

INSPECTION REPORT

MARSH GREEN PRIMARY SCHOOL

Dagenham

LEA area: Barking and Dagenham

Unique reference number: 101211

Headteacher: Miss Susie Davison

Reporting inspector: Mr Tom Shine
24254

Dates of inspection: 14th - 17th January 2002

Inspection number: 223022

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Nursery, Infant and Junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	South Close Dagenham Essex
Postcode:	RM10 9NJ
Telephone number:	(0208) 270 4982
Fax number:	(0208) 270 4983
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr John Streete
Date of previous inspection:	20 th - 23 rd March 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
24254	Tom Shine	Registered inspector	Mathematics Music	How high are standards? How well are pupils taught? How well is the school led and managed?
8933	John Chapman	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
19774	Maura Docherty	Team inspector	English Physical education Equal opportunities English as an additional language	
23503	Irene Canton	Team inspector	The Foundation Stage Science Information and communication technology Art and design Design and technology	How good are the curricular and other opportunities offered to pupils?
23588	Charanjit Ajitsingh	Team inspector	Geography History Religious education Special educational needs	

The inspection contractor was:

PPI Group Ltd
7 Hill Street
Bristol
BS1 5RW

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 8
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	9 - 12
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	12 - 13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	13 - 15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	16 - 17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	17 - 18
HOW WELL IS THE SCHOOL LED AND MANAGED?	18 - 20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	20 - 21
PART C: SCHOOL DATA AND INDICATORS	22 - 25
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	26 - 42

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Marsh Green has 243 pupils in the classes from the reception to Year 6, with 127 boys and 116 girls. In addition there are 26 children in the nursery, all of whom attend on a part-time basis. Although it is similar in size to other primary schools, it has been significantly under-subscribed for a number of years. However the roll fluctuates considerably because of the very high rate of pupil mobility that has an adverse effect on pupils' attainment. When they enter the nursery children's attainment is well below average. The proportion of pupils with special educational needs (SEN) is above the national average, and three pupils have a statement of special educational needs. The school is situated in an area that is one of the most under-privileged in the country, with a high percentage of pupils entitled to free school meals. It is part of an Education Action Zone (EAZ) and is in an area that is experiencing particular difficulties in recruiting teachers. At the time of the inspection there were four teachers either on temporary contracts or provided by staffing agencies, with another two being inducted. Over 28 per cent of pupils are from ethnic minority backgrounds, with the majority drawn from the Black African community, and families from the Indian sub-continent providing most of the others. The percentage of pupils with English as an additional language (EAL) at 37 per cent is high with the main languages spoken being Albanian, Yoruba and Swahili.

HOW GOOD THE SCHOOL IS

Since the appointment of the current headteacher the school has made great strides in improving the standards of pupils' work which are broadly in line with those expected in most subjects, except in Year 6, where they are still below average. Very effective systems to check on quality have greatly improved the teaching, despite the difficulties in recruitment. The school is committed to educational inclusion and pupils with SEN and EAL are fully integrated and achieve well. It provides satisfactory value for money.

What the school does well

- Teaching is good, overall, and pupils make good progress.
- The headteacher provides outstanding leadership and is supported well by her senior management team.
- Procedures for setting pupils' targets for their learning and assessing and keeping records of their progress are good.
- The school is successful in promoting pupils' personal development and self-esteem, producing good attitudes and helping pupils learn well.
- Its support for pupils with SEN and EAL is good, enabling them to make good progress.
- The behaviour of pupils is good.

What could be improved

- Standards in science for pupils in Years 3 to 6.
- Information and communication technology (ICT) to support pupils' learning in other subjects of the curriculum.
- Standards in design and technology (DT) and art and design and geography at the end of Key Stage 2 and the teaching of music throughout the school.
- Attendance is unsatisfactory.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was inspected in March 2000 it was found to be underachieving. This is no longer the case. The current headteacher was appointed after that inspection and took up her post in September

2000. Since then, due to her efforts, there have been many positive changes that have improved the standards of work, the pupils' behaviour and the teaching. This is a rapidly improving school. There are now better systems for assessing pupils' attainment and recording their progress; a stronger senior management team and a more effective governing body. The school still has some way to go, to be the first choice for parents in the area, but these and other changes have ensured that it is well on its way. It is set fair to continue to improve.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	E	D	D	C	well above average A above average B average C below average D well below average E
Mathematics	D	E	E	E	
Science	E	C	E	D	

In 2001 standards in English were comparable to those in similar schools at age 11, but they were below those in schools nationally. In mathematics they were well below those in similar schools and in other schools. They were also well below the national average in science but were marginally better when compared to the standards in similar schools. By the end of Year 2, the results were more encouraging; they were in line with the standards in similar schools in reading and writing and well above in mathematics. Although below the national average in reading and writing they were above in mathematics, which represents exceptional improvement on the previous year. In Key Stage 2, over a number of years, these results have been at a lower level than the national average, although generally in line with the national trend.

Inspection findings show that children make a very good start to their education and by the time they are ready to leave the Foundation Stage most are broadly achieving the early learning goals in all of the areas of learning. By the end of Year 2, new procedures are beginning to have a positive impact. Standards in speaking and listening are good. In reading they are above average and are at the expected standard in writing and mathematics. Pupils at this age are achieving well. In most of the year groups in Key Stage 2, standards in English and mathematics are improving and are broadly in line with expected standards. This means that these pupils also achieve well, given their starting points. The exception is in the current Year 6 where the new procedures have not had time to have the same impact on pupils' progress, and standards in English, mathematics and science are below average. There are some weaknesses in science throughout Key Stage 2. However, given their attainment on entry and the high rate of pupil mobility, pupils' achievement is satisfactory, overall. The school's targets are appropriate for Year 6 and have been reviewed upwards to reflect the potentially higher standards for pupils who will be in Year 6 in 2003. In ICT and religious education, pupils achieve satisfactorily given their capabilities. In most other subjects, standards are as expected for pupils' ages except in art and design, design and technology and geography at the end of Key Stage 2, where they are below average.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	These are good throughout the school and have a positive impact on pupils' learning.
Behaviour, in and out of classrooms	This is good in and around the school, including lunchtimes and in the playground and provides a good atmosphere for learning.
Personal development and relationships	Relationships amongst pupils and with all members of staff are good. Pupils' personal development is improving; opportunities for them to exercise initiative are limited but they are willing to take on responsibility.
Attendance	This is unsatisfactory. Unauthorised absence is well above the national average.

Pupils' good attitudes, behaviour and relationships are positive influences that help all pupils learn well.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

The overall quality of teaching is good throughout the school although at the Foundation Stage teaching is generally better in the nursery than in the reception classes. Teachers plan well and work effectively with support staff, including nursery nurses and classroom assistants. The teaching of English and literacy and mathematics and numeracy is good. Teachers use the local education authority's strategies well to teach these skills and most teachers have good knowledge and understanding. Teachers new to the school, for example including some of the teachers on temporary contracts, do well to follow the strategies closely. The school meets the needs of most pupils well, including those with EAL and SEN who generally learn effectively. The majority of teachers manage their classes well, move their lessons along at a good pace and maintain pupils' interest and concentration. The teaching of science is satisfactory overall, but some teachers are not fully secure in their subject knowledge. The teaching of most of the other subjects is good except in music where it is satisfactory. In music most teachers rely heavily on a commercial scheme of work and lessons lack excitement and pupils' interest is sometimes lost. There is insufficient evidence to judge teaching in DT, or art in Key Stage 2. Homework is set regularly, the tasks given are appropriate and marking is good. Membership of the EAZ has allowed teachers to observe good practice in other local schools.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is reasonably broad and balanced and meets statutory requirements. ICT is not used enough to help pupils learn in other subjects. There are some weaknesses in science and there are gaps in DT, art and geography.
Provision for pupils with special educational needs	This is good. Pupils are supported well and this contributes to their effective learning.
Provision for pupils with English as an additional language	Good overall in the classroom, but specialist support is not as effective as it ought to be.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall, especially in the provision of pupils' spiritual, moral and social development. More could be done to reflect the linguistic and cultural diversity in the school community.
How well the school cares for its pupils	The school monitors pupils' academic progress and personal development well and monitors behaviour very well.

The school's links with parents are satisfactory, but they are not as effective as they should be as a significant minority of parents is excluded from learning about what is going on in school because they are unfamiliar with written English. Although the quality of information provided to parents is satisfactory and reports are well written, they are not translated for those parents insecure in English.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the headteacher are excellent. She has a very clear vision of what needs to be done and has successfully implemented effective strategies to raise standards. She is supported well by the recently augmented senior management team.
How well the governors fulfil their responsibilities	Most of the governors are new to their posts. They are supportive and committed to the school and fulfil their statutory responsibilities satisfactorily, with the exception of their annual report, which has some omissions.
The school's evaluation of its performance	This is good overall. The monitoring, evaluation and development of teaching and monitoring and assessing pupils' attainment and progress in English and mathematics are very good. It is not as well developed in other subjects.
The strategic use of resources	This is good. Specific grants from various initiatives are used well for the benefit of pupils. Funding for SEN is used effectively.

Staffing, including teaching and support staff, is good, even though, at the time of the inspection there were four teachers on temporary contracts and another two being inducted. Accommodation and resources are adequate, overall, with some areas in need of redecoration. Most subject co-ordinators, although new to their posts, are capable and willing to learn. The school applies the principles of best value satisfactorily.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children like school.• They make good progress.• Behaviour is good.• Teaching is good.• They are kept well informed about progress.• The school is well led and managed.	<ul style="list-style-type: none">• The right amount of homework.• The range of activities outside lessons.

Inspectors agree with parents' positive views. Inspectors found homework to be good and the range of outside activities satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Inspection findings show that standards in English, mathematics and science when pupils are aged 11 are below average and broadly reflect recent National Curriculum test results. These findings cannot disguise the fact that standards throughout the school are improving because of better teaching and highly effective leadership and management.
2. Standards in the Foundation Stage have improved since the last inspection. Then, when children left the reception classes, their attainment was judged to be below the expected levels. Now, most children make good progress by the time they are ready to enter Year 1; they are attaining the Early Learning Goals in all the areas of learning. Children's progress is particularly good in personal, social and emotional development. In the nursery, children are encouraged to take responsibility such as finding their name cards and feeding the fish and watering the plants. In both the nursery and reception classes, they play well together, tidy up readily and their behaviour is very good. In communication, language and literacy, children benefit from the intervention of adults who encourage children to talk. In the nursery, children are beginning to use letter shapes and some can write their names. In the reception classes some children are able to use their knowledge of sounds to attempt to spell commonly used words and are in the early stages of matching letters and words to the vocabulary in the books they are reading. Children's mathematical development is enhanced by the emphasis all adults place on encouraging children to develop their knowledge of shape and number. In the nursery opportunities are given through experiences such as role and water play and the singing of number rhymes. Most of these children can count to five. In the reception, they relate words such as 'behind' and 'inside' to their meaning and many can count up to 20 and some beyond.
3. About a third of the children in the reception classes have not attended the nursery. Those not achieving the early learning goals on transfer to Key Stage 1 tend to be drawn from this group. Improvements in standards in the Foundation Stage have been relatively recent and most pupils in the school have not had the benefit of this good provision. The main reasons for the rising standards are improvements in teaching and recently introduced and effective systems for assessing and tracking of individual children's progress towards the Early Learning Goals.
4. Inspection finds that by the end of Year 2, standards in speaking and listening are above the standard normally expected for pupils this age. Pupils speak confidently and clearly and use a wide range of vocabulary. In lessons, all pupils, including those with SEN and EAL who are supported well, listen carefully and show awareness and understanding of the topics being studied. Pupils in Year 2 confidently retell traditional stories in groups, listening carefully to others until it is their turn to recount part of the story. By the time they are in Year 6, pupils are keen to contribute effectively to class discussions and in more public events such as assemblies when, on occasion parents are present, they speak clearly and confidently.
5. By the end of Year 2, pupils' above average standards in reading found during the inspection are reflected in the accuracy and fluency and expression they bring to it. Most pupils are able to use clues embedded in the context of the story or narrative to identify unfamiliar words and draw on the punctuation in the texts to give them additional expression and meaning. Pupils in Year 6 are keen readers and enjoy a wide range of texts. Their reading is at the standard expected, and given their starting point, all pupils, including those who first entered the school with very limited English, are achieving well. Many pupils, including those with SEN and EAL are increasingly familiar with the idiomatic and figurative intricacies of the English language. These standards show a significant improvement from when the current headteacher took up her post when a reading audit identified only one pupil in Year 6 with a reading age in line with its chronological age.
6. In writing in Year 2, the standards of pupils' work are broadly at expected levels overall, with some

being above expected levels. All pupils in this year group are achieving well, including those with SEN and EAL. These standards represent a significant improvement since the last inspection. In Year 6, pupils use appropriate language and their writing is clear and communicates its meaning effectively. They write well structured stories during the half-termly sessions that form part of their teachers' assessment procedures. On these occasions their work shows that they are developing their writing skills satisfactorily, for example, pupils show good imaginative planning, and good use of punctuation and vocabulary. The general standard of eleven-year-olds is below expected levels overall but it covers a broad scope and, given their previous attainment, all groups of pupils, including those with SEN and those for whom English is not their first language are achieving satisfactorily. Throughout the school, there is too much reliance on worksheets produced by teachers, reducing the opportunities for pupils to develop their independent study skills. Literacy is under-represented in most other subjects of the curriculum and information and communication technology (ICT) is also underused to support learning in the subject.

7. In mathematics in Year 2, pupils are achieving well and their standards are in line with those expected for pupils of this age. These pupils are making good progress and developing their confidence in numeracy and in using basic operations such as addition and subtraction. In Key Stage 2, pupils continue to make good progress and in most year groups they are achieving well. Although standards overall are below average in Year 6, all groups of pupils are achieving satisfactorily. Their mental dexterity in recalling their tables in this class, for example, is less practised than in classes lower down the school. This is partly because this is the last year group in the school not to have benefited from the mathematics scheme *'Improving Primary Mathematics'* that lays early emphasis on learning tables. They are confident when explaining their strategies for multiplication to the class but work at a much slower pace than would normally be expected.
8. In science in Year 2, the broadly expected standards are reflected in the quality of work in all areas of the subject. These satisfactory standards range from reasonable investigations into sound, electricity and light, to effective comparisons illustrating the main differences between plants and animals and between living organisms and non-living things. In one lesson in this age group, pupils were given the opportunity to use their sense of touch to describe reasonably accurately the contents of their individual bags of materials such as metal, polystyrene and foil. They made satisfactory progress. The standards in Year 6 are below those expected for pupils of this age, but they are developing their understanding of scientific vocabulary well. Pupils' skills of investigative and scientific enquiry are generally insufficiently developed both in this year and throughout Key Stage 2.
9. In ICT the broadly satisfactory standards throughout the school represent improvement since the last inspection, especially for the older pupils in the school when they were below expected standards. All pupils are achieving satisfactorily. However, it still remains the case that ICT is insufficiently used to support pupils' learning in other subjects. Throughout the school pupils enjoy using the technology, are enthusiastic and are becoming increasingly confident in using computers. In Year 2, pupils are given more opportunities to use the technology related to their work in other subjects. For example, they use 'clip art' to illustrate their work in science. As they progress through the school, pupils increase in confidence and make satisfactory progress in their general ICT skills. By the time they are in Year 6, pupils are confident in designing and using basic spreadsheets and, use the technology to access information, by, for example, the use of the Internet and CD Roms.
10. Whilst in most other subjects standards are broadly at expected levels and pupils are achieving satisfactorily, this is not the case in art and design, and design and technology throughout Key Stage 2, where there is underachievement, especially in skills, that brings standards down. In art and design for example, there are insufficient opportunities for pupils to develop their independent responses to stimuli or projects. In design and technology, pupils' design and evaluation skills are under-emphasised, and, by the time they are in Year 6, they have made insufficient progress in this aspect since Years 3 and 4. In geography, pupils' independent research skills are insufficiently developed, as are their data-handling skills in Year 6. In music, whilst in the lessons observed standards were broadly satisfactory, and the subject does not appeal to pupils because of the way

it is taught.

Pupils' attitudes, values and personal development

11. When children enter the nursery they respond well to their teacher's very high expectations of behaviour and quickly adapt to the classroom routines. They adapt well to the regular procedures that encourage children to develop independence such as self-registering and finding their name cards to label their drinks. By the time they have reached the reception classes, most children, including those with EAL and SEN, have settled in well and show care and concern when others are upset. Some children who enter the reception classes have not had the benefit of attendance in the nursery, but the attitudes of other children have a good influence on them and they quickly settle in well. Children's behaviour throughout the Foundation Stage is very good.
12. Throughout the school pupils' attitudes towards their work and their school are good. Pupils enjoy going to school and most are very enthusiastic. They work well and are very comfortable with class routines. The school provides a safe and secure environment for pupils and they respond very positively to what it has to offer and join in enthusiastically in its activities. In class pupils settle down to work quickly and make good progress with their tasks.
13. Behaviour is good overall and is frequently very good. No incidence of poor behaviour was observed during the inspection. Teachers and other members of staff manage their classes well, and only rarely raise their voices. Their calm approach is reflected by the pupils, many of whom have in the past experienced difficulties in controlling their behaviour. Where interruptions occur, for example when a pupil arrives late, teachers are adept at maintaining the interest of pupils so that the interruption has little or no effect on the behaviour of the class. Behaviour is particularly good in assemblies and when queuing to enter classrooms or to get their midday meal. Behaviour has shown a marked improvement since the last inspection and especially since the headteacher was appointed. In her first year a high number of pupils, nearly all boys and three fifths from the Black minority groups, were excluded as potentially disruptive pupils took time to come to terms with a much more disciplined regime. At the time of the inspection the number of exclusions was lower than in the headteacher's first year, although higher than that normally found, with just over half being white boys. This reflects the firm approach taken towards behaviour management and is effective in raising pupils' awareness of what is acceptable behaviour and in minimising disruption to other pupils' learning.
14. The quality of personal development and relationships is good. Pupils take responsibility for their own actions and, through the School Council, take responsibility for those of their classmates. They have a very clear understanding of how their actions can affect others and are prepared to control their natural instincts to maintain happy relationships. Pupils display a considerable respect for each others' values and beliefs as was observed in two assemblies, one broadly Muslim and the other Christian. In both, all pupils were attentive and maintained a respectful atmosphere. In class and at play pupils mix well together, crossing gender, race, age and cultural boundaries with ease.
15. Relationships generally are good. Pupils are polite and respectful to all adults while remaining friendly and welcoming. They hold the door open for other pupils as well as adults and perform many small tasks, such as switching lights on and off or clearing up, without being prompted. Pupils' opportunities to demonstrate initiative and self-reliance however are limited. Pupils are capable of taking on many more responsibilities than they do and can be trusted more often to work independently on occasions, for example to make better use of the library or work on computers without supervision. There has been a general improvement in personal development and relationships since the last inspection when personal development was deemed unsatisfactory. This is partly the result of a well thought out programme of Personal and Social Education with opportunity for Circle Time¹ for all every week.

¹ During Circle Time pupils discuss a wide range of personal and general issues. All pupils agree that no interruptions should occur and only one person at a time will speak. Pupils will respect others' views at all times and, therefore, pupils feel confident that they can talk with ease and free from interference from other children.

16. Attendance is well below the national average and has changed little since the previous inspection. Authorised absence is broadly in line with the national average but the level of unauthorised absence is three times the national average. About a fifth of this is attributable to the high level of mobility of pupils and delays in taking pupils off role when they have moved to another school. About another fifth is accounted for by persistent lateness. Much of the unauthorised absence reflects both a lack of support from a small minority of parents who fail to give the education of their children a sufficiently high priority. The computerised system that records attendance is limited and is unable to identify trends, especially in analysing the pattern of attendance of particular children and families. Lateness is also a serious problem. During the four days of the inspection 16 incidences were reported with generally unconvincing excuses.

HOW WELL ARE PUPILS TAUGHT?

17. Teaching has improved significantly since the last inspection when, although it was described as satisfactory, 15 per cent therefore was unsatisfactory or worse. In this inspection, there was no unsatisfactory teaching. Fifty-one per cent was good and 19 per cent was very good. A total of 70 per cent of lessons therefore was either good or better with the remainder of lessons satisfactory. The improvement in the quality of teaching cannot simply be attributed to the fact that during the last inspection there was a high proportion of temporary teaching staff in whose classes the majority of unsatisfactory teaching occurred. Because during *this* inspection there were a number of temporary teachers observed whose teaching was at least satisfactory and much of it was good.
18. The school attributes the improvement in teaching, including the teaching of temporary staff, to a number of factors, including the following:
- improved staff awareness of the National Curriculum and pupils' progress;
 - a 50 per cent turnover of teachers since the last inspection;
 - monitoring of teaching by the co-ordinators and headteacher and staff from the local education authority;
 - improved assessment procedures introduced including a marking policy; and
 - targets set for each pupil in the core subjects and monitored.

The inspectors agree that these five elements have been crucial in making the teaching better.

19. Teaching is good overall in the Foundation Stage, although the level of good teaching is more consistent in the nursery. In the reception classes, whilst some good teaching was observed, its overall quality was not as high, but was never less than satisfactory. In this stage, the best teaching occurred in communication, language and literacy and mathematical development. Curriculum planning is very good and ensures that all the elements of the Early Learning Goals are appropriately provided. Throughout the school teachers plan well together and work effectively with support staff, including, in the Foundation Stage, nursery nurses. These staff for example also plan well together to ensure that the children transferring from the nursery to the reception classes enjoy a smooth transition. Throughout the school, teachers and other staff have good relationships with their pupils who respond well and develop positive attitudes to learning.
20. Teachers place appropriate emphasis on educational inclusion. For example, class teachers meet the needs of pupils with EAL well. Teachers encourage collaborative learning and talking in pairs and groups that give pupils the opportunity, for example, to rehearse their contributions in a smaller group before feeding back to the rest of the class. Teachers use whiteboards and flip-charts well, giving additional visual support for writing and demonstrating good shared reading and writing practices. In mathematics and science the use of charts, tables, diagrams and calculation procedures supports these pupils very well, particularly where teachers give clear instructions and commentary.
21. In some lessons the specialist language teacher supports a number of pupils to help them achieve the lessons' learning objectives and to report back with confidence alongside their peer group. However there was no evidence of the specialist and the classroom teachers working closely

together during the inspection and the effectiveness of their teaching together in the classroom is therefore diminished. For example less experienced staff who may be unaware of the methodologies appropriate to teach multi-lingual classes do not benefit by improving their technique. The specialist teacher also works with withdrawal groups on reading and writing and story-telling tasks, but these do not link closely with the ongoing work of the class. The school is aware of the need to review the deployment of the specialist support. At present its input on standards is not as good as it should be.

22. Support for pupils with SEN provided both by teachers and classroom assistants to promote the development of their literacy and numeracy skills is good and effective because they take due account of the pupils' needs. In addition, the special needs co-ordinator and other specialists from the local education authority, provide specific learning support for pupils with statements for either physical, sensory, behavioural or learning difficulties. This is effective.
23. Teaching is good in both Key Stages 1 and 2, although it is marginally better overall, in Key Stage 1. Good questioning was a strong feature in the best lessons: it challenged pupils to extend their knowledge further and also enabled their teachers to assess their pupils' levels of knowledge. In a science lesson in Year 3, in which the objectives of the lesson were to sort and test a range of materials demonstrating their properties, the teacher asked: "*What does rigid and flexible mean?*" One girl replied, "*It means you can't bend it*", whilst to the second part of the question, a boy replied, "*You can bend it*". In a group of lower-attaining pupils in Year 6 in mathematics, the teacher used quick-fire questions to test their recall of multiplication tables: "*Sixteen divided by four? What is eight multiplied by itself?*" The group enjoyed the challenge and was keen to answer the questions.
24. In lessons, the teaching of English and literacy and mathematics and numeracy is good, overall. Teachers follow the local education authority's schemes for both subjects well and teach them effectively. Teachers new to the school find these schemes helpful and enjoy becoming familiar with them.
25. In science, teaching is satisfactory overall, but in some classes there was insufficient emphasis on developing pupils' investigative skills and scientific enquiry, suggesting a need to improve teachers' knowledge and understanding in these aspects of the subject.
26. In most other subjects, where there was sufficient evidence to make judgements, teaching is good. The good management of pupils is a particularly strong feature in most lessons. Teachers move their lessons along briskly maintaining pupils' interest and concentration. In art and design, teaching is satisfactory overall, but was good in Key Stage 1. In Year 1, for example, the objective was to study the effect of dyes on various materials. The teacher had organised her class well and asked the class to predict the outcomes, at the same time keeping all the pupils involved and interested. Because she introduced variety to the lesson and her demonstration was lively, she maintained her pupils' interest and the management of the class was very good. The pupils showed positive attitudes and enjoyed the lesson.
27. In music, teaching is satisfactory but most teachers are not confident in the subject and are very reliant in following the scheme of work to the letter. They are reluctant to deviate from the scheme even when it would be appropriate and effective to do so to make a teaching point. The result is that lessons are delivered with little imagination and are unexciting. Pupils endure rather than enjoy them.
28. At the meeting some parents, whilst happy with the amount of homework, were less happy with the time-scale as it tends to be given for completion over the weekend. Inspection found that homework is appropriate and given regularly and is generally better than that given in similar schools. In most subjects, where written work is given, marking is generally good. In Year 2, in English for example the teacher wrote in a pupil's book, "*Please focus on the identified mistakes and note the spellings; they must be corrected*". In some subjects, such as science, where the teachers' subject knowledge is less secure, some elementary mistakes had not been identified for correction. In response to the questionnaire, the vast majority of parents were happy with the quality of teaching.

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

29. In the Foundation Stage the curriculum, including the quality and range of learning opportunities provided for children, is good. Curriculum planning ensures that all elements of the Early Learning Goals are provided and follows the recommendations from the Qualifications and Curriculum Authority (QCA), "Curriculum Guidance for the Foundation Stage". Teachers and other staff plan well together to ensure that there is a smooth and effective transition between the nursery and reception classes. Since the appointment of the headteacher a new policy for the Foundation Stage has been introduced.
30. In both key stages the curriculum is broad, balanced and inclusive to meet the needs of its pupils, a significant improvement since the last inspection. The curriculum meets the requirements of the National Curriculum and the locally agreed syllabus and planning has improved ensuring that all teachers cover the work that is intended. The exceptions are in art and design, design and technology and geography, where planning does not adequately cover all aspects, nor does it ensure that learning progresses along planned themes for year groups avoiding unnecessary repetition in the curriculum. Policies for health, drugs and sex education are fully in place. Most of the curriculum is planned carefully in the long and medium term and a good overall structure is in place. The amount of weekly teaching time is broadly in line with nationally recommended guidelines. However within subjects, the time allocated to English, mathematics and science is generous, particularly science, and is correspondingly reduced for other subjects, for example, music and physical education reducing the depth of study that pupils are able to experience. In science there is insufficient emphasis on scientific enquiry and in history and geography there is insufficient development of pupils' research and writing skills.
31. Schemes of work are in place for most subjects. The school uses national subject guidance from the QCA together with the local authority guidance for minimum expected standards and the Agreed Syllabus, as the basis for its schemes. Planning is good particularly in English and mathematics. Although provision for the teaching of the basic skills is effectively made in Literacy and Numeracy there are insufficient links between subjects to enhance these skills and to use them to support learning in other subjects. Similarly, pupils' skills in ICT are insufficiently used to help pupils' learning throughout the curriculum. 'Booster' and 'Springboard' classes are provided for older pupils at appropriate times of the year in order to raise effectively the attainment of targeted groups of pupils in English and mathematics. Subject co-ordinators have been appointed for most areas of the curriculum, although some co-ordinators are new to their responsibilities and their role is still being developed. Currently, with so many temporary teachers in the school, the headteacher has taken responsibility for design and technology.
32. There is equal access to the curriculum for all pupils and equal opportunities are strongly reflected in its aims, ethos and practice. For example, provision for pupils with SEN and EAL is good, although there has been insufficient review of the deployment of the EAL specialist to make it more effective still. Pupils' needs are assessed and identified within two weeks of their joining school and are supported appropriately through groupings in lessons. Those at the early stages of learning English as an additional language are withdrawn for a short time to support their language development. Individual action plans for pupils on the SEN register are satisfactory and pupils with statements are given suitable support and are reviewed regularly; individual educational plans are updated accordingly.
33. The provision for pupils' personal, social and health education (PSHE) is good. This subject is taught across the school as a separate subject and in circle time and is used effectively as part of personal development and citizenship. Sex education and awareness of drugs are fully covered within these lessons for older pupils.
34. Extra-curricular provision is satisfactory, overall. There are lunchtime clubs for ICT, boys' social inclusion group and the school council also meets at lunchtime. After school provision consists of

a beginner and advanced recorder group, a dance group run by a local secondary school through the EAZ and three springboard clubs for mathematics. Last year, Year 6 attended a five-day sailing course and there are visits to the local church and the Museum of Childhood. Provision in these areas makes an effective contribution to pupils' learning. A residential visit to Wales for Years 5 and 6 is planned for later in the year. A vicar from a local church addresses the school assembly every three weeks. The school is aware that this provision needs developing to further enhance the curriculum and to extend pupils' experiences further.

35. Links with families and schools in the area are good and the literacy and the EAZ co-ordinator are developing effective links with local schools. Some pupils have worked with a special school and a number visit the local secondary school for music and dance. Through the EAZ there are Family Learning classes held at the school. Links with local industry are good and Ford Motor Company provide employees who volunteer to hear pupils read on a regular basis and premises support. A local branch of McDonalds restaurants provides free meals and certificates for pupils who achieve 100 per cent attendance. The Thames Valley Gateway charity is funding improvements in the playground areas.
36. The school's provision for spiritual, moral and social development is a strength. It has improved significantly since the last inspection. Cultural development is satisfactory. These elements have a positive impact on pupils' personal development and make an outstanding contribution to the school's good ethos.
37. The provision for spiritual development is promoted effectively through a number of avenues, including assemblies, 'thought of the week' agreed by each class, personal, social and health education and religious education. There is an act of collective worship either when whole school assemblies take place or in the classrooms. Assemblies observed were on reinforcing good behaviour and caring for each other as Jesus did. A particularly effective assembly given by pupils in Year 5 celebrated the Muslim festival of Eid. These pupils made good presentations and shared their understanding and experiences about its importance particularly for Muslims. A recent arrival from Somalia who speaks little English, movingly shared his call to prayer in his native language. A pupil from a neighbouring secondary school read a short reading from the holy Quran with great effect heightening the spirituality of the occasion.
38. Pupils' moral development is influenced positively by the good example and respect all adults give them and by the ensuing good order in the school. Most teachers impart high expectations of behaviour and communicate a strong sense of right and wrong, through the reinforcement of the school code of conduct. Moral development is also fostered through a variety of subjects including personal, social and health education and citizenship. For example, in history in their study of Boudicca, pupils in Year 4 discussed the issue of abuse and its impact and understood the difficulties faced by the poor and homeless. Issues of race, religion and gender, matters of equal treatment, being sensitive to other people and listening to and understanding others are discussed in religious education and in personal, social and health education. The need to see things from another person's point of view and to show respect for each other are fostered well in classes and around the school.
39. The arrangement whereby pupils are often arranged to work together in pairs or in groups, and to work collaboratively, is one example of many ways that foster pupils' good social development. Other positive features include the school council made up of councillors elected by each class. These councillors bring issues to their meeting with the headteacher about school life and the facilities available to them. Older pupils readily take on a variety of responsibilities in school including helping younger ones. Pupils help their teachers to keep their classrooms in good order by tidying up briskly. The pupils are asked to take responsibility for their actions and they understand the implications of their bad behaviour and language with others. Opportunities such as those to represent their school in dance and music events help pupils to become familiar with the responsibilities of citizenship.
40. Cultural development is satisfactory, overall. Most subjects of the curriculum offer satisfactory opportunities to improve pupils' understanding of their own culture and that of others. It is reinforced

by occasional organised visits to places of interest and to participate in activities led by visitors such as the Ark Theatre and the Chicken Shed. Although the school makes reference to the contributions of cultures other than those derived from the Western tradition, such as African dance, there is much less celebration of diversity. An exception was an outstanding assembly celebrating the festival of Eid, although this was celebrated almost a month later than the actual event. However, teachers demonstrate in their lessons particularly in physical, social and health education sessions how to challenge stereotypes and develop cultural awareness. A representative from the Christian faith visits the school regularly but there are as yet no representatives of other faiths invited nor is a specific link made with parents particularly to support multicultural awareness. There are insufficient steps taken to make pupils more aware of the richness of a multicultural society. Most displays and notices around the school and classrooms fail to reflect the rich cultural diversity in the school and there are few welcome posters in a range of languages for parents.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The school's arrangements for child protection and children's welfare are satisfactory. There have been a few improvements since the last inspection, but overall the arrangements remain similar.
42. Appropriate child protection procedures are in place and are understood and practised by all staff. This is an improvement since the previous inspection when staff were not made aware for example, of any children on the 'At risk' register. The school receives good support from the local education authority for training but the headteacher, who is the nominated Child Protection Officer, reports that support from the social services department is poor. Although the deputy head is the nominated 'Looked After' teacher, as yet there is no nominated 'Looked After' governor.
43. Medical arrangements are satisfactory. There are more staff qualified in first aid with appropriate training than at the last inspection and more still are to be trained. The sharing of information about children with health problems, eg anaphylactic allergies and asthma is now handled more sensitively, although the briefing of supply teachers could be more systematic. The school nurse visits regularly and monitors children's physical growth.
44. The school is a very safe and clean environment. The previously reported problems with the playgrounds have all been resolved and there are no hazards. Security has been considerably improved with the introduction of a key pad system and the use of closed circuit television. Fire alarm drills are carried out regularly. However there is no log to record inspections of safety equipment and testing procedures. All signs and safety equipment are in place and staff take great care to ensure safety both in classrooms and in the playgrounds.
45. The school has good procedures for tracking pupils' personal and social development and is effective in sharing these with pupils and parents through the annual school reporting procedure. It is similarly effective in setting targets for improvement. All staff are involved in this process, for example lunchtime assistants make notes of pupils' behaviour, which are recorded and fed back to teachers. Reward systems acknowledge behaviour and improvements in attitudes as well as academic achievement. In the annual report to parents, pupils are given an opportunity to reflect on their own behaviour, responsibilities and attitude to work, as well as academic progress in curriculum subjects. Personal support and guidance for pupils with SEN are offered sensitively. Teaching assistant time is targeted well to give pupils full access to the curriculum.
46. Procedures for monitoring and assessing pupils' attainment and progress in English and mathematics are very good, although they are, as yet, less well developed in other subjects. This is a significant improvement since the last inspection, when they were reported as being unsatisfactory. For example, data is used well to measure pupils' progress in the term they begin their National Curriculum programme measured against the baseline assessments and progress is assessed at the end of each year group. This information helps teachers to assess whether pupils need additional support to allow them to make appropriate progress. The results of the National Curriculum tests are analysed thoroughly, along with data from non-statutory tests, including reading, writing, mathematics and science. This data is used to set targets, to provide additional support and to ensure that pupils are making good progress, whatever their attainment level. Each term pupils complete a piece of unaided writing, a reading and spelling test and assessment activities in mathematics and science. Through this process the school is able to identify unexpected gaps in pupils' knowledge and skills and then adjust the medium-term planning to take account of this analysis. This work in English, mathematics and science has been a priority for the school and is effective in achieving its overall aim of raising standards in these subjects.
47. Target setting is an important strategy in raising standards. Targets are based on prior attainment and expectation and are reviewed termly to ensure that pupils are making the progress required to achieve them. Teachers are required to set ambitious targets and the headteacher monitors work in class to ensure that they are achievable. Additional support includes catch-up programmes for younger pupils, Booster classes and Springboard classes for mathematics. Not only are these good intervention programmes to help pupils make better than expected progress, but they demonstrate the school's belief in every pupil's capacity to achieve well and to improve over time.

Pupils identified with SEN or with lower than predicted attainments are provided with additional support. This includes higher attaining pupils who were predicted in Year 2 to achieve a particular standard in English and mathematics in Year 6 and who are unlikely to achieve this level without an intervention strategy. The high mobility of pupils in the school does not always allow this process to be applied in precisely the same way for all pupils. Late admissions are quickly assessed with the help of interpreters if necessary, but newcomers' previous records are not always available and for some children schooling has been interrupted or seriously affected by family circumstances. The school works hard to ensure that these children begin to make progress as soon as possible. Teachers assess the outcome of learning and standards achieved in a variety of ways.

48. Assessment of pupils learning English as an additional language is very thorough. A record is made with the help of interpreters as children arrive into the school in every classroom and throughout the academic year. From this assessment a support programme is agreed and language and learning goals identified. Assessments are made twice-yearly to check pupils' progress and the EAL record is fed into the whole-school assessment and standardised record-keeping system. In this way pupils with EAL are tracked throughout their time in the school to ensure that they make appropriate progress. The EAL teacher uses the local education authority's record-keeping system for these pupils, which is a further support for pupils whose family mobility means they may find themselves in a different school in the local authority at a later date. The specialist English language teacher gives support to targeted pupils in class and in withdrawal groups and her assessments feed into the detailed profile produced for every pupil in the school. This data is successfully improving the effectiveness of planning and teaching and accounts for the good progress currently achieved in mathematics and English. Provision for higher attaining pupils is not as well planned for and work towards a higher National Curriculum level is not always set during class time but rather as extension work when less demanding work is finished. At other times limits on progress are set by the tight lesson objectives which are not always challenging enough for the more able pupils.
49. Procedures for monitoring and assessing pupils' progress in other subjects are not yet firmly established. Work in pupils' books, for example, in religious education, history and geography, covers the planned curriculum for the subject. However, there is no evidence of assessment information being collected and analysed to check pupils' progress over time and to ensure appropriate work is set to meet the needs of all groups of pupils.
50. The procedures for monitoring and improving education and personal development are, overall, good. However as most have been put in place only recently they have yet to make their full impact. The success of the new behaviour policy is outstanding and is a model of good practice. At the previous inspection there was an incidence of unsatisfactory behaviour, linked to unsatisfactory teaching and a lack of training of staff. These defects have now been remedied and there is now a consistency of approach, good training with resulting good standards in outcomes. Whilst some pupils have reported cases of oppressive behaviour in the past, they have taken ownership of this aspect through elected school council representatives and are now reporting no incidence of oppressive behaviour.
51. The procedures for monitoring and improving attendance are satisfactory. However, there is a need for more sophisticated computer software to monitor the trends of individual children's attendance. The registers are poorly designed and although maintained according to regulations the space provided makes it very difficult to discern patterns without expending an undue amount of effort. Attendance has only improved marginally since the previous inspection.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. Parents' views of the school are satisfactory. Parents are positive and believe the school is now making good progress in all areas. They appreciate the openness of the present headteacher, her willingness to communicate and the easy way they are able to approach her. They are particularly appreciative of the improvement in behaviour and attitudes that have occurred since her appointment. The majority are happy with the progress of their children. There was some criticism of the amount and timing of homework, for example some parents felt that the weekend should be

for family activities. There was strong criticism of the range of extra curricular activities provided. Most parents believe their children like going to school. Inspectors agree that pupils' behaviour and attitudes have improved, that pupils are making good progress in English and mathematics and satisfactory progress in most other subjects. They also judged that homework is good and the range of out of school activities is satisfactory.

53. The quality of information provided by the school to parents is satisfactory. Annual reports on pupils' progress are well written and informative and the school now gets a relatively good attendance at parents meetings where progress, attainment levels and targets are discussed. However for a significant minority of parents unfamiliar with written English, many of the messages are not properly understood and these parents are excluded from learning about their child's progress. The Friends of Marsh Green are beginning to make an impact by bringing parents together. For example, this group has raised considerable sums of money to provide additional resources and to brighten up the playground. The prospectus, with one very minor exception, fully meets statutory requirements; however in the governors' annual report to parents there are a number of omissions and it fails to meet statutory requirements. In recent months the quality of information provided in newsletters has improved dramatically, although a consistent style has yet to be developed. The school has attempted to provide translations in two of the home languages but this is very expensive and requires three weeks prior notice. There is little evidence that these endeavours are effective.
54. Parental support for pupils' learning at home is satisfactory. Many parents, especially in the Foundation Stage, make a good contribution to the life of the school by assisting in the classroom. However there is very little support in Key Stage 2. The support that parents give to their children at home is variable. Although some make valuable comments on the homework and maintain an effective dialogue with the teachers, the majority merely initial the homework. Many parents listen to their children read. A small minority of parents fail to ensure good attendance and appear not to support the school as fully as they ought. Whilst many parents do not have the financial resources to support their children fully, for example by buying books or providing home computers, many do what they can by encouraging the use of public libraries and by joining with their children in learning English. The Family Learning Project is an effective resource.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The school has a positive ethos that reflects its values and aims very well. It is fully committed to improvement and to ensuring that it does its best by all of its pupils. Overall, the action taken since the last inspection, but particularly since the appointment of the present headteacher who took up her post less than six months after the publication of the last report, has been very good.
56. The headteacher provides exceptionally effective leadership and very clear educational direction for the work of the school and is supported well by the recently augmented senior management team. This team works well as a cohesive unit. Staff with management responsibilities, including subject responsibilities are appropriately qualified particularly in the core subjects. There is still work to be done on developing the leadership and management of many of the foundation subjects as there has been instability in staffing and not all subjects have a co-ordinator. The school is fully committed to educational inclusion in its aims: *"To encourage pupils to work collaboratively and positively with others and instil a sense of fair play; to instil respect for religious and moral values, tolerance of other races, religions and ways of life. Diversity of culture, language, colour and gender is celebrated and emphasised"*. It achieves these aims effectively. All groups of pupils are fully integrated into the school and are well supported although the headteacher and the school generally are aware that the time is right to pay more attention to the performance of potentially higher attaining pupils. The school celebrates its linguistic diversity and acknowledges pupils' home language skills in a variety of ways, including displays of multi-lingual greetings and through assemblies. However, there is insufficient emphasis on the use of the linguistic and cultural resources of the community, in preparing materials for listening or story-telling in a range of school languages to give access to all parents.
57. On taking up her post the headteacher's immediate aim was to raise standards and she quickly

realised that appropriate procedures and systems first needed to be put in place. She had concerns about standards in the Foundation Stage and, in conjunction with the local education authority, promptly set about making substantial improvements including a new policy, assessment procedures and monitoring of teaching. These improvements have contributed effectively to raising standards and to helping children make a good start to their education. The monitoring of teaching and learning in English and mathematics throughout the school is thorough and detailed feedback is helping teachers raise their expectations and challenge pupils. This is having a positive effect in helping to drive up standards, particularly lower down the school. Pupils' performance is also analysed thoroughly, including the performance of pupils with EAL and SEN and their progress is tracked systematically. This is particularly important in a school with such high mobility in order to evaluate the value-added effect on individual pupils.

58. The headteacher's ambition for all her pupils is reflected in the school's target-setting arrangements. With her senior team she scrutinises pupils' records, analyses attainment information derived from a range of teacher assessments and evaluates the appropriateness and the challenge of pupils' targets. Teachers are required to set ambitious targets and the head monitors work in class to ensure that they are achievable. New teachers are inducted well and when there is a full complement of permanent staff the school is likely to be more appropriate as a resource for the training of new staff.
59. The governing body consists almost entirely of governors new to the school since the last inspection. Whilst they are new to their roles, they are very supportive and are aware that there is much to learn and that they need to be involved much more than their predecessors in helping to raise standards. Their role in acting as a 'critical friend' and calling the school to account for its performance, is in its early stages. There are appropriate committees for the curriculum, health and safety, SEN and finance. With the exception of omissions in their annual report to parents and a minor omission in the prospectus they fulfil their statutory responsibilities satisfactorily. The policy on SEN has been recently updated. However, the financial information from the local authority is inadequate to allow the governors to track spending effectively and to plan budget spending appropriately. Overall, the financial management information available is inadequate, the governors believe, to allow them to support their educational priorities through sound financial planning. There is a draft school improvement plan in place. This is an improvement following the appointment of the headteacher when, previously there was just an action plan in place. However, the proposals in the plan, though appropriate, are not costed. Performance management procedures have recently been implemented and suitable targets set for the headteacher, including the raising of attendance levels, the improvement to community links with the school and the raising of the school's profile and perceived image among parents and the local community.
60. Funding from national initiatives such as the standards fund is used effectively. For example, funding is to be used for a basic skills initiative for parents, on one morning a week, 'Keeping up with Pupils' in which the aim is to improve parents' literacy skills by making links with their children's work. Funding from the EAZ is used effectively to provide Family Learning sessions.
61. The experience and qualifications of the staff provide a good match for the needs of the curriculum. Although many of the staff are relatively new to the school, they have blended well to form an effective team. There are some relative weaknesses in the coverage of art and design, design and technology and music with no highly qualified practitioners to raise standards to higher levels. One serious shortcoming however is the lack of any staff fluent in the key home languages of the pupils. While this is not affecting the teaching of the curriculum it is affecting the ability of the school to communicate with parents and tap into a potentially valuable additional resource. There are some very effective classroom assistants who make a significant contribution to pupils' learning.
62. The accommodation is adequate overall, although the building that houses most of the classes for Key Stage 2, is in need of urgent decoration in many parts. It is not possible to open the windows in some of the classrooms because of traffic noise. Storage space for resources is inadequate, generally. The Foundation Stage area is broadly adequate for the needs of the children; but although large and spacious it lacks soft surfaces and colour. The playground areas are adequate for the day-to-day needs of the pupils, but these areas lack stimulation and shade and are barely

- adequate for the range of games and sporting activities required by primary age children. A pilot project with funding from the EAZ is being undertaken to enhance the school environment.
63. Teaching resources are adequate overall, except in design and technology and in the Foundation Stage. In ICT although the suite is a very useful resource, there are insufficient computers in the classrooms. The library is both under-resourced and underused. The number of fiction books is very small although some are stored in individual classrooms. There is a shortage of good quality reference books which contain in depth information and an almost complete absence of books on other cultures. There is a limited assortment of books on western Christianity, a few on the Jewish faith, a copy of the Qur'an, donated by the family of a pupil, and of the Bhagavad Gita.
64. In response to the questionnaire most parents were happy with how the school is led and managed. At the meeting, parents felt that the school had improved since the arrival of the present headteacher. Inspectors agree with the parents' views.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. To raise standards and improve the quality of education, the headteacher, staff and governors should:
- i. **raise standards in science in Key Stage 2 by:**
 - improving teachers' subject knowledge to raise it to the level of the *best* (paragraphs 25, 113, 115);
 - monitoring the quality of teaching (paragraph 115); and
 - reviewing the efficiency of the length of the science lessons (paragraphs 30, 113).
 - ii. **extend the use of ICT to enable pupils to support their work in other subjects, including literacy, numeracy and science by:**
 - improving teachers' knowledge and awareness of the benefits and potential of the technology in other areas of the curriculum (paragraphs 141,142); and
 - providing sufficient computers in all classrooms (paragraphs 142).
 - iii. **raise standards in design and technology, and art and design and geography in Key Stage 2 and music throughout the school by:**
 - improving the leadership of the subjects, including the monitoring of teaching and pupils' work (paragraphs 119, 124, 149);
 - reviewing the curriculum and providing adequate continuity and progression between year groups in design and technology and art and design (paragraphs 30,118,123);
 - reviewing the curriculum to ensure there is appropriate emphasis in geography on the development of pupils' independent research and data-handling skills (paragraphs 10,127); and
 - improving teachers' knowledge and understanding of music and broadening the range of teaching methods (paragraphs 27, 144,148).
 - iv. **raise the levels of attendance up to those in line with national averages by:**
 - providing a computerised system that records the patterns of attendance of individual children and families (paragraph 51); and
 - devising procedures and systems that target those families with unreasonable levels of attendance and those who are persistently late (paragraph 16).

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Develop the role of the governors in acting as a 'critical friend' and in calling the school to account for its performance (*paragraph 59*);
- Pursue the receipt of more up to date and regular financial information from the local authority to enable the governors to track spending and plan the budget more effectively (*paragraph 59*);
- Improve links with all parents, including those who are unfamiliar with written English (*paragraphs 53,61*);
- Review the specialist support for EAL pupils to ensure it works more closely with class teachers and that when groups are withdrawn for support their work is linked more closely to that in their classes (*paragraph 21*); and
- Improve pupils' cultural awareness by emphasising more the school's rich cultural and linguistic diversity (*paragraph 40*).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	70
Number of discussions with staff, governors, other adults and pupils	37

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	13	36	21	0	0	0
Percentage	0	19	51	30	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	12	243
Number of full-time pupils known to be eligible for free school meals	0	92

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	90

English as an additional language	No of pupils
Number of pupils with English as an additional language	95

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	54
Pupils who left the school other than at the usual time of leaving	58

Attendance

Authorised absence

	%
School data	5.4

Unauthorised absence

	%
School data	3.1

National comparative data	5.6
---------------------------	-----

National comparative data	0.5
---------------------------	-----

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

Attainment at the end of Key Stage 1 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	27	18	45

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	22	24
	Girls	17	17	17
	Total	37	39	41
Percentage of pupils at NC level 2 or above	School	82 (82)	87 (82)	91 (87)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	20	19
	Girls	15	15	14
	Total	33	35	33
Percentage of pupils at NC level 2 or above	School	73 (71)	78 (76)	73 (68)
	National	85 (84)	89 (88)	89 (88)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	13	18	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	3	11
	Girls	12	10	13
	Total	18	13	24
Percentage of pupils at NC level 4 or above	School	58 (67)	42 (59)	77 (81)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	4	9
	Girls	11	9	14
	Total	15	13	23
Percentage of pupils at NC level 4 or above	School	48 (67)	42 (59)	74 (89)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	44
Black – other	0
Indian	9
Pakistani	5
Bangladeshi	5
Chinese	3
White	150
Any other minority ethnic group	38

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	13	0
Black – other	14	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	15	1
Other minority ethnic groups	42	1

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	22
Average class size	23

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	232.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	12
Total number of education support staff	1
Total aggregate hours worked per week	25
Number of pupils per FTE adult	6

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	721735
Total expenditure	721346
Expenditure per pupil	3050
Balance brought forward from previous year	8411
Balance carried forward to next year	8800

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	7
Total number of vacant teaching posts (FTE)	3
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	4
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	260
Number of questionnaires returned	61

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	33	0	0	2
My child is making good progress in school.	51	44	3	2	0
Behaviour in the school is good.	52	39	3	0	5
My child gets the right amount of work to do at home.	48	41	10	2	0
The teaching is good.	57	39	3	0	0
I am kept well informed about how my child is getting on.	49	44	5	0	2
I would feel comfortable about approaching the school with questions or a problem.	64	25	7	0	3
The school expects my child to work hard and achieve his or her best.	66	30	3	0	2
The school works closely with parents.	56	36	5	0	2
The school is well led and managed.	52	39	3	0	5
The school is helping my child become mature and responsible.	49	41	7	0	3
The school provides an interesting range of activities outside lessons.	28	25	18	13	15

Summary of parents' and carers' responses

The inspection team supports the parents' positive views. However they feel that the school's approach to homework is good and the school's range of out of school activities is satisfactory.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

66. Children enter the nursery class in the year in which they are four and attend for either morning or afternoon sessions. Both of these sessions are currently under-subscribed enabling a very good ratio of one adult to six or seven pupils depending on the session. There are two reception classes with 22 and 24 children respectively. About a third of these children started at the school without entering the nursery, although many have had some pre-school experience. The school has introduced an induction policy this year with home visiting for nursery-aged children and a number of school visits for those entering reception classes. This has enabled staff to get to know the children and their families and undertake assessments of their strengths and areas for development before starting school. This process has also enabled parents and carers to familiarise themselves with school routines and the staff and is appreciated by all concerned.
67. There are currently 26 children on roll in the nursery with a wide range of ability, levels of maturity and previous experiences. A number of children come from homes where English is not their first language and are in the early stages of learning English as an additional language. In addition, several children in both the nursery and reception classes have identified special educational needs particularly in relation to language development. As they move through the Foundation Stage all children make good progress, particularly in the nursery. They achieve well and are well prepared for the next stage in their education. This is because the teachers' knowledge of the needs of young children is good, as is the teaching of basic skills. The planned provision is very good and ensures that children learn and develop their skills well. The initial assessment of children on entry to the nursery is that although for some attainment is broadly average for their age the majority are generally well below average. This is particularly so for communication, language and literacy skills. By the time they enter the reception classes, children have made good progress and the majority are on course to achieve the Early Learning Goals in all areas of learning, by the time they enter Key Stage 1.
68. Teaching is at least satisfactory in all areas of learning observed. In knowledge and understanding of the world there was no direct teaching seen. In the nursery teaching is never less than good with 50 per cent of lessons observed being very good. In the reception classes although most of the teaching is satisfactory, a considerable proportion is good. Teaching is particularly good in communication, language and literacy and mathematical development. The nursery nurse and learning support assistants work very well with the teachers and support children effectively. Working relationships between the adults are good ensuring that children quickly develop positive attitudes and find their learning fun. There are regular observations of children's learning that provide a firm basis for assessment. The needs of individual children are clearly outlined in the teachers' planning which is very good. Children in both the nursery and reception classes have the opportunity to play together outside throughout each day. This provides younger children and those with EAL with good role models. This is particularly important because of the low numbers in each of the nursery sessions.
69. The curriculum planning is good and ensures that all elements of the Early Learning Goals are being provided and follows the recommendations of the "Curriculum Guidance for the Foundation Stage" published by the Qualifications and Curriculum Authority (QCA). Staff plan together so that there is a smooth transition between the nursery and reception classes.

Personal, social and emotional development

70. By the time they enter Key Stage 1 most children achieve the Early Learning Goals. Children in the nursery are encouraged to self-register at the start of sessions and find their name cards to label their drinks. They have the opportunity to make choices and decisions throughout the sessions about what they are going to do and for how long, including when to have their drinks. They take turns to feed the fish and water the plants and talk to each other about their tasks and

observations and when playing in role. Some help others to catch runaway balls when playing basketball or football. They cheer enthusiastically when a goal is scored and show great excitement when blowing bubbles together outdoors. Some clap spontaneously when shy or reluctant peers respond positively or correctly answer adults' questions.

71. By the time they are in the reception classes they are able to identify the strengths of others in Circle Time. They speak confidently in larger groups and are able to identify what they have done well in the design and technology work, using paper, tape and scissors, as well as how they can improve it. They show care and concern for others when they are upset and talk confidently to both adults and peers.
72. Children's behaviour in both nursery and reception classes is very good. They respond very quickly to adult requests and show a large measure of independence in choosing activities that they sustain interest in for extended periods. They play well together, co-operating in setting up games and imaginative play. Children in both nursery and reception know right from wrong. They tidy up willingly and know where to put equipment. They take turns on the wheeled toys and share equipment generously when playing with the 'Post Office'.

Communication, language and literacy

73. The majority of children are on course to achieve the Early Learning Goals by the end of the Foundation Stage, and some are likely to exceed them. This is because there is good focused teaching on extending children's language and literacy skills through the activities provided and the intervention by adults. Learning is assessed well and consolidated and supported effectively.
74. In the nursery, children are encouraged to communicate directly with adults and in groups. They quickly develop an appropriate vocabulary to describe their feelings and events. They communicate their needs to adults and talk together about what they are doing, as when one child said, *"I've caught four shapes in the water, can you catch some?"* They happily sang 'Happy Birthday to you' when making 3-D shapes in the sand and talked about 'The Gingerbread Man' when sharing the book together and using the relevant puppet. In the reception classes they are confident in feeding back to each other about work they have done and in co-operative work in the 'Travel Agents' during role-play. Children respond well to each other in this role-play and those with EAL shared and compared information about family holidays and photographs they had taken as they played with cameras in the 'Travel Agents'.
75. Children throughout the Foundation Stage enjoy mark making. Some nursery children are beginning to use letter shapes when writing and some are able to write their names. They make their own books including one based on 'Emmie and the purple paint' which they are able to 'read back'. They enjoy using the mark making sheets around the room that support the role-play and writing areas. All enjoy writing letters which they 'post' and send to the 'sorting office' outside.
76. Some children in the reception are beginning to use their knowledge of sounds to make good and sometimes accurate attempts to spell simple, common words. They match letters and words to the vocabulary of the books they are reading, such as the Oxford Reading Tree scheme, including 'You', 'Like' and 'Come'. They are able to read simple rhymes and passages together and some repeat these at a later date unaided, pointing at the individual words as they read. They willingly decide on writing activities when given opportunities to choose activities and there are good examples of their spontaneous use of letter shapes and words when using mark-making sheets around the room, the white board and in role-play. They are beginning to form letter shapes correctly and understand that writing can be used for many purposes including letters, stories and lists.
77. Children in both the nursery and reception enjoy looking at books and being read to. They enjoy retelling stories and understand book conventions and are able to sequence events in stories. Careful and supportive responses by the adults ensure that the children's enthusiasm is high and they are learning that reading is fun. Some children listen avidly to taped stories and all are able to take them home to listen to with parents and carers. Children are able to talk about some stories they

have enjoyed and many share books at home. All children in the reception classes have simple reading books that they take home to share and a dialogue between parents or carers and the teacher is encouraged through a home-school book.

Mathematical development

78. By the end of the Foundation Stage the majority of children are likely to attain the Early Learning Goals; a few are likely to exceed them. The quality of teaching in this area is particularly good especially in the nursery. All adults take every opportunity to provide for mathematical development and to encourage children to develop their knowledge of shape and number. In the nursery, this is through a range of experiences including role play, parachute games, sand and water play and singing number rhymes. In the reception they are learning positional language such as 'behind', 'next to' and 'inside'. They reinforce this through design and technology activities such as making paper houses for the bear and are encouraged to describe where they are putting him.
79. The majority of nursery-aged children can count to 5; many count to 10 and some beyond this with varying accuracy. They recognise and can name simple 2D shapes and some relate this to previous experience of spheres and cuboids. By the reception class they are beginning to count forward and backwards some in 10s and others to 20 or 50. They recognise and are able to repeat simple repeating patterns and are developing a good understanding of mathematical language. They reinforce this in a variety of ways including finding, recognising and counting shapes and multi-link cubes in the covered sand tray and describing the position of the train when using the Brio railway set. This is because there is appropriate emphasis by teachers and other support staff on numerical language such as when they count the children after they return from playing outside, count objects and emphasise the amount of time to tidy up and so on.

Knowledge and understanding of the world

80. Although provision in this area of learning is less well defined than in the others it is nevertheless satisfactory with some need for further development in the reception. Children generally are on course to meet the Early Learning Goals by the time they are due to leave the Foundation Stage.
81. Nursery and reception-aged children are able to describe in simple terms the route that letters take from the sender to the receiver. They follow routes marked out in the outdoor area and enjoy talking about their families. At this point in the year they have had few opportunities to travel outside the school environment or to have visitors to the school. They use the electronic 'Pixie' to explore direction. However, there are limited experiences related to geographical and historical development provided in this area of learning.
82. Children have ongoing opportunities throughout the Foundation Stage to experience simple computer software packages supporting both numeracy and literacy. Children in the reception class are able to use the 'delete' key, the mouse and the 'Caps Lock' key effectively to write their name using a name card for support. They have also used 'Paint Spa' confidently to explore the creative opportunities available through the computer.
83. There are very limited opportunities to work with 3D materials with the exception of activities in design and technology using card and paper with simple joining materials such as glue and tape as well as using the outdoor workbench. However, there is evidence of satisfactory progress in this area of learning. In the reception classes, for example, children showed an awareness of design strengths and areas to improve when discussing each other's work.
84. Although a range of experience was on offer throughout the Foundation Stage to support children's scientific development, there was no explicit teaching observed during the week of the inspection. Children did however show curiosity and a desire to explore though experiences related to sand and water. They used different types of magnifiers confidently and blew bubbles enthusiastically, showing awareness of the different colours and sizes produced. Some showed awareness that the shape of the blower did not influence the shape, whilst others noticed the round wet mark left behind when the bubbles burst against other objects.

Physical development

85. Most children are likely to meet the Early Learning Goals. In both nursery and reception there are ample opportunities for children to develop their control of pencils, scissors, paintbrushes and other tools such as hammers in activities related to design and technology. They cut, stick and join materials together confidently knowing what they want to achieve and how to achieve it. Children in the nursery tried very hard to touch the correct body parts whilst singing, "*Heads, shoulders, knees and toes*". This was particularly impressive as the nursery nurse had lost her voice and was leading the children whilst singing in a whisper.
86. There is a very good range of activities provided, particularly outdoors, for all pupils to develop their physical skills well. This includes riding wheeled toys, parachute games and small apparatus such as bats and balls. Opportunities for children to develop their more adventurous skills such as climbing, swinging or sliding are more limited as there is little large apparatus available. All adults give sensitive and well targeted support to develop children's skills such as aiming at the target board when shooting into a net, or techniques to support hitting the ball with a bat. This is very effective in developing their skills and in raising their self-esteem. Many of the older children play with those in the nursery and a high degree of co-operation and sharing of equipment was observed. Some children are very skilled in throwing and kicking balls and are able to vary their speed and weave effectively when riding their tricycles.

Creative development

87. Most children are likely to meet the Early Learning Goals. Teachers ensure that the role-play area outdoors and in the nursery is very stimulating, providing an exciting area for play. In the reception classrooms the role-play areas are less stimulating because of the limited resources available. In the nursery, children enjoy dressing up as Post Office workers, using hats and uniforms. In reception there are opportunities to play in the home corner and the Travel Agents, where there are opportunities to book holidays, use the telephone and money, take photographs and write letters and post cards. In each of these activities the children show a good understanding of their roles and interact well with each other in character.
88. Children enjoy painting and older children are able to mix colour effectively. In the reception they respond to Tchaikovsky's 'Spinning Wheel' and Stravinsky's 'Rite of Spring' in their painting, some producing abstract pieces representing their emotions and others working representationally. They cut out shapes in playdough and use collage effectively to make 'Meanie Faces' to support literacy work in reception classes based on their book, 'The Meanies come to school'.
89. They enjoy singing throughout the Foundation Stage and are encouraged by the positive lead given by their teachers. Children in both nursery and reception spontaneously sing whilst they are working. In the nursery they request favourite songs such as '*Twinkle Twinkle Little Star*' and in the reception they sing, '*The ants came marching*' to the tune of '*When Johnny came marching home again*' with great enthusiasm. Singing overall in the Foundation Stage is satisfactory. Many enjoy using a good range of tuned and untuned percussion instruments provided by their teachers to make their own music.

ENGLISH

90. The results of the 2001 tests in English showed that overall standards at the age of seven were below the national average in reading and writing, but were in line with the performance of similar schools. In the most recent national tests for eleven-year-olds for 2001, standards, although below the national average, were in line with those in similar schools. These results need to be considered against the high mobility factor at Marsh Green School. Systematic tracking by the school indicates that children who arrive at the school as planned admissions make good progress from a very low baseline. The trend over time indicates that the results for eleven-year-olds, although still not at the national average, have risen steadily. There has been significant overall improvement since the last inspection. These improvements have been achieved as a result of the

implementation of the local education authority Primary Project teaching framework, the improved quality of teaching and the work of the school to raise expectations through monitoring pupils' progress and setting challenging targets. Standards are improving rapidly since the arrival of the current headteacher although improvements are more noticeable in Year 2 than Year 6.

91. In speaking and listening standards are good, pupils are able to express their ideas confidently, speak clearly with a good range of descriptive vocabulary and show through their responses to teachers' questions that they listen carefully. The practice of 'Talk to your partner' is a well established part of most lessons and gives every pupil, including those with SEN and EAL, an opportunity to be fully involved in discussions. By the time they are in Year 2, pupils are able to retell the sequence of a traditional story with confidence, each building on the contribution of another until the story is complete. One child's description of the giant as "*An ugly, mean old ogre*" was echoed by one pupil, whilst another child prompted a classmate to change a pronoun to a proper name to make the meaning clearer. Pupils respond well to such prompts, helping their good progress. At this age, standards achieved by pupils with EAL, are generally satisfactory and often good. Pupils are given the opportunity to talk together and raise questions about work covered in all curriculum areas. By Year 6 pupils are enthusiastic when contributing to discussions in class. They respond to questions confidently and describe the work they have done clearly, evaluating it critically and with good judgement. They are confident and speak clearly at assemblies. On one such occasion Muslim children celebrated the festival of Eid in an assembly for the whole school and individuals read from the Qur'an and recited prayers confidently in their home languages.
92. By the end of Year 2 reading standards are above average, better than the recent test results would suggest, reflecting the outstanding progress that pupils have recently begun to make. A high percentage read fluently, using punctuation to bring expression to their reading. For example they are able to extract the meaning from the use of an exclamation mark or a question mark and bring appropriate expression to a dialogue and its linking narrative. They use self-correcting strategies when the text does not make sense and often bring expression to a repeated refrain to add drama to the context. Pupils in this year group reflect on what they read and make appropriate connections, for example, whilst reading about volcanoes, one pupil talked about her mother's experience of an earthquake whilst visiting China. Pupils, including those with EAL and SEN, are able to use illustrations and contextual clues to identify unfamiliar words. One pupil confidently speculated about what might happen when children were piling onto a frayed rope swing and recognised the injustice when the pet dog is told off for barking a warning. Some pupils with EAL achieve standards above those achieved nationally and pupils are encouraged to read from the library as well as from the reading scheme. They enjoy reading widely and benefit from the opportunities to become familiar with the more literary and idiomatic language found in stories. For example one such pupil read with confidence, coming to the meaning of "*in my most sarcastic voice*" and of "*boasting*" from the story context, including recognising their negative connotations.
93. By the time they are eleven pupils' reading has improved since the last inspection and is broadly at the expected standard. Given their attainment on entry, these pupils are achieving well. They have favourite authors such as Roald Dahl and J. K. Rowling and are able to explain why they like their stories and characters. They are keen to predict the likely outcome in story extracts and recognise different text types from their style and layout. Pupils tackle unfamiliar words with confidence and with a range of strategies and arrive at approximate meanings with due regard to their place in the story. For example, when faced with "*boundary*" and "*blood-curdling cry*" they recognised the derivations of the word and phrase from an overall sense of the meaning. Many children, including those with EAL and SEN, have a growing knowledge of idiomatic and figurative language and are able to infer meaning beyond the literal. In discussions, pupils talked knowledgeably about the authors they had read and the types of books they had enjoyed. Pupils know how to use dictionaries and thesauruses and the content and index pages in books, effectively. They are also developing appropriate skills in using the Dewey System in the library and to find information on specific topics. One pupil with EAL read with pleasure and was alert to the impact that the punctuation in the text made to the overall meaning. She read with good expression and understood that exclamation and speech marks indicated that the character was calling out something, though the word "*ouch!*" was unfamiliar to her.

94. By the time pupils are seven their writing is broadly at expected standards and some of it is above those standards. They are able to write a well structured story but this is generally under the assessment arrangements that the school conducts every half-term. They do not have enough opportunities to practise writing at length and so build on what they have learned from the extensive English language work they undertake in the spelling and writing workshops and in the text work in the blocked units of the Primary English Project. Too much of their writing is in teacher-produced worksheets. By the time they are eleven the scope of writing is extended well within literacy lessons. Pupils, including those with SEN and EAL, write for a range of purposes, including narrative, note-taking, poetry, prose and letter-writing. They grow in confidence and unaided story-writing allows them to demonstrate their developing skills. The majority of pupils are learning how to structure stories well, although generally by breaking them up into segments using a story plan. The unaided stories which pupils write as part of the assessment arrangements demonstrate good planning, imaginative developments and good use of punctuation and vocabulary. However, in Year 6, there is still over-emphasis on teacher-produced worksheets and this detracts from the need for an imaginative response to a writing task. There are too few examples of pupils writing to explore an idea, argue a case or reflect on their personal experiences. Work in pupils' books suggests that pupils' editing and proof-reading skills are under-developed. However many pupils with EAL are doing well. One pupil, for example, suggested the character's feelings as she was "*Sitting on a swing feeling sad*" and another wrote, "*I was amazed – how could this be?*" suggesting that they are learning the conventions of story-telling. The amount of writing across the curriculum is variable and generally pupils' literacy skills are not used sufficiently to support learning in other subjects, although a reasonable start has been made in history and geography. Information and communication technology (ICT) to word-process, redraft and edit is under-used and represents an opportunity lost to support literacy throughout most of the school. Pupils with higher attainment are not given the opportunity to develop their scholarly skills through personal study or through researching independently a question they have raised in subjects across the curriculum.
95. The teaching of English is good overall; on occasion it is very good. The school's use of the local education authority's Primary Project materials has brought consistency of approach to English lessons, ensuring a well-structured lesson with appropriate developments towards the learning targets. While teachers use the scheme of work conscientiously there is a need to provide more opportunities to write and express ideas outside the blocked units. Some teachers appear over-dependent on the framework, failing to exploit opportunities or to allow pupils to develop their independent study skills. Teaching is purposeful and often brisk, which allows pupils to achieve well within a lesson and the context of the learning objective. Teachers' questioning skills are well developed and they are generally sensitive about when to intervene to help pupils make progress. They are very responsive to pupils' ideas and use pupils' misapprehensions to develop the thinking of the class. Teachers record pupils' progress well and assessment data is used to guide planning, identify additional support and to set targets. Marking on a daily basis is also very effective, telling pupils which areas need improving and where satisfactory progress has been made. All pupils enjoy literacy lessons and have good attitudes to leaning helping them to make good progress. Their behaviour is very good in lessons.
96. The management and co-ordination of English is good. The procedures for planning, teaching and assessments are consistent and record-keeping supports the planning process well, allowing staff to monitor progress over time and set targets. The co-ordinator works closely with the headteacher and senior staff to ensure that the good assessment, recording and reporting systems are carried out by every teacher and used to set challenging targets for every pupil. This approach is having an important impact on pupils' attainment and progress in English and is an important factor in the sharp rise in standards.
97. The resources for teaching and learning are used well by all teachers, particularly the whiteboards, individual pupil whiteboards, overhead projectors and enlarged texts. Teachers are particularly supportive when they draw pupils' attention to features of an enlarged text or illustrate ways of writing or punctuating a passage. Pupils with EAL and SEN benefit from these techniques of reinforcement helping them produce follow-up work with confidence. The deployment of teaching assistants is well planned and is often very effective, many pupils achieving better than expected standards with this high quality support. In the last year the teaching of the subject has been

monitored well.

MATHEMATICS

98. The recent national tests show that the standards pupils reach by the time they leave the school at eleven years are well below average compared to the national picture and similar schools. There had been a very high rate of pupil mobility in this year group, for example, only half of the class had entered the school in the nursery and only two thirds had been in the cohort in Year 2. This year group had also suffered from a number of weak teachers, including supply teachers, throughout its career, although these teachers are no longer at the school. Inspection finds that at age eleven, standards are still below average but are better than the national test results last year might suggest. Improved procedures such as assessment and record keeping and good teaching since the appointment of the headteacher are raising standards, but this year group has also suffered from weak teaching and low expectations in previous years and 70 per cent pupil mobility and is starting from a low baseline. From September, work in pupils' books indicates that they have made good progress. In the circumstances, pupils' achievement is satisfactory. In other year groups in Key Stage 2, standards are in line with those expected for pupils' ages.
99. In Year 2, the most recent national test results show standards are above the national average and are well above when compared to similar schools. Inspection finds standards are in line with those expected and pupils are achieving well. All pupils are making good progress and are on course to replicate the standards achieved in the national tests by the end of the year. Two-thirds of these pupils were in the reception at the time of the last inspection when their attainment was described as being below average, so this is a considerably better picture for them. Standards in mathematics have improved well since the last inspection. There are no discernible differences between the performance of boys and girls. Pupils with learning difficulties and with EAL receive good support in lessons and this helps them to achieve well in most year groups.
100. In Year 2, work in pupils' books reveals that they have made good progress since they entered the class in September. There is evidence of a reasonably wide range of work, including good, accurate exercises on subtraction with, in the early part of the year, tasks involving taking one digit numbers from those with two digits. Pupils have secure understanding that the same mathematical operation involving subtraction can be represented in more than one way; for example $14-5$ is the same as $14-4-1 = 9$. In 'shape, space and measures' above average pupils identify accurately 2-D shapes such as 'square', 'triangle', 'pentagon' and 'hexagon' and 3-D shapes such as 'cuboid', 'cylinder', 'cube', 'cone' and 'sphere'. Average and below average pupils are less confident and in the work analysed there were mistakes identified. In a lesson in Year 2, most of the class was able to identify odd and even numbers accurately and quickly and made good progress in identifying these in number sequences.
101. In Year 6, work in the books of the above average pupils shows a wide range of exercises with the four number operations. Pupils add and subtract 3 digit numbers confidently and multiply and divide 2 and 3 digit numbers. At the beginning of the year they are not secure and totally accurate in these operations but their work shows that as the term progresses they are becoming increasingly confident and accurate. They also undertake problem-solving exercises, when, for example, they effectively translate the cost of buying art materials into addition sums. Their work is neatly presented and handwriting is good; however, the standard of the work the school describes in Year 6 as 'above average' is only marginally so; there are also relatively few of these pupils. The school realises that it needs to do more to raise the attainment of potentially higher attaining pupils and is committed to doing so. The work of the pupils the school describes as 'average' is below that normally found in most schools. The *range* of work is similar to that for the above average pupils. Some of their work is of a good standard as when they accurately find the mean, medium and mode and they record that *"A set of concentric circles means they all have the same centre point"*. The standard of work in the class overall, is below that normally found, although pupils' achievement is satisfactory with some achieving well, given their capabilities.
102. In a lesson in Year 6, pupils displayed enjoyment and reasonable dexterity when they responded to

quick-fire questions testing their skills in mental mathematics. However, they are slower in recalling their tables than in classes lower down the school. When multiplying 3 digit numbers by 2 digits they use the overhead projector confidently explaining, "*I am multiplying by 10's first, then I am multiplying by the units and then I will add the two answers together*". The procedures introduced by the headteacher to assess pupils accurately and record their progress (particularly necessary in this class with 70 per cent mobility) together with improved teaching have not had time to have had the same impact as in the rest of the school. In other year groups, standards are broadly in line with expected standards and represent a significant improvement in the subject. In Year 3, for example, most pupils have secure knowledge of the 3, 7 and 9 times tables. In most of the school pupils are developing satisfactory numeracy skills.

103. In all the lessons observed pupils enjoyed learning and concentrated well. They have positive attitudes and respond well promoting effective learning. Relationships between adults and other pupils are good and all have respect for each other. Not only do pupils listen well to their teachers but they also listen attentively when other members of the class offer presentations or explanations. There is a positive atmosphere for learning in the classrooms.
104. The quality of teaching and learning is good, overall. It was satisfactory in 11 per cent of lessons, good in 78 per cent and very good in 11 per cent. This high percentage of good teaching is clearly a major factor in improvements in the subject since the last inspection. It is good overall, in both key stages. All teachers plan well and follow the requirements of the local education mathematics scheme, '*Improving Primary Mathematics*' (IPM), that meets the requirements both of the National Curriculum and the National Numeracy Strategy. In the majority of lessons, teachers ensure there is a brisk pace, although not invariably. In a few lessons for example, the teachers waited too long for individual pupils to work out their answers whilst the rest of the class waited patiently. Whilst the intention to allow pupils to work things out for themselves is a worthy one, on these occasions this strategy slowed the pace and momentum of the lesson, to the detriment of learning in these particular classes. However, in most lessons there was a brisk pace that moved the lesson along at a rate that maintained pupils' interest and concentration. In one of the classes in Year 1 for example, the teacher asked the class to complete their written number exercises by colouring in some of the objects used in the lesson. However, they were given strict time limits in which to complete this exercise and because all the class knew this was the expectation all completed it in the limited time given. In a class in Year 3, in setting tasks involving multiplication, the teacher made it clear there was no time to be wasted: "*I am looking for quick recall of your tables*". This worked well because it gave the pupils a much needed incentive.
105. Most teachers have clear objectives and tasks are suitably matched to their pupils' needs and challenge pupils' thinking. In group work for example, teachers ensure that tasks are set to the appropriate levels of knowledge and understanding of the various groups and that their needs are met well, including higher attaining pupils and those with SEN and EAL. Teachers use questioning to good effect, challenging pupils to think. In a lesson in Year 3 on multiplication, pupils were explaining their methods to the class. The teacher asked, "*When you say you count the space, what do you mean?*" The pupil in question replied, "*It means you add on one when you count*", showing that he understood the concept. Many teachers emphasise technical vocabulary well. In Year 1 for example, the pupils were aware that alternative names for '*take away*' are '*subtract*' and '*minus*'. In Year 3, the teacher was comfortable talking to her class about the '*commutative law*', the phenomenon by which some facts can be easier to recall when presented in a different way. All teachers have good class control based on good relationships and respect for each other. Marking is generally good with helpful comments showing pupils how to improve their work; "*Remember to write out the sum you are doing and show your working*". The quality and frequency of homework are good overall.
106. During the inspection, with the exceptions of science and history, there was limited evidence of pupils using their numeracy and mathematical skills in other subjects of the curriculum. ICT is rarely used to support learning in mathematics. In only one lesson were computers observed being used when two lower attaining pupils in Year 5 enjoyed using a mathematics program to practise addition and subtraction exercises.

107. Since the last inspection there have been a number of improvements that have contributed to the raising of standards, including improvements to monitoring and assessing attainment and progress. These include a thorough review of the subject after the appointment of the headteacher, monitoring of teaching and full feedback to teachers on their strengths and weaknesses, a review of resources and in-service training for key staff. The improvements to teaching have been the most influential factor in raising standards. The school has also received significant and helpful support from the staff from the local education authority. The co-ordinator leads the subject well.
108. Teachers value the IPM scheme and believe it gives a very good structure and supports all teachers, even those whose knowledge and understanding is less strong than others. Resources are satisfactory.

SCIENCE

109. Teacher assessments for pupils in Year 2 indicate that standards were well below those expected, when compared to other schools nationally. The National Curriculum tests for pupils in Year 6 show that standards were also well below those expected and were better, but still below, when compared to the performance similar schools. However, the percentage of pupils attaining higher levels was in line with similar schools nationally. The school sets targets to raise standards in science by the end of Key Stage 2. These targets are both realistic and challenging in relation to pupils' prior attainment.
110. Inspection findings show that the majority of pupils in the current Year 2 are working at broadly expected levels. This is an improvement since the last report when they were well below expectations.
111. Work in pupils' books show that they are given the opportunity to work across all attainment targets. They cover physical processes, living processes and living things. In physical processes they investigate sound, electricity and light. In life processes and living things the main differences between plants and animals, living and non-living and the senses are the main aspects that are covered. Pupils have a sound knowledge of body parts and ideas about things that are natural and things that are made. They use planning sheets well to focus their work on the main elements of science investigations in terms of what they intend to find out, how they propose to do this and what their findings are.
112. In Year 6, evidence from lessons observed and an analysis of work in pupils' books, show that the standards achieved by pupils are below average. Weaknesses in teaching identified in the previous report have lead to gaps in pupils' knowledge and understanding. This is particularly so when pupils are attempting scientific rather than everyday explanations for their observations. Examples of this in Year 6 include difficulties in describing the concepts of gravity and friction and attempting to explain the evaporation of different liquids rather than simply reporting what has been observed. Pupils' use of their mathematical skills as illustrated in their graph work was not up to the standard expected in their books. However, some pupils are beginning to make reasonable attempts at predictions, for example the effect of hot water on sugar, although the majority of pupils have some difficulty with making a hypothesis and devising fair tests. Overall, in this year group, pupils' investigative skills are insufficiently developed and most pupils have not developed a sound knowledge of the need for and use of, evidence. In their writing about their observations, there is evidence of a greater use of scientific language such as 'reflective', 'transparent' and 'opaque' when describing materials. Pupils' standards, although below average, are better than the National Curriculum test results might indicate and pupils' achievement is satisfactory in relation to their prior attainment.
113. The quality of teaching is broadly satisfactory throughout both Key Stages. Teachers generally plan well, use effective teaching methods and manage their classes well. In some lessons the teachers' knowledge and understanding is secure. In others it is less so and tends to limit the development of pupils' exploration and investigation, leaving some pupils with misunderstandings related to physical phenomena such as gravity and friction as well as the relationship between the water cycle and electricity. The amount of time given to science at Key Stage 2 is generous in

comparison to the majority of schools nationally but it is not always used effectively. The three hours allocated tend to be in a two and one hour block. The two-hour session is too long for many pupils to concentrate and sustain their interest. This leads to too much teacher-direction, pupils find it difficult to sustain concentration and some lessons lack a lively pace. Although teachers' marking is satisfactory overall, for some teachers it is not as thorough as it might be. In Year 2, for example, there were misunderstandings about the difference between the relationship between natural light from the sun when studying the movement of the Earth and that generated by electricity from batteries or from household circuits. In a lesson, the teacher readily accepted 'bendy' and 'pointy' when describing materials and missed the opportunity to exploit fully more scientific terms such as 'flexible' and 'sharp' when offered by pupils, limiting the development of their scientific vocabulary. Whilst most pupils make satisfactory progress in science, pupils with SEN and EAL are well supported and their needs are met well, enabling them to make good progress.

114. Neither literacy nor data handling skills are fully developed across the school, in science. Pupils at both key stages use planning sheets to outline their proposals, but rarely have the opportunity to make their own decisions about how they will record their investigations. In pupils' work there is evidence of opportunities being given for data handling, but charts and graphs are poorly developed and set out and the data is difficult to read. There was very little evidence of the use of ICT in pupils' books or in lessons during the inspection. This limits the value of data and its use, particularly for older pupils.
115. The school has adopted the national guidance from the QCA as their scheme of work and the co-ordinator is currently modifying this to meet the school's needs and to ensure continuity and development in the concepts outlined. She is new to this post and has quickly identified the strengths and developmental needs of the subject, including the need to improve some teachers' knowledge and understanding. She has not yet had sufficient time to monitor either pupils' standards in class or the quality of teaching. Assessment data is derived from termly assessments of pupils' National Curriculum levels and is recorded electronically. However, there remains inconsistency in the teachers' moderation of these levels. Resources for science are adequate throughout the school and the co-ordinator has made a good start, in the limited time available, in managing the subject.

ART AND DESIGN

116. Two lessons were observed in each of the two key stages. Evidence also draws from pupils' work both in books and on display. The majority of the pupils in Year 1 are working at standards expected for their age and all pupils, including those with EAL and SEN, make satisfactory progress. In Year 3, although standards are broadly at those expected for pupils this age, by Year 5 the standards of the majority of all groups of pupils are below average.
117. In both key stages most pupils are able to describe how they carry out their work and compare it with that of others. The work of other artists is used effectively to stimulate ideas related to specific techniques. In Year 1 pupils work in the style of Paul Klee and Matisse, as well as responding emotionally to Holst's 'Planets' Suite' and Schubert's Fifth Symphony. They use a range of materials in composing portraits and observational drawings to support work in other areas of the curriculum. In Year 3 pupils use their sketchbooks and viewfinders to identify finer details in their drawings and the study of line, pattern, colour, texture and form. They mix colours effectively and use their art techniques confidently to support work in religious education through the making of greetings cards and drawings of Mendhi patterns and divas. They also use illustrations to support their understanding of multiplication facts and when exploring both their imaginations and the work of other artists they learn to use a range of techniques and media. They are working at a level appropriate to their age.
118. Towards the end of Key Stage 2, in Year 5, pupils' progress is limited by a lack of sufficiently planned opportunities for self-directed, independent responses to stimuli or projects. Whilst the curriculum broadly meets statutory requirements, it is limited in the range of techniques and

opportunities to evaluate, modify or research work independently. Throughout the school there was no evidence of three-dimensional or fabric-work. There are few opportunities to work collaboratively and little use is made of ICT. There is a lack of cohesion in the curriculum to ensure that pupils systematically acquire and develop their skills from year to year. During lessons however, pupils responded well to the teaching, much of which was good and showed a keen interest in art. They enjoy learning new techniques and are able to respond to individual questions asked of them. Pupils sustain their concentration well and are anxious to produce good quality work.

119. The art co-ordinator also has responsibility for another area of the curriculum that has taken precedence this year. Her main influence on the curriculum is therefore informal; colleagues ask for support and advice when needed. She has not yet, for example, had the opportunity to monitor teaching and the quality of pupils' work. She has rightly identified the need to audit the current curriculum. She manages the available resources for art well and has a clear view of the developmental needs of the subject. Resources for the subject are limited at both key stages, particularly for those related to three-dimensional work, textiles and printing. There are few opportunities to visit museums and galleries at either key stage and none have taken place over the last year. The school has made unsatisfactory progress since the last inspection.

DESIGN AND TECHNOLOGY

120. During the inspection, three lessons in design and technology were observed, two in Key Stage 1 and one in Key Stage 2. In addition to those lessons, therefore, judgements are based on an analysis of pupils' work both in books and on display. In Year 2 standards are broadly average. Pupils acquire a range of skills and techniques including how to make decorative stars from lolly sticks and sliding mechanisms and lighthouses to help Max escape in "Where the wild things are" by Maurice Sendak. Their work indicates that they are able to use these techniques effectively. They are able to draw an electrical circuit to make a bulb light and pupils also design and make vehicles satisfactorily using recycled materials, wheels and axles. Pupils produce finished artefacts but there is little evidence of either the designing or evaluation of their work. Overall, all pupils, including those with SEN and EAL in Key Stage 1, make satisfactory progress.
121. In Key Stage 2, evidence in pupils' books and on display shows that pupils have had opportunities to experience food technology, designing and making 3D models of balanced meals and making sandwiches, after carrying out an initial survey on likes and dislikes. They make puppets using split pins and in Year 4, design and make chairs from newspaper and tape. This is an ambitious project that allows pupils to work collaboratively towards an end product. Pupils are able to identify the difficulties that they experienced when co-operating in this work and the implications for future work. Although some attempts are made to describe relevant features of the chairs and their manufacture, this is lacking in depth and indicates unsatisfactory understanding of the ways in which paper can be strengthened. By the end of Key Stage 2 pupils have made unsatisfactory progress in their designing or evaluating skills and standards are below average.
122. In lessons, pupils are enthusiastic about the subject and work hard to achieve their best. They show a high level of interest in each other's work and are able to sustain their concentration well even when they are finding their task challenging. This is clear in Year 2 where pupils were learning about wheels and axle positions in preparation for making their own vehicles and in Year 3 when pupils were identifying common features of pencil cases before designing their own. Limited opportunities to develop these skills both throughout the year and from one year to the next leads to attainment being lower than expected for the majority of pupils by the end of Key Stage 2.
123. There were insufficient lessons observed to judge the quality of teaching overall. In the lessons seen in Key Stage 1, teaching was satisfactory and pupils enjoyed the lessons. They listened well to their teachers' instructions and their learning was satisfactory. In the lesson in Year 3, teaching was good. The lesson was well planned; the teacher presented the session in a lively manner and showed interest in her pupils' responses. Pupils' levels of concentration were high and they made good progress in learning. Because the subject is taught every other half term there are limited opportunities for work to provide continuity as different aspects of the programme of study are

focused on each time. Teachers reinforce themes and issues well during lessons and support pupils well in making observations that will assist them at the making stage. However, little attention is paid to trying out alternative strategies or materials so that it is difficult for pupils to make judgements about how they might improve or change their designs.

124. There is no co-ordinator for the subject and it has not yet been identified as a priority in the school's improvement plan. Resources are only just adequate to meet the school's needs but there is a lack of construction or advanced technical and control kits. The resources available are used efficiently. Teachers follow the QCA guidance related to the subject in their planning but there is no monitoring of planning or teaching to ensure that there is progression from year to year. Progress has been unsatisfactory overall, since the last inspection.

GEOGRAPHY

125. Standards are below average for eleven-year-olds overall, but are average for seven-year-olds. This is the same as at the last inspection. Progress in the subject therefore is unsatisfactory overall, although in the few lessons seen, all pupils, including those with SEN and EAL who are well supported, made good progress.
126. Pupils in Year 2 have satisfactory skills and knowledge and are able to distinguish between human and physical features based on their study of the story of Katie Morag. They know that an island is surrounded by water. In observing the key features and landmarks of the area close to school and the attractive and unattractive features in the locality, they learn about their local environment. In a lesson in Year 2 they discuss their feelings confidently when they are shown an old photograph of their school. They speak clearly and confidently and listen well to the feelings expressed by others, which are generally positive. They learn how to improve their environment by helping to keep the school clean and placing rubbish in the bins. They sequence accurately photographs of the main features on a map to show direction and understand the use of a 'key'. Pupils in Year 1 show an appropriate awareness of how pupils travel to school by conducting a survey of the transport they use and record it accurately as a graph on their computer. Pupils in Key Stage 1 are achieving well given their low starting point.
127. Pupils in Year 6 are developing a sound understanding of the water cycle and the part the rivers play in this. Some good links are made in science as, for example when they discuss the temperature on a mountain, comparing it with temperature near the river mouth and what causes water to evaporate. They are able to access information from the Internet to study their chosen mountain range in different parts of the world. However, work in pupils' books indicates there are gaps in the curriculum as there is limited evidence of independent research work or of effective use of data handling. In Year 3 pupils identify the country of their most recent holiday effectively and record similarities and differences in the weather. They understand that weather conditions determine what people take to wear on holiday. In Year 4 they know how to complete a questionnaire to find out about the time spent on weekend activities and then present their findings reasonably clearly in a graph. Pupils in Year 5 are able to locate the wettest areas in the British Isles and understand how to classify water usage such as at home, farm, industry and leisure.
128. Pupils are interested in geography, they concentrate well on their tasks and are keen to answer questions. The study of geography is consolidated in English, mathematics, history and art. It also supports their spiritual, moral, social and cultural development effectively.
129. In the limited number of lessons seen the quality of teaching was good in both key stages. Teachers use teaching methods such as exposition, questions and answers, group and individual work well. They select and prepare suitable resources to support learning effectively such as worksheets, maps, atlases, globes and books. ICT is underused in lessons. Generally lessons are varied and often challenging. The breadth of the study of geography is enhanced by organised visits to the local area and residential trips. Pupils with SEN and those with EAL are provided appropriate support in class by both teachers and classroom assistants.
130. Teaching of the subject is supported well by the recently appointed geography co-ordinator, who is

working towards effective co-ordination and monitoring across the two stages. The subject policy is being developed and she is aware that more emphasis is required to develop the older pupils' independent research and data handling skills.

HISTORY

131. Four lessons were observed during the period of inspection, all in Key Stage 2. Judgements about standards in Key Stage 1 are based on an analysis of pupils' work and discussions with pupils. There is insufficient evidence to judge the quality of teaching in this key stage.
132. Standards in history are average in both key stages, an improvement since the last inspection report. There is no marked difference between the attainment of boys and girls. All pupils, including those with SEN and EAL who are well supported, achieve well given their capabilities.
133. By the time pupils are in Year 2, they are beginning to develop some understanding of the past by comparing pictures of harvest time a long time ago to that of today. They understand the passage of time relating it to their own lives and are developing an understanding of key historical facts such as the story of Guy Fawkes and the gunpowder plot. They write letters in the role of Guy Fawkes urging King James to treat the Catholics well. Strengths in Key Stage 1 include the pupils' increasing sense of chronology, understanding of the passage of time and the difference between past and present. In Year 1 pupils compare toys, which they play with and compare with older toys and learn to distinguish between the two. They are developing sound historical understanding of the context in which the toys were made. In Key Stage 1, pupils are achieving well given their prior attainment.
134. Pupils in Year 3 demonstrate their increasing understanding of the lives of ancient Egyptians by listening to the story about a farmer and his wife and by studying the pictures of artefacts they used. They discuss sensibly whether life was easier or more difficult for the farmer's wife. They understand that water had to be carried from the river Nile to their home and everything that was eaten had to be grown. In Year 4 pupils learn about the life of Boudicca' and why she fought the Romans. Through elementary research they extracted information from three different secondary sources, and learned that Boudicca began as a Queen after her father's death and that she rebelled because she was abused by the Romans. In Year 5 pupils were fascinated about the role of Sir Francis Drake, building on their understanding of the Mary Rose, the favourite ship of Henry VIII.
135. Work in the books of pupils in Year 6 indicates that they are confident when writing an account of attending Victorian schools. They debated the issue, '*We believe all children should go to school*' in their role as children in Victorian times. This debate enabled them to reason effectively and supported their understanding of what a Victorian child was allowed to do and what was forbidden and to develop their sense of chronology. They also compared present discipline in their school with that in the 1930s by studying a section of the old log book and the use of sanctions such as the cane, to maintain discipline. They are developing sound skills in information gathering and analysis and their best work gives a sound interpretation of events, explaining causes and effects in a structured way and are beginning to acquire the skills to use relevant historical terms in describing and sequencing events. On the evidence of this work they are achieving satisfactorily in relation to their previous learning.
136. History makes a sound contribution in developing pupils' literacy skills by extending the range of writing the pupils tackle when they cover areas such as fact, opinion and empathy. The subject also makes a sound contribution to numeracy and art and design.
137. Pupils are interested in history. They concentrate well and are generally keen to express themselves in various ways, whether orally, in writing, or in drawing and painting. In the lessons seen, the quality of teaching is generally good. Teachers have good subject knowledge and use resources well. They use a variety of teaching methods and the appropriate deployment of resources to assist learning – books, posters, pictures, artefacts and visits. Lessons are often challenging. There are sound displays around the school, including a collage about Henry VIII and

his wives, the Romans in Britain, and Ancient Egyptians. The breadth of the study of history is enhanced through visits to places of historical interest such as the Museum of Childhood.

138. The co-ordinator supports the subject well and she has developed a scheme of work to ensure adequate coverage of statutory requirements. There are formal assessments and monitored samples of pupils' work from each year group. The history policy has been updated recently. Although there is sufficient time devoted to history teaching, the way the time table is organised in blocks inhibits continuous step-by-step progress and achievement, particularly in developing research skills. Resources such as posters, text books and maps are adequate.

INFORMATION AND COMMUNICATION TECHNOLOGY

139. By the end of both key stages pupils achieve standards that are average. In Key Stage 2, this is an improvement since the last inspection. Although there is one computer in each class this is not sufficient for pupils to use them on a regular basis particularly in support of their learning in other subjects. All pupils, including those with SEN and EAL, make satisfactory progress in each aspect of the subject and achieve satisfactorily given their capabilities.
140. Throughout the school pupils are confident and enthusiastic in their use of ICT. They concentrate well on the tasks that they are set and more experienced pupils support others in using the appropriate software. By Year 2 pupils use 'clip art' to illustrate work in science including the use of relevant information with which to produce pictograms related to hair and eye colour. They are developing their word processing skills effectively and use "Colour Magic" to produce greetings cards and work in the style of the painter Mondrian. By Key Stage 2 there is clear development of pupils' ICT skills and of their understanding of databases, word processing and use of graphics programs. The software package that the school uses is a graded package that allows pupils to use common software at different levels of sophistication throughout the school. By Year 3 pupils are able to send and retrieve e-mails, with some able to access attachments. In Year 4 they are able to use different fonts, colours and size to add drama to story titles, edit their work and make effective repeating patterns. By Year 6 they design and use basic spreadsheets to solve everyday problems such as entertaining friends within a limited budget. Throughout Key Stage 2, pupils are able to access CD Roms to find relevant information. Younger pupils use a 'Pixie' to explore direction and digital cameras and tape recorders. Older pupils also have opportunities to use digital cameras, tape recorders, calculators and scanners, particularly during the lunchtime clubs.
141. The general standard of teaching is good, overall, although one lesson was satisfactory. Most lessons take part in the ICT suite where there is access to a large teaching screen. Careful modelling by the teacher, supported effectively by the technician, ensures that pupils achieve the learning outcomes expected. The pace of these lessons is usually good and the level of pupil interest and enthusiasm is high. In one satisfactory lesson, the level of challenge was insufficient to push pupils to their full potential. The limited number of computers in classrooms are not used efficiently because most teachers are not fully aware of the potential of the technology to develop learning in other subjects. The school uses the local education authority scheme of work for ICT and assesses pupils' learning against their minimum recommended standards for each year group. This provides a suitable framework for assessment and is having a positive impact.
142. The co-ordinator has held the post for four terms and is both enthusiastic and skilled. She has worked hard to develop the subject throughout the school, particularly the effective development of ICT skills. She has not yet monitored teachers' planning or their teaching to check coverage and is aware of the need to do this to raise standards higher. She has a very good understanding of the school's strengths in the subject and the areas in need of development, for example in using the technology to support learning in other areas of the curriculum. The school has the minimum pupil to computer ratio recommended, 11:1. The computer suite is not fully effective as it operates only in the afternoons and lunchtimes when the technician is available.
143. About half of teachers in the school have undertaken 'New Opportunity Fund' training to develop their ICT skills. Those that have joined the school since this funding was made available are due to

undertake their training in the next academic year. The co-ordinator has undertaken a further certificated course that has developed her skills and confidence in supporting others.

MUSIC

144. At the last inspection standards were reported as being low throughout the school. This was because staff lacked confidence in teaching the subject and there was no coherent plan of what should be taught in music lessons. The position has marginally improved since then. Most teachers still lack confidence in the subject, even though there has been a significant change of teachers since the last inspection. However the school has subsequently adopted a commercial scheme of work that provides a sound framework giving detailed guidance to teachers on what should be taught. Whilst standards in the lessons observed were broadly in line with the standards expected for pupils' ages, most teachers are too reliant on the scheme and tend to follow it slavishly as they lack the confidence to innovate. For example, they tend not to assess the progress of their pupils' adequately to determine whether they have sufficiently grasped the concepts and are ready to move on to the next unit. Music remains an area for significant development because pupils are not achieving as well as they should.
145. Lessons were observed in both classes in Year 1 and in two classes in Key Stage 2. In Year 1 pupils' singing was satisfactory. They sang in tune but without any sense of enthusiasm or enjoyment. However, they did enjoy the opportunity to use implements and utensils such as wooden spoons, tin boxes and plastic food holders as untuned instruments as they accompanied '*Midnight in the kitchen-quiet as a mouse-mustn't wake up Anna-sleeping in the house.*' They had previously heard this played on a pre-recorded CD and were now being asked to accompany the piece following the rhythm by beating time. Although most pupils, including those with SEN and EAL, displayed a reasonable sense of rhythm it was clear that a significant minority had some way to go in developing such a sound sense. Overall, pupils' achievement was satisfactory. Pupils enjoyed this part of the lesson, although their excitability at holding and using the instruments prevented some pupils from listening properly and following the instructions from their teacher. However, overall their attitudes and behaviour were good.
146. In Year 3, pupils listened to and were asked to recognise, features of storm music. They listened to extracts of six pieces of music, three of them representing storm music and three representing calmness and ranged from Mendelssohn's 'Hebrides Overture' to Massenet's 'Meditation from Thais'. The pupils responded well to the variety of pieces and all made good progress. They were able to explain clearly why the tempo and variations in volume replicated a sense of peace or turmoil. They were also able to relate the music to other activities such as ballet classes. In this lesson the pupils showed a sense of enjoyment. During the playing of the 'Hebrides Overture', in particular, they became very animated as they simulated conducting and the playing of instruments such as drums and violins. They achieved well. Pupils were attentive and discerning and their behaviour was good.
147. In Year 6, pupils were asked to contrast different pieces of music by the same composer - 'Summertime' and 'I got plenty of nothing' from George Gershwin's Porgy and Bess. They attempted to compare the two pieces but found this difficult as they were only given one opportunity to hear the short extracts and effectively were being asked to talk about something of which they knew little. As a result, in this part of the lesson, some of the pupils became restless. However, other pupils were able to describe 'Summertime' as relaxing and the second piece as 'unrelaxing'. Most pupils were achieving satisfactorily, and improved their musical vocabulary learning the meaning of 'soprano', 'bass' and 'orchestral'. All pupils were well behaved.
148. Teaching overall, is satisfactory but the teachers' lack of confidence in the subject inhibits pupils' achievement and their sense of enjoyment. In the lesson in Year 6, for example the objectives of the lesson – *to compare contrasting sounds* - could as easily have been achieved by playing contrasting pieces more accessible to 11-year-olds than that by George Gershwin. However, in this lesson the teacher used good questioning, asking for example, "*When do you sing a lullaby?*" to which a girl replied, "*When I want to fall asleep*". In the best lesson, where the teacher was more

confident, she maintained a very good balance between formality and informality and used words expressively and with animation, capturing and maintaining pupils' attention and imagination. Pupils responded well to this teaching, enjoyed the lesson and were actively involved and not merely passive listeners.

149. Resources are adequate overall, but by and large, are not used effectively, due to teachers' lack of confidence. They are also not easily accessible. For example, an electronic keyboard is not used and is hidden away in a cupboard. As at the last inspection, the subject is co-ordinated by a member of the support staff; however she does not have the time to fulfil this role adequately nor the authority to monitor teaching in the subject.

PHYSICAL EDUCATION

150. Standards in both gymnastics and games are in line with those expected for pupils' ages in Key Stage 1, above in Key Stage 2 and are above those expected overall. Pupils are achieving well. These standards represent significant improvement since the last inspection.
151. In Year 2 pupils develop good throwing and catching skills, with increasing levels of control and accuracy as the lesson proceeds. They incorporate movement around the room and clapping into the sequence of throwing and catching, demonstrating good control and skill as the work becomes more challenging. Pupils are encouraged to evaluate their own and others' performance, critically but constructively. In Year 3 pupils made good attempts at arching their bodies and stretching to the fullest to create tension. In Year 6 they are encouraged to develop their compositional skills by performing a sequence of rolls, achieving 'a moment of stillness' after each, giving appropriate attention to supporting body weight, overall shape and tension. In one lesson pupils performed flowing movements between gymnastic sequences and showed high levels of skill in their roles and jumps. In all lessons, pupils are encouraged to work as individuals, in pairs and in groups and in doing so they are able to demonstrate increasing control, good use of space and an awareness of each other's needs.
152. Lesson planning is good, drawing on the school's scheme of work, with clear learning objectives building on previous learning and allowing pupils to develop skills progressively, for example in rolling, jumping and arching in gymnastics and throwing, catching and directing aim in the games lesson. Teaching is purposeful and brisk and well structured to allow pupils to achieve the learning objectives. Pupils move quickly into an activity but with due regard for health and safety. Warm-up activities are carried out promptly and pupils understand the importance of this aspect of the lesson and its impact on muscles, lungs and heart. In gymnastics, pupils perform a good range of rolls and jumps and teachers' feedback allows them to improve with practice and rise to challenges to improve performance. Teachers use praise well and are aware when pupils are ready to make progress and intervene appropriately. They acknowledge good work and allow pupils the opportunity to demonstrate their new skills, which is highly motivating for themselves and the rest of the class. Pupils with SEN, including those with some behavioural difficulties, are set challenging tasks and they respond well. Pupils with EAL are able to work at their own level of ability but with great enthusiasm and effort, drawing on the visual prompts of their classmates' work to have full access to the lesson. A child new to English was just as involved as her classmates and was supported well by them, taking her lead from pupils in her group when the language required to understand the teacher's instructions was beyond her level of understanding. While teaching is consistently good, not enough thought is given to the deployment of staff, for example on one occasion two additional staff members were fairly inactive during the lesson and pupils did not benefit from this potential extra support. Teachers' knowledge and understanding are good, allowing them to observe and analyse movements and give good advice on how to improve. Adequate time is allocated to practise and review so that pupils understand when they are making progress. This approach is highly motivating and stretches all ability groups.
153. An exhibition of pupils and teachers involved in physical education was mounted in the two school halls and gave a good indication of the work covered in the last academic year, for example, of the five-day sailing trip that pupils experienced last year. The school has invested in a sound scheme

of work and has acquired a good range of resources to meet the demands of the curriculum. These developments allow teachers to plan and resource lessons well and to provide continuity and progression in the development of skills.

154. The leadership of the subject is satisfactory. The co-ordinator has good subject knowledge and is developing the curriculum progressively. She has made a good start with the production of a policy and scheme of work and the development of resources. Standards would benefit if more time was given to the subject. Although assessment is written into each unit of work there is scope for further development.

RELIGIOUS EDUCATION

155. Attainment broadly meets the expectations of the locally Agreed Syllabus in all year groups, including Years 2 and 6. These standards have been maintained since the last inspection. All pupils, including those with SEN and EAL, achieve well.
156. Pupils in Year 2 identify that the special place of worship for Christians is a church, for Muslims, the mosque and for the Hindus, a temple and they record this information clearly in their books. In a lesson observed, they demonstrated, in response to their teacher's questioning, a sound understanding that respect is shown by acting sensibly and quietly. They worked well together in discussing their special places and were able to link those to places of worship. In Year 1 pupils learn about belonging and caring and relate the concepts well by referring them to themselves. This was illustrated clearly when, in the context of belonging to a religion, a pupil wrote that a cross represented belonging to Christianity. Pupils are achieving well given their capabilities.
157. In Year 3, after listening to the story of Abraham, pupils learned why he is revered in three religions and why the story is important today to the Jews, Christians and Muslims. They are developing an empathy with people who have to leave their homes, such as refugees, as Abraham and his wife Sarah had to do. They also relate well to the characters in the story as a pupil in the class had the same name as Abraham's son. In Year 4 pupils discuss places where people worship and they learn that Mandir is the proper name for a Hindu Temple. They find key words such as murti, mantras, darshan, arti, parshad difficult to understand as there was no effective explanation given for them to do their task effectively. In Year 5 pupils know about how the Qur'an was revealed to the Prophet Muhammad and they have produced a good helpful guide to the mosque and a book of stories about the life of Muhammad. In a lesson observed, they learned effectively what made a best seller and then related this information to the success of Biblical sales. Pupils are achieving well and meet the expectations in the Agreed Syllabus.
158. In Year 6, pupils explore feelings and emotions such as happiness and sadness and relate them to how people of faith and belief experience happiness and, on occasion, sadness. They know that faith is shown in many ways; for example, through prayer, singing, dancing, discussing and reading and the Muslims show it by reading the Qur'an and by praying. They discuss feelings generated within them by listening respectfully to their teacher reading a short prayer on thanksgiving from the Bible and write a poem well, on the theme, 'When I am happy'. These pupils are achieving particularly well given their prior attainment.
159. Pupils respond to religious education generally with interest. They work well together, concentrate on tasks, share their own experiences and learn from each other. The quality of teaching is good overall, enabling pupils to develop empathy and thinking skills. In most classes, teachers question effectively to help pupils recall facts from the current or previous lesson. In some lessons there is a lack of emphasis on the religious significance of pictures, artefacts and stories, particularly in the teaching of other world religions. However this weakness does not significantly hold back the pupils' progress or their level of achievement. Teachers provide good learning experiences, including organised visits to the local church and visitors to the school deepen pupils' understanding about religion and culture.
160. Religious education is reinforced in school assemblies and it makes a good contribution to pupils'

spiritual, moral, social and cultural development. In this developing multicultural school, it enables pupils to be respectful of each others' religion. The school's religious education programme contributes well to the development of spirituality by covering questions about belief and its influence on people's life and actions. It raises important issues such as a sense of belonging, the existence of God and the meaning of symbols.

161. The co-ordination of religious education is satisfactory. The overview of the subject is good and the co-ordinator is aware that monitoring of the subject needs to be developed. Resources for the subject such as books, artefacts and pictures are satisfactory and are used effectively.