heard. In another assembly the idea of

light was followed through by a demonstration of safety tabards to wear at night. There are also close links with local places of worship and their clergy, and the new co-ordinator is keen to develop visits and links to the places of worship of other faiths. The scheme of work suggests assessment opportunities, but assessment systems are largely undeveloped. Co-ordination of the subject is satisfactory overall. The co-ordinator plans for future development and manages a budget, but his monitoring role is limited.

126. **Art**

32.The school places a high value on the development of pupils' experiences and appreciation of art. Displays are of a high quality and pupils work is often celebrated by being mounted and framed, sometimes as a group effort, for example clay tile work. Pupils make good progress in art at both key stages, and this is an improvement on the findings of the previous report at Key Stage 1. Evidence from the few lessons seen and from displays of work in classrooms and around the school, suggest that many pupils attain standards at least similar to those appropriate for their age, and many above. Observational work is of a high standard, and drawings are sometimes used to develop other work. For example, pupils at Year 6 complete good quality drawings of fruit using shading effectively. These ideas were used to produce press prints, and very attractive hessian cards were also completed with dried fruit and vegetables.

33.Throughout the school pupils benefit from a good range of experiences. At Key Stage 1, Year 1 pupils in the reception classes mix paint to explore primary and secondary colours. They fold paper in a variety of ways to make collage designs, some making shapes with increasing complexity, and use natural and man made objects to produce larger textile pictures of trees and a man. In the classes containing Year 1 and 2 pupils, they paint portraits of themselves and make faces from clay adding features and hair, and handling the clay with confidence. At Key Stage 2, pupils at Years 3 and 4 design dragons as part of a large project on the 'Wormley Dragon' using pencil and collage. These ideas are translated into a large papier mache dragon which flies above the dining hall. At Year 6, pupils study the work of a wide range of artists including Spurt, Dali and Kandinsky. Most pupils create their own paintings in the style of the artist of their choice, whilst those less confident directly copy the painting. They are beginning to develop a growing understanding of the different styles of painting, and to use subject related vocabulary and make a personal response.

34.There is a good published scheme of work to support the progressive development of skills, although it has only recently replaced the previous satisfactory document. A significant amount of art work is stimulated by work in other subjects, for example history and religious education, and pupils also benefit from visiting artists, for example a cartoonist. Opportunities for assessment are limited. Resources are generally good and some classrooms effectively give the subject a high status with well-organised work areas and accessible materials.

129. **Design and technology**

35. Standards in designing, making and evaluating are similar to those of pupils of a similar age and better than those reported in the previous inspection. Owing to timetabling arrangements, few lessons were observed but pockets of good practice were seen during the inspection. For example, pupils in Key Stage 2 were seen designing and making a box for a specific purpose. The process involved dismantling a professionally made box at first hand to see how it had been constructed, and pupils benefited significantly from this experience. Evidence from pupils' work shows that they are given some good opportunities to generate their own ideas and evaluate the work when considered against their own designs. The subject is well integrated into some topic work in history, science and art. In history, for example, pupils design and make Tudor houses, paying attention to detail and accuracy. In science, pupils successfully made torches using electrical circuits. Pupils choose from a modest range of tools, resources and materials.

36. Pupils, including those with special educational needs, make just satisfactory progress through the school despite the examples of good practice because the provision is patchy and skills are not systematically developed. In the small number of lessons seen, pupils enjoyed the tasks design and technology and they were happy to talk about their work. Pupils are proud of what they achieve and are pleased to discuss their finished products. The co-ordinator is particularly enthusiastic about the subject, but has little opportunity to monitor the quality of the delivery of the subject across the school.

131. **Geography**

37. Geography is taught as a topic in at least one term during every school year. No geography lessons took place during the inspection. Standards are close to those of pupils of a similar age at Key Stage 1, but below at Key Stage 2. Progress in Key Stage 1 is generally satisfactory. Pupils use appropriate terms to describe their surroundings, for example hill, village, town and motorway. Most have satisfactory early skills with map. Higher-attaining pupils understand the purpose of the key and use it effectively. They have an emerging awareness of places beyond their immediate locality. Most identify aspects about their area that they like and dislike, for example parks and traffic.

38. Progress in Key Stage 2 is unsatisfactory. Year 6 pupils have a very limited recall of work covered during the previous year. They remembered little of their work on rain forests. Although most understood the purpose of using maps, their skills are very limited. They use simple co-ordinates but are unfamiliar with more complex grid references. Most have only a limited understanding of areas beyond their immediate locality, and many did not know where on a map Wormley might be found in relation to London.

39. This school is planning to introduce recent national guidance as a basis for planning during this school year. At present there are no satisfactory formal systems in place to ensure that skills are progressively developed. For example, to ensure that work covered in the reception class will not be repeated when the topic is covered again during Year 2. Resources are generally adequate, and good use is made of the locality at Key Stage 1. Educational visits at Key Stage 2 offer good potential for the development of geographical skills and

understanding. Formal assessment procedures have yet to be introduced.

History

40. Pupils make satisfactory progress overall in history at both key stages particularly in relation to their knowledge and understanding of life in the past, and in their sense of chronology. Evidence from those lessons seen and scrutiny of pupils' work in books and on display, shows that overall their work is of an appropriate standard for their ages. At Key Stage 1, the youngest pupils look at changes over time in relation to themselves. They make passports, and create simple time lines of their lives since they were born in terms of the past, present and future. At Year 2, pupils study the development of transport and record some simple information about a wide variety of methods of travel including Montgolfier's hot air balloon and the penny farthing bicycle, and also landmark inventions such as Stephenson's Rocket. At Key Stage 2, pupils at Years 3 and 4 study a satisfactory range of information about the Victorian period. For example, they look at the class structure and the lives of working children, and become Victorian diarists, writing empathetically about the period. When learning about Ancient Egypt they discuss pictures and browse through books to extend their knowledge of the period. At Years 5 and 6 pupils study the Second World War and then begin to move closer to the present day in their work on the 1960s. Following the watching of a video, they showed very good recall and knowledge of the period, and were beginning to draw out implications about the impact of changes in fashion and car manufacture. After brainstorming their ideas, they reported back clearly on the main points.

41. There is insufficient evidence to make an overall judgement about the quality of pupils' response or of teaching. However, in those lessons seen at Key Stage 2, pupils are interested and keen to answer questions and take part. In some lessons, however, pupils are restless and noisy and this inhibits the progress of those who want to listen as well as their own. Where teaching is particularly effective, resources are effectively used and discussion is of a high quality, drawing out implications and conclusions as well as covering knowledge. In some lessons, however, discussion becomes discursive or pupils are not sufficiently prepared for their tasks. In some classes teachers have not thought carefully enough about the most effective ways of encouraging pupils to think or investigate like historians.

42. History is covered within a two year topic cycle. Whilst this works satisfactorily at Key Stage 2, at Key Stage 1 insufficient attention has been given to planning to ensure that pupils at Year 2 do not repeat work they covered in their reception year. This is because medium term planning does not always give enough detail to support the progressive development of pupils' knowledge, skills and understanding. However, the school has just begun to use national guidance for planning history. The school also seeks to enrich the subject through visits to the British Museum and Kentwell as part of a Tudor study, as well as Victorian days. History is also often usefully linked with other subjects, for example work on the Second World War is linked with the pupils' study of Judaism in religious education. Within this topic the school actively sought out people within the community and pupils' families who could give the pupils first hand accounts of their experiences of the war. Whilst teachers evaluate pupils' work for the annual report to parents, assessment systems are under developed.

43. The new co-ordinator is keen and enthusiastic. He has reviewed and updated policy documentation and sorted out resources to make them more accessible. Little monitoring of the subject takes place however, although planning is checked and work is photographed. Resources are often very good, and make a significant contribution to pupils' learning, for example classrooms covering the Second World War had a very good range of artefacts on display, well supported by books about the period.

138. **Music**

44. Most pupils make satisfactory progress when performing and composing music and in listening to and appraising music. Standards of attainment are generally in line with those of pupils of a similar age. Pupils with special educational needs participate to the best of their ability and make satisfactory progress. Throughout both key stages, a majority of pupils are able to sing confidently and accurately. When the hymn is well known, pupils sing well in assemblies. Good singing was also heard in a music lesson at Years 1 and 2, where pupils learned and performed a new Christmas song. Pupils can use and interpret symbols when performing musical ideas. In a lesson at Years 3 and 4, pupils used simple step notation to indicate musical elements in a song. When performing accompaniments to songs, they can use a range of instruments, for example when creating their own arrangements to Christmas carols at Years 5 and 6. They are also able to recognise music from other countries and times, for example in assembly when the works of a variety of composers are played. Other pupils' knowledge benefits from notices verbal and written information about the composer in question and the range of instruments being used, well prepared by pupils in Years 5 and 6.

45. Pupils show enjoyment in their lessons and their attitudes to learning are good. This was well exemplified when pupils were creating their own arrangements in Years 5 and 6. They work well together in large and small groups. Pupils are given the opportunity to perform to an audience when they sing in the choir and play in the orchestra at Christmas time, and in the summer for parents. The quality of teaching, in the few lessons observed, is good overall throughout the school, and very good in those lessons taken by the co-ordinator. These lessons are well planned and pupils are challenged in their activities and encouraged to use their imagination in performing music. Teachers have a satisfactory or better knowledge of the subject. Lessons are well organised so that time is used appropriately, and resources are used purposefully so those pupils can develop their knowledge, skills, and understanding. All the elements of the subject are covered. This is an improvement on the situation observed in the last inspection. Pupils are involved in extensive extra-curricular activities, and these are well attended. Pupils in Key Stage 1 are playing recorders in the class lessons and many attend the ocarina club. Pupils in Key Stage 2 participate in the orchestra and choir. Further to this, the school is well supported by the local authority's peripatetic music staff, who take class lessons and instruct in guitar, clarinet, flute, and violins. Currently, there is no formal assessment in music, which is a similar situation to that found previously.

46. The co-ordinator's very effective leadership and the willing support of staff have had a positive effect on the provision and delivery of music in the school. Through the enthusiasm and support of the co-ordinator, teachers' confidence has developed. Monitoring is good, including the technique of video-ing the teaching of music when the co-ordinator is not taking the lesson in order to provide advice on improvement. There is a good variety and quantity of resources, and these are used well to increase pupils' knowledge and understanding.

141. **Physical education**

47. Standards in physical education are similar to those of pupils of a similar age. The school makes good provision for physical education due in part to the two subject specialists on the staff. The school also has a swimming pool which is used extensively in the summer to teach pupils to swim at an early age, in addition to other on-site facilities. However, during the inspection poor weather conditions affected the range of activities given in some lessons, and timetabling arrangements significantly limited the number of observations of lessons. Pupils get a good start in the early years and standards are above average in the quality and range of movement skills, and in dance and gymnastics. By Year 2, higher-attaining pupils are confident and imaginative when interpreting the music during dance. Pupils responded particularly well when given a clear set of objectives, and when given opportunities to evaluate their own performances and those of others. By Year 6, pupils develop a sound understanding of skills used in conventional games. Pupils are aware of the need for regular exercise and the importance of health-related fitness. The good range of extra-curricular activities gives pupils further opportunities to strengthen their skills and understanding. These standards are similar to those reported in the previous inspection.

48. The large majority of pupils have a mature approach to the subject. Pupils made good progress in some lessons, for example in dance and gymnastics, when the objectives were clear and they were encouraged to evaluate their performances. Progress was poor in one lesson because they had few opportunities to practise, refine, and improve their skills. The quality of teaching was satisfactory, although two of the six lessons were good and one was poor. Strengths of the most effective teaching are good knowledge of the subject and a rapid pace. Teachers' planning and sound knowledge lead to an effective use of demonstrations to explain what they want pupils to achieve. The poor teaching lacked pace and included few teaching points to help pupils make progress. Throughout the school, pupils with special educational needs are challenged by most of the practical activities. The new co-ordinator manages the subject well and makes good use of the available good quality documentation. The school makes effective use of outside agencies to enrich the curriculum further and provide pupils with a wide range of learning experiences.

143. PART C: INSPECTION DATA

143. SUMMARY OF INSPECTION EVIDENCE

49. The inspection team consisted of five inspectors attending for a total of 15 days over a four-day period. During the inspection, 60 lessons or parts of lessons were observed, together with assemblies and a sample of registration times, and a range of other information was scrutinised. The team spent a total of 47 hours observing lessons, attending assemblies and hearing pupils read. The registered inspector and team members interviewed representative members of the governing body, including the chair, during the course of the inspection. Subject co-ordinators were interviewed. Some members of the non-teaching staff were also interviewed about their work. Considerable documentation provided by the school was analysed both before and during the inspection. The inspectors scrutinised the work of many pupils. Discussions took place with many pupils during the course of the inspection. Prior to the inspection, 56 parents attended an evening meeting held by the registered inspector to seek their views. There were 83 responses from parents to a questionnaire, seeking their views on specific school issues.

145. DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	260	0	71	29

Teachers and classes

Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)	11.2
Number of pupils per qualified teacher	23.21

Education support staff (YR - Y6)

Total number of education support staff	6
Total aggregate hours worked each week	115.5

Financial data

Financial year:	1998/1999
	£
Total Income	506275.00
Total Expenditure	535720.00
Expenditure per pupil	2060.00
Balance brought forward from previous year	43044.00
Balance carried forward to next year	13599.00

PARENTAL SURVEY

Number of questionnaires sent out:

304

Number of questionnaires returned:

83

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	40	53	6	1	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	48	43	5	4	0
The school handles complaints from parents well	15	44	24	14	2.5
The school gives me a clear understanding of what is taught	28	49	7	13	2
The school keeps me well informed about my child(ren)'s progress	24	55	10	10	1
The school enables my child(children) to achieve a good standard of work	23	58.5	13	4	1
The school encourages children to get involved in more than just their daily lessons	21	58	15	6	0
I am satisfied with the work that my child(children) is/are expected to do at home	15	52	8.5	18	6
The school's values and attitudes have a positive effect on my child(children)	24	52	17	6	1
The school achieves high standards of good behaviour	22	52	16	7	2.5
My child(ren) like(s) school	40	55	2	2	0

Other issues raised by parents

- *. Comments overall were positive;
- *. There was felt to be good provision in the nursery;
- *. Strong feelings, but a mixed picture regarding homework. Most felt it was too hard or inappropriate for the age group;
- *. A significant amount of comment suggested a view that suggestions and complaints were not consistently dealt with well;
- *. It was the perception of some parents that pupils with difficult backgrounds were dealt with more leniently;
- *. A query about how pupils were placed in the groupings for English and mathematics.
- *.