

# **INSPECTION REPORT**

## **NAZEING PRIMARY SCHOOL**

Nazeing

LEA area: Essex

Unique reference number: 114972

Headteacher: Miss Cheryl Macleod

Reporting inspector: Mr Martin Beale  
19385

Date of inspection: 13<sup>th</sup> - 16<sup>th</sup> November 2000

Inspection number: 224117

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Hyde Mead  
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Waltham Abbey  
Essex

Postcode: EN9 2HS

Telephone number: 01992 893344

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs Susan Cowan

Date of previous inspection: 7<sup>th</sup> October 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Martin Beale 19385	Registered inspector	Mathematics; physical education	School's results and pupils' achievements; teaching; management
Christine Laverock 15527	Lay inspector		Pupils' attitudes, values and personal development; the school's care for its pupils; partnership with parents
Margaret Lygoe 23805	Team inspector	English; geography; history	
Clive Parsons 4126	Team inspector	Science; information and communication technology; design and technology; equal opportunities; English as an additional language	Curriculum
Anne Holland 22147	Team inspector	Art; music; religious education; under-fives; special educational needs	

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Nazeing Primary School is an average sized primary school for boys and girls aged from 4 to 11. There are 237 pupils at the school, including 15 traveller children who are supported by the local education authority's traveller service. 28 pupils have English as an additional language, but none is at the early stages of language acquisition. The proportion of pupils with special educational needs, including those with statements, is close to the national average. A below average number of pupils are eligible for free school meals. Pupils enter Reception at the start of the term in which they are 5 years of age; their overall attainment on entry is below average.

### **HOW GOOD THE SCHOOL IS**

The very strong leadership of the headteacher has successfully focused on raising standards. She has been ably supported by senior staff and an increasingly effective Governing Body. The pupils make good progress, particularly at Key Stage 2, where the teaching is very good, and by the age of 11 achieve satisfactory standards in English and mathematics and well above average standards in science. The school is enabling its pupils to develop as individuals and socially, with pupils behaving well, accepting responsibility and having very positive attitudes to their work. Attendance has improved but is below average and therefore unsatisfactory. The school provides good value for money.

#### **What the school does well**

- The high quality of a significant proportion of the teaching in Reception and at Key Stage 2 is enabling the pupils to make good progress.
- High standards are achieved in science throughout the school.
- The leadership and management of the headteacher and senior staff have contributed considerably to rising standards.
- The school is very successful in its aim of helping the pupils to become mature and to take responsibility for their behaviour and their learning.
- The development of reading skills is promoted effectively throughout the school.
- Good provision is made for pupils with special educational needs.
- The needs of traveller children are met well, enabling them to make good progress.
- The school has established a strong and effective partnership with parents.
- The curriculum is broad and balanced, with teachers carefully planning to exploit opportunities for developing links between subjects.

#### **What could be improved**

- There is some unsatisfactory teaching at Key Stage 1.
- Attendance has improved following concerted action by the school, but is below the national average.
- There are inadequate outdoor play facilities for the children under five.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

Good progress has been made since the last inspection in October 1996. Standards, as measured by Standard Assessment Test (SAT) results, have improved at both key stages. The quality of teaching has improved, with tasks being more closely matched to the needs of the pupils, and there are increased opportunities for the development of the pupils' research, investigation and problem-solving skills. Shortcomings in aspects of management have been eliminated. A systematic process has been introduced for monitoring the work of the school that involves senior managers and subject co-ordinators, and priorities are clearer in the school development plan, which is now a valuable management tool.

## STANDARDS

The table shows the standards achieved by 11-year-olds based on average points scores in National Curriculum tests.

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

**Key**

well above average    A

above average        B

average                C

below average        D

well below average   E

SAT results at the end of Key Stage 1 in reading and mathematics in 2000 were close to both the national average and the average in similar schools. Results in writing were close to the national average but below the average of similar schools. Results in all three subjects are higher than at the last inspection but those in reading and mathematics in 2000 were below the 1999 results. SAT results at the end of Key Stage 2 in 2000 were close to both the national average and that of similar schools in English and mathematics. Science results were well above the national average and that of similar schools. The main difference was that a higher proportion (over 50%) of pupils achieved Level 5 in science than in either English or mathematics. Boys and girls perform similarly in all three subjects. These results represented good progress for the pupils from their corresponding Key Stage 1 results in 1996. Overall results at Key Stage 2 have improved since the previous inspection at a rate broadly similar to improvements nationally. The 2000 results in English and science were similar to those in 1999 but fell in mathematics because fewer pupils achieved Level 5.

The standards seen in lessons and the pupils' books are average in English and mathematics and above average in science. The children under five settle quickly to the routines of the school and make good progress. At Key Stage 1, most pupils achieve a satisfactory standard, but pupils make very good progress at Key Stage 2. Good progress is being made overall by pupils with special educational needs, those with English as an additional language and traveller children, because careful assessment enables tasks to be planned to meet their identified needs.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils are keen and enthusiastic and have very positive attitudes to their work, which contribute considerably to the progress made in lessons.
Behaviour, in and out of classrooms	Pupils behave very well in and around the school, resulting in a calm and orderly environment.
Personal development and relationships	The pupils get on very well with each other and can be trusted with responsible tasks. They are very mature for their age.
Attendance	Attendance has been steadily improving as a result of the school's actions but is still below average and therefore unsatisfactory. Several families take their children on extended holidays during term time.

Good behaviour and an enjoyment of learning are successfully fostered. The children settle quickly into the routines of the Reception class. The acquisition of social skills is given a high priority and the children relate well to adults and to each other.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Satisfactory	Very 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.*

Teaching is good overall. It is satisfactory or better in 94% of lessons and very good or excellent in 14%. Teaching of the children under five is mostly good. The best teaching was observed at Key Stage 2. The teaching of both English and mathematics is good. In the better lessons, teachers have high expectations and have established a good working atmosphere in which the pupils concentrate, persevere and work well in groups. Teaching is well planned and interesting, with learning made enjoyable. Homework is used very well to support and extend learning. The small proportion of unsatisfactory teaching occurred at Key Stage 1. This was largely because of the occasional lack of sufficient class control or the failure to establish group activities effectively, leading to pupils being uncertain about what they were required to do, becoming distracted and not putting sufficient effort into their work. Literacy teaching is good, with some effective support for the development of language skills in several subjects. Numeracy teaching has benefited from the successful implementation of the National Numeracy Strategy and opportunities to apply number skills in subjects such as science. The teaching of pupils with special educational needs and those with English as an additional language is good. Individual support from teachers and learning support assistants is well targeted. The teachers ensure that pupils participate fully in the whole curriculum, either by varying activities or by providing additional support when pupils are working. Teachers also provide well for the needs of traveller children.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced. Teachers make good links between activities in different subjects. The range of extra-curricular activities is excellent.
Provision for pupils with special educational needs	The support for pupils with special educational needs is very effective. Individual education plans are focused on the pupils' needs and are regularly reviewed.
Provision for pupils with English as an additional language	The needs of pupils with English as an additional language are met well through good support and activities that are adapted to meet their needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school enables its pupils to develop very well morally and socially. Provision for the pupils' spiritual and cultural development is good.
How well the school cares for its pupils	Staff take good care of the pupils, who are well supported from the moment that they start at the school.

Statutory requirements for the teaching of the National Curriculum are met at both key stages, and the curriculum is enriched by the teaching of French at Key Stage 2. The curriculum for the children under five in the Foundation Stage meets requirements with the exception of the provision for outdoor play



activities. Care is taken to ensure that the curriculum is presented in a lively and interesting manner for these young children. A very effective partnership has been established with parents, many of whom help in school in a variety of activities. Measures taken to improve attendance and punctuality have been successful. Satisfactory child protection arrangements are in place.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led by the headteacher who has established a clear and strong commitment to raising standards. She is ably supported in this by other senior and teaching staff.
How well the governors fulfil their responsibilities	The Governing Body fulfils its role well. It has adopted effective procedures to ensure that it has an understanding of the school's strengths and areas that require improvement.
The school's evaluation of its performance	The systematic monitoring of teaching and the evaluation of assessment data are making important contributions to the drive to raise standards.
The strategic use of resources	Resources are used well to meet the school's needs, and the budget is used particularly well to maintain the school's priority of small class sizes.

The school benefits from good accommodation, which is clean and well maintained, although there is no suitable separate outdoor play area for the children in Reception. Staffing levels are good and subject co-ordinators are providing valuable support for their colleagues. Learning resources are satisfactory. The school applies the principles of best value when purchasing goods and services.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>Parents find staff approachable, and feel that a strong partnership has been developed to the benefit of their children.</li> <li>They judge the teaching to be good and that teachers have high expectations of the children.</li> <li>Parents are happy with the good behaviour and report that their children enjoy school.</li> <li>Parents feel that the school is well led and managed.</li> <li>Parents are pleased with the range of extra-curricular activities provided.</li> </ul>	<ul style="list-style-type: none"> <li>Parents who attended the pre-inspection meeting raised no concerns about the school. No question in the questionnaire (of which more than one-third were returned) had more than a 10% disapproval rating.</li> </ul>

Parents are very much in support of the work of the school. They show this by their considerable involvement in the school and in the support that they give in helping their children to make progress. The inspection team supports the positive views expressed by parents.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. The results achieved by pupils in Standard Assessment Tests (SATs) at the end of both key stages have risen since the last inspection. Results at the end of Key Stage 1 in 2000 were close to the national average in reading, writing and mathematics. Results in reading and mathematics were also close to the average of similar schools (those with a similar proportion of pupils eligible for free school meals), while they were below in writing. The proportion of pupils achieving the expected Level 2 in each subject remained unchanged from 1999 when there had been a considerable improvement, while there was a slight decline in the number of pupils reaching higher levels. Boys' results improved more rapidly than girls' from 1996 to 1999, but in spite of this, girls still did better than boys in 1999. The teacher assessments for science in 2000 were well above the national average and well above those in similar schools.
2. Overall SAT results and those in English and mathematics at the end of Key Stage 2 in 2000 were close to the national average and to the average of results in similar schools. Science results at Key Stage 2 have been better than in English and mathematics for the last two years. Results in science were well above the national average and those in similar schools. In each subject the proportion of pupils achieving at least the expected Level 4 remained unchanged, while the proportion at Level 5 in mathematics fell - although one pupil achieved Level 6 (the standard expected at the age of 14). When looking more closely at the English results, reading is the better aspect with writing falling some way behind. This is similar to the national pattern. The school has identified as a priority the need to improve writing and has introduced several strategies to tackle this. While the overall upward trend in the school's results has been close to improvements nationally since 1996, results in mathematics and science have improved at a much faster rate. Good progress was made at Key Stage 2 by the pupils who took their SATs in 1999 and 2000 from their Key Stage 1 results 4 years earlier. There has not been a significant pattern to any gender variations in the results, although boys did better than girls in 1999 and by a greater margin than nationally.
3. The attainment of the children on entry to the Reception class is below that expected. They make good progress overall, and by the time that they transfer to Year 1 most are achieving in line with expectations in all areas of their learning. They make particularly good progress in their personal and social development. Most children are happy and confident, settling quickly into the routines of the class and establishing very good relationships with their teacher and each other. Good progress is made in all other areas of learning. Most children can recognise and write their own names, and they show an interest in and enthusiasm for books. They can count aloud to and back from 10, and most can identify simple shapes such as a square and circle. They are imaginative, expressing their ideas through drawing, model-making, collage and role-play. Most use scissors, sponges and glue with confidence and demonstrate a very good awareness of space when moving around the hall in physical education sessions. They would benefit from more regular access to large outdoor apparatus, including large-wheeled toys to develop their balance and ball control.
4. The majority of pupils are working at the standard expected in English at both key stages. The school places an emphasis on the development of reading skills from the time when the children enter Reception. This high profile is successful in enabling good reading skills to develop, and standards in most year groups are above average. From an early age the pupils gain a grasp of letter sounds, which they learn to use to help them to tackle new words. By the age of 11, most pupils read competently, suggesting meaning within text and giving reasons for the behaviour of the characters in the books that they have read. Most know how to use the library to retrieve information, although older pupils do not readily look up the meaning of words when they are reading, which restricts the development of their vocabulary. This has an impact on the quality of their written work. While there are many examples of lively and interesting writing in most year groups, much lacks variety in the use of vocabulary and in sentence structure. Standards of

handwriting are usually satisfactory and work produced for display is often neat and carefully written. Most pupils gain confidence when expressing their ideas and when speaking to the whole class. They listen attentively and with interest to their teachers, visiting speakers and each other. By Year 6, many pupils are able to express their point of view clearly as a result of the opportunities now provided by teachers to develop speaking and listening skills.

5. Attainment in mathematics is average at both key stages. Standards of numeracy are mostly at least satisfactory and are improving as a result of the successful introduction of the daily mathematics lesson and the opportunities provided by teachers for the pupils to practise and apply their number skills at other times. Routine calculations are carried out accurately, and by Year 6 most pupils can work with whole numbers, decimals, fractions and percentages, applying their skills to the solution of problems. Mental arithmetic skills are becoming sharper as the pupils gain more confidence, and many are able to describe the methods that they use when calculating. Pupils have a satisfactory understanding of the properties of shapes, understanding the characteristics of two and three-dimensional shapes, recognising their symmetries and using their knowledge of angle properties when solving problems. They handle data well by Year 6, interpreting and presenting information in a variety of forms, including using the computer.
6. Standards in science are a strength of the school. In lessons nearly all pupils are working at or above the level expected for their age. Good progress is being made throughout the school because of the consistent focus that the teachers place on developing the pupils' scientific knowledge and understanding through investigations, experiments and other forms of enquiry. Teachers also emphasise the development of the correct use of scientific terms. The consequence of this is that the pupils are able to express their scientific ideas clearly and accurately.
7. There have been significant improvements in the pupils' skills in information and communication technology (ICT) since the last inspection. All pupils now have lessons in the computer suite in addition to access to computers in their classrooms. Younger pupils are reaching the levels expected and are confident and competent users of ICT. It is at the upper end of Key Stage 2 that the pupils have not fully benefited from the improved provision and are not yet reaching the expected standards. In spite of this, all pupils are now making good progress and are in line to reach expected standards by the end of Key Stage 2.
8. Pupils are achieving above average standards in music throughout the school and in art and physical education at Key Stage 2. Standards are average in history at both key stages and in art and geography at Key Stage 1. There was insufficient evidence to make judgements about the standard of work in design and technology, physical education at Key Stage 1 or geography at Key Stage 2, the latter because it has not been the focus of topic work this term. Pupils are achieving standards expected by the locally agreed syllabus for religious education at both key stages. Good progress is being made overall by pupils with special educational needs, those with English as an additional language and traveller children, because careful assessment enables tasks to be planned to meet their identified needs.

### **Pupils' attitudes, values and personal development**

9. Pupils have very positive attitudes to school and this contributes to the good progress that they make. They eagerly approach their work and the other activities provided for them, such as the after-school and lunchtime clubs. In lessons, pupils contribute keenly when asked questions and are confident when expressing their views.
10. The majority of pupils behave very well in and around the school. They can be trusted to be sensible and they treat their surroundings with respect. Pupils work co-operatively in small groups and have good problem-solving skills. For example, pupils working on designs incorporating pulleys, cogs and gears in a Year 5 design and technology lesson discussed their work together constructively, which effectively developed their understanding of the subject. There are a small number of occasions when the behaviour of some pupils at Key Stage 1 is unsatisfactory. This occurs when lessons are not well organised and fail to retain the pupils' interest.

11. The pupils are mature for their age and can be trusted with responsible tasks. They respond very positively to the many opportunities provided for them. For example, play leaders from Key Stage 2 assist pupils in Key Stage 1 at break and lunchtimes, and monitors assist at evening meetings and with office responsibilities. The pupils respect each other's feelings, values and beliefs – several pupils said one of the strengths of the school was being able to express opinions and answer questions incorrectly and not be laughed at. The acquisition of social skills is given a high priority in Reception, and the children relate well to adults and to each other. Children with particular needs are well provided for.
12. The pupils' attendance in the last academic year was unsatisfactory. Attendance was below the national average, although the number of unauthorised absences was very low. The school has worked very hard to improve attendance; in the previous two years it was very poor when compared with other schools. At the time of the last inspection, attendance was similar to the national average. The school has had a particular problem in recent years with a few families, and has taken very firm action which is now proving effective. There is a reward system in place for pupils who have very good attendance. Several families take extended holidays in term time, which contributes significantly to the absence rate.
13. The vast majority of pupils arrive at school punctually. Work is now prepared for pupils to do on arrival, which provides a purposeful start to the day. This is an improvement since the last inspection when time first thing in the morning was sometimes wasted.

## **HOW WELL ARE PUPILS TAUGHT?**

14. Teaching is good overall and contributes significantly to the good overall progress made by the pupils. It is satisfactory or better in 94% of lessons and is very good or excellent in 14%. More of the better teaching was observed at Key Stage 2. Teaching in two-thirds of lessons is good or better. Teaching of the children under five is mostly good and very good at times, as in a physical education lesson in the school hall, which was made interesting by the teacher who employed a wide variety of activities that captured the children's attention and encouraged them to work hard. The teaching of both English, mathematics and science is good. In the better lessons, teachers have high expectations of both the standards of work and behaviour of the pupils, and have established a good working atmosphere in their classrooms. Lessons are well planned with teaching and tasks closely matched to the identified needs of the pupils. The pupils concentrate, persevere, work well in groups and make good progress in response to interesting teaching by well-organised teachers who make learning enjoyable and use questioning to good effect.
15. Many of these features were seen being used to good effect in a Year 5 design and technology lesson, which was part of a series of lessons on designing a toy. The class teacher introduced the lesson by reminding the pupils carefully about what their tasks were. A very industrious atmosphere was developed in response to the teacher's high expectations, the challenging nature of the tasks and the encouragement given. The correct use of technical language was emphasised and very good questioning used to develop the pupils' understanding. Very good targeting of questions gave every pupil the opportunity to answer in a Year 3/4 French lesson naming various foods. Very good relationships had been established generating an enjoyable atmosphere and a sense of fun, which retained the pupils' interest in their work. Very good relationships and an effective working atmosphere were evident in a Year 6 mathematics lesson on plotting co-ordinates in all four quadrants. The pupils were very attentive and keen to answer the teacher's well-directed and challenging questions. A swift transition from the initial mental arithmetic session to the main class activity was managed well by the teacher with very effective support from the classroom assistant. The pupils worked hard on various investigations that were pitched at different levels to meet the wide range of ability in the class. A good introduction to a Year 5 history lesson on life in Saxon times was supported by the very good use of a video where groups of pupils were given particular features on which they were to make notes. The pupils were very attentive, and good questioning drew out their thoughts and ideas well. Further resource sheets were provided and the good use of praise and encouragement resulted in the pupils working hard and being keen to do well. The classroom assistant was again deployed very effectively and made an important

contribution to the pupils' learning.

16. Literacy teaching is good, with some effective support for the development of language skills in several subjects. A good lesson in the mixed-age Year 1/2 class followed the pattern of the literacy hour closely. Tasks were matched well to the wide range of attainment in the class, with more challenging work for the more able. These features were also seen in a Year 3 lesson, and coupled with good questioning and the good modelling of writing, enabled most pupils to make good progress. Numeracy teaching has benefited from the successful implementation of the National Numeracy Strategy and opportunities to apply number skills in subjects such as science. A well-prepared Year 4 numeracy lesson had provision for all levels of ability and a brisk, challenging mental arithmetic session. The teacher ensured that all of the pupils were included in each activity, resulting in no time being wasted and a good pace to learning. The teaching of pupils with special educational needs and those with English as an additional language is good. Individual support from teachers and learning support assistants is well targeted. The teachers ensure that pupils participate fully in lessons, either by varying activities or by providing additional support when pupils are working. A good pace to learning was generated in a small withdrawal group of Year 3/4 pupils being taught spelling strategies and the correct use of phonics by a learning support assistant. The pupils maintained concentration and were delighted by the progress that they made especially in remembering the spelling of key words. Teachers also provide well for the needs of traveller children.
17. Homework is used very effectively to support and extend pupils' learning. The school's concentration on the development of early reading skills is successfully promoted from Reception where the pupils take books home on a daily basis to read with their parents. The amount and variety of homework increases steadily as the pupils get older and a full programme of homework operates in Year 6, which has a beneficial effect on the standards being achieved.
18. In the 6% of unsatisfactory lessons there were shortcomings in the organisation and management of some activities. The teachers did not always make clear to the pupils what they were to do when working on individual or group tasks and did not send the pupils to their activities in an orderly manner. This resulted in some confusion amongst the pupils and an increase in noise and distractions with some pupils not being effectively supervised. Some teachers also do not follow the school's behaviour management policy, focusing on badly behaved pupils rather than recognising and praising those behaving well. Some teachers need to do more to extend the highest-attaining pupils and in some classes insufficient use is made of ICT to support the pupils' learning.

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

19. The quality and range of the learning opportunities provided for the pupils are very good and statutory requirements are met well. The school has removed the weaknesses in mathematics and science identified in the previous report. There is good coherence to the pupils' learning. Work in one subject, for example the Romans in history, is used to provide the stimulus in another, with the pupils designing their own mosaics in art. Trips and visits are also used well, to bring a topic to life and to provide the pupils with a first-hand experience, in this case of Roman Verulamium. Good use is also made of the resources provided by the Qualifications and Curriculum Authority (QCA) to support planning in each subject. This is helping to ensure that the curriculum builds progressively through the school and that the teachers have the appropriate expectations to provide a good challenge for the pupils.
20. The inclusion of French provides an enjoyable introduction to the language and culture of another European language for Key Stage 2 pupils and extends their experiences. Much progress has been made in the provision of ICT since the previous inspection. Pupils now have lessons in the ICT suite and this is enabling them to make good progress in developing their basic skills and their understanding of different programs. There is also some good use of these ICT skills to support learning in other subjects, such as Year 5 literacy sessions. Nevertheless, the school has

identified the need to develop further this aspect of ICT.

21. There is a good balance between developing the pupils' knowledge and understanding and their skills. In science, for example, the emphasis on practical work and enquiry encourages the pupils to think about their ideas and apply them in new contexts. This approach underpins the high attainment in that subject. The school's strategies for developing literacy and numeracy are good. Reading is promoted well and the great majority of pupils enjoy books as a result. There are many opportunities for the pupils to develop their speaking and listening skills, which are then used to good effect in lessons. Writing workshops have been introduced to tackle identified weaknesses in the pupils' written work.
22. The provision for pupils in the foundation stage is good. The curriculum offered meets statutory requirements with the exception of outdoor play activities. Care is taken to ensure that the curriculum is presented in a lively and interesting manner for young children. There is a good emphasis on the development of early language skills, including reading. Speaking and listening skills are developed at every opportunity. Early number skills are also encouraged. Pupils make good progress in all aspects.
23. Good provision is made for those pupils with special educational needs or with English as an additional language. The very good focus on individual pupils and their needs, results in all pupils, regardless of their background, being fully included in the life of the school. The pupils of traveller families, for example, are also well catered for. The curriculum is organised well so that those pupils in split age classes do not repeat work. Joint planning between teachers also ensures that pupils in the same year group but different classes, have a comparable experience. The teachers' planning is good in ensuring that work in any one class is pitched at a variety of levels to match the varying needs of pupils in that class. Occasionally, however, this could be strengthened to ensure that higher-attaining pupils in particular are fully challenged. There is equality of access and opportunity.
24. The local community makes a very good contribution to the curriculum. This includes parents and governors providing support in lessons and extra-curricular activities. Sports coaches work with teachers and pupils to develop specific skills, for example in tennis. Effective links with local companies result in competitions for the pupils to enter and some sponsorship. The range and take-up of extra-curricular activities are excellent, with more opportunities for under-fives and Key Stage 1 pupils than usually found. These activities, together with the wide range of trips and visits, including residential experience for older pupils, make a significant contribution to the social and cultural development of pupils.
25. The comprehensive personal, social and health education programme (PSHE), work in religious education and well-planned assemblies all link together to underpin the pupils' personal development. The very good emphasis on individual development encourages the pupils to take responsibility for their own learning, to develop independence and to take initiative. It also ensures that the pupils think about the consequences of their actions on other people and develop respect and tolerance for others. Initiatives such as additional language support and the increasing emphasis on developing ICT skills are equipping all pupils with the necessary skills to be able to work independently. Homework policy and practice have been carefully thought through to prepare Year 6 pupils as fully as possible for their transfer to secondary school. A wide range of opportunities is carefully planned to enable the pupils to take responsibility including, for example, looking after science and sports equipment. A strong moral ethos is evident throughout the school. Displays are used well to reinforce messages, such as celebrating the wide cultural heritage of pupils present in the school; however, the influence of literature on the pupils' cultural development could be strengthened. Nevertheless, provision for the pupils' personal development is very good.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

26. Staff take good care of the pupils and ensure that they are always well supervised. There are strong links with the playgroup on site, and pupils who transfer from elsewhere are quickly and sensitively integrated. Excellent provision is made for pupils from the travelling community.

27. Procedures for child protection and ensuring the pupils' welfare are satisfactory. Regular assessments are made of the safety and security of the site and any necessary follow-up action taken. First-aid is administered appropriately and sensitively, although the accommodation is inadequate for providing for the medical needs of the pupils; however, there are plans to deal with this shortly. A system is being established to ensure adequate records are being maintained of each pupil's personal details.
28. Staff give the pupils very effective support and guidance. Pupils are well supported both individually and as whole classes through discussions in circle times. Pupils are confident that they can discuss any concerns that they might have with staff. Procedures for improving attendance are also very effective and have led to improvements in recent years; however, attendance is still below the national average. Procedures for promoting good behaviour are very good. Pupils understand the school rules, having been involved in their development. Staff generally implement the school's policy consistently, although on a few occasions teachers at Key Stage 1 emphasise negative behaviour rather than promoting positive behaviour. Pupils' behaviour was observed to be much better when the positive model was used.
29. Pupils with special educational needs receive good support, and the school has good links with outside agencies. The systems for monitoring and reviewing the progress of pupils with special educational needs, including those with statements, are satisfactory and suitable records are maintained. Progress against the targets identified in the individual education plans is monitored carefully.
30. The school has good procedures for assessing the pupils' attainment. A wide range of external tests is used to determine attainment. Currently, the school staff are establishing the most effective way of analysing this data in order to assist target-setting and pupil progress. Discussions about specific pieces of pupils' work take place between teachers to develop consistency in judgements throughout the school. It was a key issue for the school at the last inspection to ensure that teachers matched tasks and activities closely to the assessed needs of the pupils. This has been dealt with effectively. Where teachers are using information obtained from assessments to influence planning within the curriculum, work is consistently matched to the needs of the pupils. In most classes, teachers are actively involving the pupils in the assessment of their work and linking this to target-setting. This is having a beneficial effect on learning.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

31. Parents' and carers' views of the school are very positive. The school has sustained a very effective partnership with parents since the last inspection. Parents are made to feel very welcome and are invited to participate fully in the school's work. The quality of information provided for parents is very good. Parents receive a useful booklet before their child starts school and then are given regular briefings about what is to be taught at each stage. Targets are set for each pupil, which are shared with parents at open evenings. Informative annual reports provide parents with a detailed analysis of their child's strengths and weaknesses in all National Curriculum subjects. Parents find staff approachable and accessible whenever they wish to discuss any matters concerning their children. The school makes every effort to have close links with parents whose children have special educational needs. Parents are informed as soon as a child is placed on the register and are invited to be fully involved in regular meetings to review progress and to write individual education plans. Parents are welcome, if they wish, to take part in target-setting and reviews at any stage in the process.
32. The contribution of parents to their child's learning at school and at home is very good. Many parents help in classes, with fundraising events, homework tasks, and after-school activities and accompanying educational visits. There is a very active Parent Teacher Association (PTA), which organises regular social events raising valuable funds for the school. These have been used to purchase sportswear for the netball and football teams, contribute towards educational visits and purchase materials used for pupils with special educational needs. The PTA also publishes regular newsletters publicising events as well as organising a weekly after-school drop-in for parents.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

33. The headteacher is leading the school very well, providing a sharp focus on raising standards. This has brought about considerable improvements in the last few years, and the school is well placed to achieve sustained improvements in the future. She has established a clear and shared commitment to improving the quality of teaching as the key to raising standards. She is supported well in this by able and experienced senior managers, who work effectively as a team and fulfil their roles well. Subject co-ordinators, many of whom are only recently in post, give a good lead in their areas, providing their colleagues with good support, advice and guidance. Provision for pupils with special educational needs is managed effectively. Support is carefully targeted. Pupils have full access to the curriculum and they make good progress. The Additional Literacy Support (ALS) makes a significant contribution not just to literacy skills, but to improving the pupils' self-esteem. Support staff make a valuable contribution to the pupils' learning.
34. The Governing Body fulfils its role well. Governors take their responsibilities seriously and bring considerable expertise and commitment to the support of the school. The Governing Body has adopted effective procedures to ensure that it has an understanding of the school's strengths and areas that require improvement. The committee structure and close liaison with subject managers and year groups enable governors to monitor the work of the school. Governors have a good understanding of the school's strengths and areas that need to be developed.
35. There is a good structure for monitoring and evaluating the work of the school by senior management, with action taken on any matters arising. The systematic monitoring of teaching and teachers' planning along with the evaluation of assessment data is playing a significant part in helping to achieve the school's targets for raising standards. The school development plan is useful as an annual management plan and provides clear actions to be undertaken by subject co-ordinators, with identified resource and training implications; however, it would benefit from the establishment of a longer-term strategic plan for the school's improvement.
36. Financial planning is thorough and the principles of best value are applied when purchasing goods and services. Resources are used well to meet the school's priorities. The budget is used particularly well to maintain the school's priority of small class sizes, which is a significant factor in the improved standards. The subject expertise of teachers is used well, and pupils in Years 3 to 6 benefit from a weekly French lesson taught by a qualified teacher. The school makes good use of funds allocated for special purposes such as for pupils with special educational needs and for staff training. Financial and administrative staff are comparatively recent appointments to the school; however, they are already establishing more efficient systems and providing the headteacher and governors with more detailed and useful budget monitoring reports.
37. There is a good number of experienced teaching staff and support staff to match the demands of the curriculum. The arrangements for staff training and for their professional development are good. There is now a good policy in place for the induction of staff new to the school and for the guidance of newly qualified teachers. This is an improvement since the previous inspection. The accommodation overall is good. Most classrooms are of a good size, and there is a field and small swimming pool. The buildings and grounds are attractive and well maintained. The Governing Body has planned a good programme of redecoration and improvements. The accommodation for the children under five is adequate. There is no appropriate secure outdoor area attached to the class. The school is aware that this aspect is not yet fully provided and is in the process of considering how best to resite the class in order that this need can be met both suitably and economically. Without this area, physical activities that encourage the development of gross motor control are limited. There are good resources for ICT and pupils benefit from class lessons in the small computer suite. There are adequate resources in all other subjects. The school uses the local authority loan system very effectively to supplement resources in history and English.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**



38. In order to improve further the quality of education provided and to continue the progress made since the last inspection, the school should:

- improve the quality of teaching at Key Stage 1 by: (paragraphs 10 and 18)
  - ensuring that all staff adopt and implement the school's behaviour management policy in their classrooms
  - ensuring that group and individual activities are carefully explained and organised more effectively to eliminate the disruption to learning caused when pupils are unclear about what they are to do
  - monitoring carefully that these features have been implemented and that teaching, tasks and activities are planned to meet the needs of all pupils;
- improve attendance by continuing to implement rigorously the systems currently adopted and make clear the requirements of the law to parents, particularly those who remove their children from school for extended holidays during term time; (paragraph 12)
- develop an easily accessible, secure outdoor area for the Reception class. (paragraphs 22, 37 and 41)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	71
Number of discussions with staff, governors, other adults and pupils	30

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	13	54	27	6	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	237
Number of full-time pupils eligible for free school meals	17

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	51

English as an additional language	No of pupils
Number of pupils with English as an additional language	28

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	45
Pupils who left the school other than at the usual time of leaving	39

### Attendance

#### Authorised absence

	%
School data	6.9
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	18	19	37

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	12	13	16
	Girls	19	17	19
	Total	31	30	35
Percentage of pupils at NC Level 2 or above	School	84 (84)	81 (81)	94 (95)
	National	(82)	(83)	(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	14	16	18
	Girls	19	19	19
	Total	33	35	37
Percentage of pupils at NC Level 2 or above	School	89 (84)	94 (86)	100 (95)
	National	n/a (82)	n/a (86)	n/a (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	19	14	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	12	14	16
	Girls	14	13	14
	Total	26	27	30
Percentage of pupils at NC Level 4 or above	School	79 (78)	82 (81)	91 (91)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	12	14	15
	Girls	13	13	13
	Total	25	27	28
Percentage of pupils at NC Level 4 or above	School	76 (78)	82 (81)	85 (91)
	National	n/a (68)	n/a (69)	n/a (75)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	2
Indian	1
Pakistani	2
Bangladeshi	0
Chinese	0
White	202
Any other minority ethnic group	5

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

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

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	11.1
Number of pupils per qualified teacher	22.6
Average class size	23.5

#### **Education support staff: YR – Y6**

Total number of education support staff	8
Total aggregate hours worked per week	164

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999/2000
	£
Total income	512022
Total expenditure	461943
Expenditure per pupil	1639
Balance brought forward from previous year	-745
Balance carried forward to next year	49334

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	252
Number of questionnaires returned	85

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	41	5	0	0
My child is making good progress in school.	45	46	6	1	1
Behaviour in the school is good.	45	52	2	0	1
My child gets the right amount of work to do at home.	39	51	7	1	2
The teaching is good.	52	46	0	0	1
I am kept well informed about how my child is getting on.	47	41	9	1	1
I would feel comfortable about approaching the school with questions or a problem.	66	32	0	2	0
The school expects my child to work hard and achieve his or her best.	58	36	5	0	1
The school works closely with parents.	54	37	1	2	5
The school is well led and managed.	59	35	1	2	2
The school is helping my child become mature and responsible.	48	42	5	0	5
The school provides an interesting range of activities outside lessons.	56	39	1	1	2

## **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**

39. Children are admitted to the school in the term in which they reach their fifth birthday. The youngest children have only one term in Reception. Most children have attended local play- groups before admission, one of which is based within the school building. The school maintains close links with all pre-school providers. Great care is taken to ensure that all children make a smooth transition to the school through visits prior to entry. There is a meeting for parents and an informative booklet, and parents are involved in the baseline assessment process.
40. Assessments when children start school show that the standards of attainment of the majority are below those expected in children of this age. Although the assessment of this term's intake has not yet been confirmed, observation of the children indicates that there is no significant difference from previous intakes. Assessment information is well used when planning activities. The needs of each child are quickly identified and regularly reviewed. Support staff are used effectively both to support activities and to assist with assessments. This enables realistic targets to be set. This information is regularly shared with parents, and the school works hard to develop a good partnership.
41. At the time of the inspection, there were only eleven children in the Reception class. Attainment is mostly in line with expectations for this age group in all areas of learning. An examination of the children's books shows that they have already made significant progress in all areas of the curriculum. The resources for indoor activities are generally good. Those for outdoor activities are unsatisfactory. The self-contained accommodation is satisfactory. Outdoor facilities are limited to sand and water activities being placed on a small paved area outside the classroom door on fine days and children being taken outside in groups when the teacher can do so, or there is an additional adult available to supervise them. The school is aware of the need to develop an easily accessible, secure outdoor area for the Reception class. The headteacher and the early years staff are committed to the adaptation of an appropriate area for this purpose.
42. Overall, the school makes good provision for children in the foundation stage. The significant progress made by this term's intake reflects the high quality of the teaching and the support offered by other adults in the classroom. The curriculum is carefully planned to match the requirements of the foundation stage. Support staff are involved in planning and fully aware of what is required of them. Children with special educational needs are well supported by all staff.

### **Personal and social development**

43. The personal and social development of the children has a high profile in the Reception class. High, but achievable, expectations are made of their behaviour and independence, and activities are carefully planned to support the development of these attitudes. Staff support the children very well as they grow in independence and confidence. The teaching is very good and the children make very good progress. Although the children had been in school for only half a term at the time of the inspection, they had settled in well and were already aware of the school routines. The children mostly have very good relationships with each other and with the adults in the classroom. They concentrate well for long periods of time. The children have very positive attitudes to learning. They are enthusiastic, interested and eager to participate. They behave very well in class and group activities, as well as when playing or working independently. All staff provide good role models, particularly in the way that they talk to, question and encourage the children, and take care of the classrooms and equipment. Through this the children are developing a clear understanding of right and wrong. They treat equipment and the classroom environment with care and respect, and help one another to understand the importance of sharing and playing together. Children tidy up willingly after activities. They take turns sensibly and listen to their peers patiently. The children's spiritual and cultural development is fostered through assemblies, which they attend on a regular basis.

## **Language and literacy**

44. Children are making good progress in language and literacy. The literacy hour has been adapted to a level appropriate for the age of the children. Teaching is good and is enhanced by the use of interesting resources, such as when the teacher used a puppet well to motivate children working on the letter 'h'. Speaking and listening skills are enhanced by teacher questioning. Staff work hard, encouraging children to answer questions, offer opinions and talk about their own interests. Speaking and listening skills are further extended in plenary sessions. Support staff are particularly well used to support learning in literacy sessions.
45. The development of phonic skills is reflected in the pupils' ability to identify words beginning with 'h' and an increasing ability to recognise letters in written text. Most children can recognise and write their own names. Letters are generally orientated correctly.
46. All of the children show enthusiasm for books. They understand how books are organised and most can talk about and retell their favourite story. There are many opportunities to share books and children are encouraged to use the book corner and read quietly. They take their reading books home regularly and are very interested in them. They demonstrate developing understanding of the links between the print and the pictures. There is a home-school book to record the comments of both teachers and parents and these are well used.

## **Mathematics**

47. The teaching of mathematics is good and the children make good progress. Most children can count aloud to and back from ten. They are encouraged to write numbers correctly. Most children can identify simple shapes such as circle and square. Lessons are well paced and organised to hold the children's attention. Learning objectives are shared with the children who are given opportunities for oral mental calculations. They confidently apply what they have learnt in the lesson to the activities that follow. Practical activities support learning and children are encouraged to learn mathematical language, for example, 'more than' and 'less than'. Assessments are thorough and enable the teacher to determine who is ready to move on and who needs further practice. Resources are used well to support mathematical activities, for example, relevant number games are available to support lessons.

## **Knowledge and understanding of the world**

48. Children are making good progress in their knowledge and understanding of the world. They have a secure knowledge of the seasons, and through this their understanding of chronology is developing. The quality of teaching is good or very good. Every opportunity is taken to extend and practise vocabulary during activities. They know that in autumn the leaves change colour because they are dying and that frost helps the trees to lose their leaves. Children are already being encouraged to think about and express their own ideas of what is a fair test. They are encouraged to test out their ideas. They are also beginning to understand how to sort materials. Children were not observed using the computer during the inspection.

## **Creative development**

49. Children are making good progress in their creative development. The teaching is at least satisfactory and sometimes good. Teachers plan a wide range of appropriate activities for the children, who are imaginative and express their ideas through drawing, model-making, collage and role-play. They use a range of materials to produce interesting effects. They learn that sponges can be used to make a good background to a class picture, and that you can adjust the colours by mixing paints. The children are happy to include adults in their ideas and can explain what they are doing and why. They enjoy joining in songs and listen closely to the teacher when she claps out a rhythm to them. They can clap it back to her and clap their own rhythms out. They use instruments with care and enthusiasm. They take part eagerly in telling a story with, for example, the sound of rain made by an instrument. They know when to come in and not to prolong the

activity.

### **Physical development**

50. Children are making good progress in their physical development. Activities are well planned and offer challenge to children at all levels. Teaching is good and sometimes very good. The children's fine motor skills are being developed through a range of activities. The children use scissors, sponges and glue with confidence and are encouraged to extend their writing skills in more formal lessons. In their physical education lessons in the hall, they demonstrated a very good appreciation of their own space and that of others. Praise was used well to reinforce and encourage good behaviour and techniques. Through practice, the children are beginning to refine their skills. They would benefit from more regular access to large outdoor apparatus to increase their skills in, for example, ball control and balance, and also to give them increased opportunities to use large-wheeled toys and to learn good play area behaviour in a more controlled environment.

### **ENGLISH**

51. SAT results for reading at the end of Key Stage 1 in 2000 were close to the national average and to results in similar schools. Results in writing were also close to the national average but were below those in similar schools. Results at the end of Key Stage 2 in English were close to both the national average and results in similar schools. English results were similar to those in mathematics but below those in science. With the exception of 1999, girls have achieved better results than boys in English at Key Stage 2. Most pupils achieve well during their time in the school. When pupils enter the Reception class, standards are somewhat below average compared with those found nationally. Some pupils benefit from only one or two terms in Reception and this leaves much to do in Years 1 and 2.
52. Standards in English are similar overall to those expected of pupils at both key stages, although inspection evidence shows that pupils achieve higher standards in reading, speaking and listening than they do in writing. This is the case in the current Year 6, where pupils write with attention to spelling and punctuation, but most use only a limited range of vocabulary and sentence structures. The school has identified the need to improve standards in writing and has recently introduced a programme of additional support in Years 2 and 6.
53. Pupils steadily gain confidence in expressing their ideas and speaking to the whole class, and to larger audiences. During Year 1, some pupils have a limited attention span, but they learn to listen attentively and by Year 2 most pupils listen attentively to the teacher and to each other. By Year 6, pupils listen with sustained concentration and most talk confidently to visitors and to each other, expressing their points of view clearly. There are more planned opportunities for pupils to develop these skills than at the time of the previous inspection. During a well-managed problem-solving session in Year 2, the pupils responded well to encouragement from their teacher. They shared ideas and listened to each other, developing their ideas with increasing confidence. Relationships in the school are very good, and pupils know that their contributions are valued. Learning was also good in the mixed Year 3 and 4 class when groups of pupils presented their work on newspaper articles related to the recent flooding and the unexploded bomb found locally. Pupils were very interested because the topics were of immediate interest, and they were keen to contribute. The teacher set a good example as a listener and subsequently guided the pupils effectively in improving their presentation techniques and questioning skills.
54. Reading is given a high profile within the school, and the standard in many year groups is good. Parental support is strong. Pupils benefit from reading regularly at home and at school. Most pupils enjoy reading and soon develop preferences for different authors and types of book. Above average-attaining pupils across the school read fluently and with expression, and some bring books from home to supplement the school's rather limited book corners. The pupils gain a grasp of letter sounds and learn to use these to help them to tackle new words, although some average and lower-attainers in Year 2 still need prompting to do this. By Year 6 most pupils read competently and can suggest meanings within the text, such as giving reasons for characters acting as they do. This skill is taught very effectively, for instance in Year 5 where the pupils were skilfully guided



when answering questions about a carefully chosen text. By the time that the pupils reach Year 6 they have gained satisfactory skills in using reference books. They understand how to use the small library, and retrieve information with increasing competence. A number of the pupils use quite a limited range of vocabulary and when reading, they occasionally become confused when they meet unfamiliar words and phrases. Even though almost all the older pupils have gained a good grasp of alphabetical order, they do not readily look up words when they are reading. While this does not always significantly affect their understanding of the text, they do not extend their knowledge of words. This has an impact on their writing.

55. There are some examples of lively and interesting writing in most year groups but in general, writing lacks variety both in the use of vocabulary and in sentence structures. Even at the top of the school few pupils use complex sentences and many do not link ideas together with connecting words. All teachers follow the structure of the National Literacy Strategy, for the most part successfully. The weakest aspect in many lessons is related to the development of vocabulary. Teachers explore the meaning of words but do not focus sufficiently on why specific words are so effective within a text.
56. By the end of Key Stage 1, most pupils write short stories and accounts, spell common words correctly and are beginning to punctuate their writing. The pupils complete exercises to practise spelling and punctuation and most use these skills with increasing confidence as they get older. At Key Stage 1, most teachers explain spelling rules clearly, although in some lessons they do not model words clearly on the board relying on the pupils listening to the words being spelt out. This does not give enough support to many pupils who need to see the words written. By Year 6, most pupils' writing is punctuated well and their spelling is increasingly accurate, although many write short sentences and their vocabulary choices are rarely exciting. The pupils have a sound understanding of the conventions of different forms of writing, for example instructions, accounts, diaries and play-scripts as well as stories and poems. Tasks are not always sufficiently challenging in Year 6 and particularly for those pupils capable of high attainment. For example, preparing a play script for the fairy story *Rumpelstiltskin* did not offer enough scope for pupils to experiment with imaginative vocabulary choices and contrasted with more challenging work in Year 5 on *Beowulf*. There are some notable examples of careful and precise use of words in a few classes. Poems on Winter in a Year 5 room show a sensitive choice of vocabulary. There is scope for many teachers to use more challenging choices of texts and to introduce pupils to a wider range of traditional children's literature.
57. Standards of handwriting are usually satisfactory in pupils' books, and work produced for display is often neat and carefully written. Pupils in Years 1 and 2 do not always form their letters correctly and there is scope in these classes for teachers to ensure that individual pupils master the basic letter shapes before moving on to learn more complex letter joins. Teachers expect pupils to maintain their standards of writing in all subjects and most use the marking system effectively.
58. The overall quality of teaching in English across the school is good. Over two-thirds of the lessons observed were good, although there is a small amount of unsatisfactory teaching. When this occurs, the pupils are required to sit for too long without participating and the lesson is not challenging enough for all pupils. In the many good lessons, teachers build very effectively on previous work, new ideas are explained clearly and the pupils are motivated by interesting activities. The final part of the lesson is usually used well by teachers to summarise learning or, as in a Year 3/4 class, to focus on particular examples of good work to extend learning.
59. Pupils with special educational needs and with English as an additional language are given good support in all classes, from teachers and from learning support assistants. There is particularly effective support in Years 3 and 4 for lower-attaining pupils who make significant gains in spelling and in self-esteem as they follow a structured programme. Teachers are skilful in ensuring that pupils new to the school are quickly settled into classes. The pupils from the travelling community are welcomed into groups and most work confidently at a suitable level for their age.
60. The school has introduced good assessment and record-keeping procedures to track pupils' progress. Although the pupils are taught basic wordprocessing skills, the use of computers in

English has yet to be fully developed. The co-ordinator has a good overview of work at Key Stage 1, but at present has a more limited knowledge of Key Stage 2. This is also an aspect for development.

## **MATHEMATICS**

61. SAT results in mathematics at the end of Key Stage 1 in 2000 were close to both the national average and the average of similar schools. These results were below those in 1999 because, although the proportion of pupils achieving at least the expected Level 2 remained unchanged, fewer pupils reached the higher Level 3. Results are higher than at the time of the last inspection and were similar in 2000 to those in reading and writing. Boys' results have improved more rapidly than girls', but from a low base so that girls still did better in 1999. Results at the end of Key Stage 2 were also close to the national average and to similar schools. Mathematics results were similar to those in English but below science. While the proportion achieving at least Level 4 in 2000 was the same as in 1999, fewer pupils achieved the higher Level 5. Results at Key Stage 2 have improved considerably since the last inspection, and good progress was made by the pupils who sat the tests in 1999 and 2000 from their earlier Key Stage 1 results. Boys have achieved better results than girls and to a greater extent than seen nationally.
62. Most pupils, including those with special educational needs and English as an additional language are making good progress. Teaching is good overall, being better at Key Stage 2 than at Key Stage 1. Attainment at both key stages in lessons and from a scrutiny of the pupils' work is broadly average, with some high standards being achieved at Key Stage 2, particularly in Year 5. Most pupils are making good progress because of the high quality of much of the teaching and their positive attitudes to the subject. They develop an understanding of place value at Key Stage 1 extending this to using decimal notation at Key Stage 2. By Year 6 most pupils understand the link between fractions, decimals and simple percentages and can perform simple calculations in each. They develop a satisfactory understanding of the properties of shapes, such as their characteristics and how to calculate the area of standard two-dimensional shapes such as rectangles and triangles. Year 6 pupils can use their knowledge of negative numbers to plot co-ordinates in all four quadrants. Simple bar charts are constructed at Key Stage 1 to represent data that the pupils have gathered from simple surveys such as which month they were born in. By the end of Key Stage 2 pupils handle and interpret data with confidence, being able to present it in a variety of forms.
63. Pupils' number skills are generally satisfactory. The National Numeracy Strategy has been successfully implemented and, along with opportunities to apply their skills in other subjects and further activities to develop skills such as early morning work, is resulting in increasing confidence in the pupils. The features of the daily mathematics lesson are evident in all classes. Lessons are well planned, building skills systematically and in most cases providing a good challenge for all pupils. The pupils' mental arithmetic skills are improving and many have developed several methods of calculation, which they can describe clearly to each other and to their teachers. Teachers use a variety of mental arithmetic activities to sharpen these skills and to act as a start to lessons, to focus the pupils' minds on mathematics. Most pupils find these sessions enjoyable and are very keen to participate and answer questions. Teachers ensure that all are able to participate by targeting questions carefully and providing tasks that are matched carefully to the wide range of ability in each class. Some support staff work effectively during these activities by prompting the pupils that they are working with and encouraging them to answer. Pupils at Key Stage 1 learn to count forwards and backwards and to add and subtract mentally within 20. The higher-attaining pupils begin to learn their tables and can apply their knowledge of number bonds to add and subtract to 100. By Year 6, most pupils can recall their tables quickly and accurately and can perform addition and subtraction questions in their heads.
64. Main class teaching of new ideas and skills is brisk and often carries on with little interruption from mental arithmetic activities, as in a Year 3 lesson developing the pupils' understanding of multiplication. Teachers refer to previous work before moving on, many carefully evaluating what the pupils have remembered and adjusting their teaching accordingly. In the best teaching,

questions are targeted well to include all pupils and explanations are clear and briskly given. These teachers have high expectations of their pupils, who respond well by concentrating and responding to questions posed. Most are enthusiastic, keen to answer and to participate in these sessions.

65. Teachers then provide interesting activities to support the main objectives of the lesson. Tasks are usually pitched at a variety of levels with support staff effectively deployed to work with individuals or groups of pupils. Many of the activities used develop the skill being taught through problem-solving and investigation activities. This serves to improve these skills, a weakness reported at the last inspection. Most pupils now have at least satisfactory skills in this aspect. They can use their mathematical skills to solve problems and search for patterns and make simple predications when investigating. There are times when these sessions can tend to drift for too long, with some higher-attaining pupils not having sufficient challenge to extend them beyond the initial activity set. In general, pupils would also benefit from more opportunity to use ICT to support and extend their mathematical development.
66. Good progress has been made in mathematics since the last inspection. Monitoring of the subject and an evaluation of test data has been used to improve teaching and learning and to evaluate the impact of the National Numeracy Strategy. To raise standards further teachers need to ensure that the more able are being consistently challenged in lessons, that individual and group activities are carefully timed and pace is maintained and that more use is made of ICT to support and extend learning.

## SCIENCE

67. The teachers assessed standards at the end of Key Stage 1 in 2000 to be well above the national average and similar schools. SAT results at the end of Key Stage 2 were well above the national average and results in similar schools, and were well above those achieved in mathematics and English. The average level achieved has increased steadily since 1996 when results were the same as the national average. Boys have usually performed better than girls over this period. A comparison of the Key Stage 2 SAT results with the same pupils' attainment at the end of Key Stage 1 shows that they have made very good progress. This significant improvement in results has not been at the expense of a broad and balanced science curriculum. As at the time of the previous inspection the emphasis on scientific enquiry supports well the development of the pupils' understanding.
68. In lessons observed, nearly all pupils were working at or above the expected level. Most pupils in Year 6 know that some changes can be reversed and others can not, and can give simple examples of each. They recognise that salt dissolves in water, but can be obtained again by evaporating the water. Higher-attaining pupils have a good understanding of solids, liquids and gases and use terms such as dissolving and evaporating with accuracy. In Year 2, the pupils recognise forces such as pushes and pulls and most are able to compare the distance travelled by different cars. Higher-attaining pupils are starting to compare the distance travelled with the size of the forces causing the motion. The pupils achieve well throughout the school because of the very good and consistent focus that the teachers place upon developing the pupils' understanding through scientific enquiry. In Year 5 lessons investigating what affects the swing of a pendulum, for example, the pupils had to identify the factors involved, explain what the impact might be and suggest reasons for this. The pupils applied themselves well to the process and worked enthusiastically and co-operatively in small groups. They rose very well to the challenge and the necessity to think and explain their ideas. The teachers were able to spend time with each small group, checking progress and discussing ideas in depth because of this very good focus. Consequently the pupils made good progress in developing their understanding of forces and in developing their practical and investigative skills. The science curriculum is carefully planned to ensure that the good progress made in individual lessons builds coherently over a key stage. Additionally, teachers link work and ideas to the pupils' previous experiences. Consequently progress over longer periods of time is also good and consistent across all aspects of the subject.
69. Teachers place a good emphasis on developing the language of science from the Reception class, where the pupils are provided with a good foundation for their later scientific work. There is a careful

development of the correct use of words and an understanding of their meaning. Older pupils use their speaking and listening skills well. As a result they are able to express their ideas accurately, both verbally and in writing. Good use is also made of number in many lessons, such as the Year 3/4 class investigating gravity. Some use is made of the school's improving provision for ICT. More use needs to be made, however, of CD-ROMs and the Internet as information sources and of sensors to monitor physical data.

70. Teaching is good overall. It was never less than satisfactory and a half was good. The teachers enjoy science themselves and this encourages and motivates the pupils. Learning support assistants frequently make a very good contribution to the learning taking place. Their contribution is a significant factor in ensuring that all pupils, but especially those with special educational needs and English as an additional language make good progress. Management of the subject has been effective in ensuring that a good ethos has been retained and good methods used at a time when the school has been responding to national initiatives such as literacy and numeracy. The clear direction and support provided for other teachers has also resulted in attainment, particularly by the end of Key Stage 2, being much improved since the previous inspection. Some monitoring of other classes has been possible, but this will be strengthened considerably as the school's review cycle focuses on science in the next year.

## **ART**

71. Standards achieved by pupils at the end of Key Stage 1 are similar to those expected nationally. At the end of Key Stage 2, standards are at least in line with, and sometimes above nationally expected levels. The previous inspection reported that standards were above national expectations in both key stages. In Key Stage 1, pupils' observational drawing and three-dimensional work is satisfactory. There are some good examples of collage work linked to topics, for example *The Owl and the Pussycat*, and some which link with the literacy hour work. Good quality displays of pupils' art-work enhance classrooms and corridors. In Key Stage 2, there are some good examples of paintings in the style of Van Gogh and Monet. There are also examples of work using a wide range of media, for example collage, block and lino-printing and weaving. There are some good examples in Key Stage 1 where art has been used to display work on mapping in geography lessons and in Key Stage 2, to support work in history and geography.
72. The teaching in the one lesson observed at Key Stage 1 was satisfactory. Three lessons were observed at Key Stage 2. In two out of the three teaching was good; in the other, it was very good. In both key stages, lessons are planned carefully and teachers work hard to develop pupils' art vocabulary. Learning objectives are clear and are shared with pupils. Pupils are given opportunities to compare the work of artists and to evaluate their own work and that of others. Pupils make satisfactory progress in Key Stage 1 and good progress in Key Stage 2. Pupils with special educational needs make good progress in both key stages.
73. The subject is managed by a newly appointed co-ordinator. The policy is currently under review and staff are looking at adapting nationally provided schemes of work to meet the needs of the school. Procedures for assessing pupils' attainment and progress are also being established. The subject is well resourced and there is a clear action plan, which relates well to the priorities in the school development plan.

## **DESIGN AND TECHNOLOGY**

74. It was only possible to observe one lesson of design and technology at each key stage. It is not possible therefore to make overall judgements about standards of attainment and the quality of teaching in this subject. In the lessons seen the pupils were working at the level expected and teaching was good.
75. In the lesson at Key Stage 1, the pupils were able to draw their design for a bag puppet and then translate this to produce the intended article. Higher-attaining pupils were using a good variety of materials to add texture to their designs. They were evaluating their puppets as work progressed

and discussing with the teacher questions such as how to join the different materials. Because the pupils applied themselves to the task so well, the teacher and parents helping in the class were able to provide good guidance and support for individuals, ensuring that all made good progress.

76. The pupils in Year 5 had been investigating the workings of various mechanisms such as pulleys, cams and gears in previous lessons. They had also explored how structures can be improved by making the joints stronger. In the lesson observed the pupils were now drawing upon this experience to design their machines. The teacher made good links with work in history and this added to the interest and motivation of the pupils. Again the teacher was able to provide good support because of the positive attitudes and application of the pupils.
77. The co-ordinator has only recently taken on responsibility for design and technology. A clear scheme of work that meets the requirements of the National Curriculum and the interests of the pupils has been introduced and there is clear direction for the development of the subject.

## **GEOGRAPHY**

78. By the end of Key Stage 1, standards in geography are broadly average and similar to the standards found at the time of the previous inspection. Classes in Key Stage 2 had been focusing on history this term, and as a result there was not enough evidence to reach a firm judgement on attainment.
79. The pupils in Year 1 recognise features in the immediate locality of the school. They begin to gain an understanding of maps through finding familiar landmarks on a very large plan of Nazeing. In Year 2, pupils use a range of appropriate subject vocabulary in discussion. They understand, for example, some differences between the countryside and the city, and between a village and a town. By Year 2 most of the pupils have an awareness of other countries. They are enthusiastic about using a map of the world and are keen to identify places that they have visited on holiday. Learning is limited, however, in lessons where too many activities are planned and where time is wasted because the pupils are uncertain about what they are expected to do.
80. At Key Stage 2, skills in understanding maps are suitably developed. The pupils use a range of different maps and plans in history lessons as they study the Roman, Saxon and Viking invaders. In Year 4 all pupils concentrated extremely well in a carefully structured lesson, as they produced symbols to improve plans of the school. This lesson laid a good foundation for the study of detailed maps of the locality.
81. Teaching is satisfactory overall but is better at Key Stage 2 than at Key Stage 1 because activities are well organised and clearly explained. Time was used very effectively, and because pupils were interested and motivated, their behaviour was immaculate.
82. A good start has been made on developing assessment procedures for the subject. The school now has a scheme of work for geography, which is an improvement on the position at the time of the previous inspection. There is scope for the school to monitor teachers' planning carefully to ensure that skills are developed progressively as pupils move through the school.

## **HISTORY**

83. Standards in history are broadly average and by the end of both key stages attainment is similar to that reported at the previous inspection. Effective planning means that all classes enjoy visits to museums or sites of historical interest near the beginning of the topic they are studying. As a result the pupils, particularly in Key Stage 2, are very enthusiastic about the subject.
84. During Key Stage 1, pupils develop a sound understanding of some of the differences between past and present in their own lives. They can identify the difference between old and new artefacts. Although teachers generally make good links with other subjects, there is a tendency for them to lose sight of the historical focus of lessons so that learning is slower than it should be. For

example, when pupils compared old and new toys the teacher did not introduce historical vocabulary early enough in the lesson. As a result, although pupils were interested in the toys, they were unsure of what was expected of them, and time was wasted.

85. At Key Stage 2, the pupils develop a good factual knowledge of aspects of the lives of Romans, Anglo-Saxons and Vikings. Teachers build effectively on work covered during Key Stage 1. The pupils gain some understanding of chronology through marking the dates of different events along a time-line. They begin to understand the reasons for certain events, for example in Year 4 they describe some of the reasons behind the Roman invasion and settlement of Britain. By the end of Key Stage 2, most pupils have a good understanding of some important features of the lives of the early invaders of this country. Work increases in challenge as pupils move through the school. Pupils in Years 3 and 4 know the names of different Roman gods, while in Year 6 the pupils compare the different religious beliefs of the Saxons and the Vikings. Teachers link history very effectively with art, and pupils produce some very good work, reinforcing their knowledge of the period. Although there are some good examples of written work in Year 5, pupils in Year 6 have had less opportunity to record their own ideas and there is scope for this aspect of the work to be developed. The pupils now have a greater opportunity to extend their knowledge through research than they did at time of the previous inspection. They encounter a variety of suitable source material, including artefacts (both original and replica), books, videos and computers, but do not always make good use of the information retrieved. Some pupils in Year 6 had printed long and quite complex passages from the Internet, but had made little use of these within their work.
86. The quality of teaching is better at Key Stage 2 than at Key Stage 1 and is satisfactory overall. Lessons are more clearly focused and better organised. Pupils with special educational needs are given good support in all classes, and progress at a similar rate to other pupils. Teaching is very good in Year 5. The teachers have high expectations and vary activities so that all pupils are challenged and motivated. Teachers introduce tasks very clearly, remind pupils briefly but effectively of what they already know and then extend pupils' understanding skilfully through questioning. In one lesson pupils were enthralled by a short, carefully chosen video on Bede and life in an Anglo Saxon monastery. During the following activity, most pupils successfully completed additional research using books and their notes taken during the video. Learning was very good because pupils had been so well prepared to watch the video.
87. Careful planning has ensured that topics are not repeated as pupils move through the school. Although the school has limited resources and storage space, teachers make excellent use of the local authority's loan scheme. Pupils gain significantly from access to good quality artefacts and from the visits. The recently appointed co-ordinator monitors teachers' planning to ensure that subject skills are being suitably developed. She has yet to have the opportunity to monitor teaching, although time has been set aside for this later in the year. The school needs to continue to increase its resources, both of books and artefacts, to support learning at Key Stage 1.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

88. Provision for ICT has improved significantly since the previous inspection. Pupils now have lessons in an ICT suite as well as access to computers in their own classrooms. This increased access has done much to raise the standard of their basic skills and broaden their experience of the use of ICT.
89. Older pupils did not benefit from this improved provision at an earlier stage and their knowledge, understanding and skills have not yet developed to the expected standard. Nevertheless they, like pupils in all year groups, are now making good progress and are on target to achieve the expected standards by the end of Key Stage 2. Higher-attaining pupils in Year 6 for example, understand the need for care in framing questions when finding and interrogating information. They demonstrated this when searching the Internet for information about Shakespeare. All the pupils in the class were able to save information, load programs and use ICT to organise and present their work. They are confident and competent users of a range of programs, including wordprocessing, spreadsheets and drawing packages. Pupils made good progress here because the tasks had been clearly explained and they were able to get on with the activities quickly. Their good focus and support for

each other meant that the teacher and parent providing additional support, were able to spend time with individuals solving problems, monitoring progress and providing good guidance.

90. Younger pupils are already reaching the expected levels. Nearly all pupils in Year 2 for example, are able to log on to the network and load the program being used. They can enter text into a wordprocessor and know the purpose of various keys, such as the shift key and space bar. Higher-attaining pupils recognise that words underlined in red are not spelt correctly. The pupils were again supported well by the teacher and other adults present. There was clear focus to what the pupils were intended to learn and an appropriate activity to ensure that they did so. This meant that the pupils were able to get on and work independently and only seek guidance when necessary.
91. There is some use of ICT to support learning in other subjects, such as Year 5 pupils using a wordprocessor to produce drafts of their ideas in literacy. Much of the ICT focused work also supports other subjects. Pupils in Year 5 were developing their understanding of spreadsheets in mathematics. As the pupils' skills improve, more opportunities such as this need to be provided so that their skills are developed in real and more complex contexts.
92. Teaching is satisfactory overall. It is sometimes good, but occasionally, when the teacher's own skills and confidence are not secure, it is unsatisfactory. Management of the subject is providing a clear direction for development and the raising of standards. There is a clear and shared commitment to this from all concerned, including the Governing Body. Standards have improved since the previous inspection. The task ahead is to ensure that all teachers have the skills and confidence to take this further and to provide opportunities for the pupils to use ICT to support learning.

## **MUSIC**

93. At the time of the previous inspection, pupils' attainment and progress in music were judged to be satisfactory. During the current inspection, one lesson was observed in Key Stage 1 and three in Key Stage 2. In all of these lessons, pupils were making good progress. Attainment is at least satisfactory, and in one lesson observed in Key Stage 2 it was judged to be good. This is an improvement since the last inspection.
94. Pupils sing well in assemblies and they listen carefully to the music when coming in and out of the hall. They can talk about the music and understand that Gilbert and Sullivan told stories through music. They have a regular weekly music assembly in which they participate enthusiastically. At both key stages they learn to clap out rhythm, becoming much more sophisticated in their patterns as they progress through the school. They are introduced to musical terminology and use it in its right context. In a Year 2 class, pupils were observed beginning to use symbols to represent sounds and were making their own compositions. In a Year 5 lesson, pupils knew what four beats in a bar meant and recognised that different rhythms are needed to represent images, for example flowing water and chopping wood.
95. In all of the lessons observed, the teaching was good, and in one Key Stage 2 lesson, it was very good. All lessons offered the pupils opportunities to compose their own work, use instruments and perform to the class.
96. Good planning and regular evaluation of the effectiveness of the school's scheme of work, supports standards in the subject. There is a school choir, an after-school music club, and pupils learn to play the recorder. Peripatetic music staff provide piano lessons and work closely with the school to support summer concerts given by pupils. Key Stage 2 pupils give a carol concert for elderly and handicapped people. The subject makes a positive contribution to pupils' spiritual, moral, social and cultural development.

## **PHYSICAL EDUCATION**

97. Physical education plays an important part in the timetable for each class and is given a high priority by the school. Because of the time of year it was not possible to observe all features of the physical education curriculum, but a scrutiny of planning and the scheme of work indicates that all aspects are taught during the year. In spite of this, only one physical education lesson was observed at Key Stage 1 during the inspection. It is not possible therefore to make overall judgements about teaching and standards at this key stage. Above average standards were seen in lessons at Key Stage 2 and the quality of teaching was good. This is a considerable improvement since the last inspection.
98. The technical skills of the teachers are put to good use when demonstrating to pupils or when coaching specific skills to individuals, groups or whole classes. Important points are picked out and the skill emphasised so that points to be practised can be refined, enabling good progress to be made. This occurred in a Year 5 lesson in the hall where the pupils were practising different types of jump and linking a series together. Much progress was made and many pupils became more controlled and graceful in the sequences that they produced. Teachers plan to enable the pupils to develop their skills systematically, with an increasing degree of challenge as the lesson progresses, as in a Year 4 hockey lesson. This often leads to simple games in which the pupils are required to play to the rules. Opportunities are also provided for the pupils to evaluate their work and that of others, which they do critically but sensitively.
99. There is a small outdoor learner pool, which is used for swimming lessons for all pupils during the summer term. Key Stage 2 pupils also have swimming lessons at a local pool. This combination ensures that by the time they leave the school, almost all pupils can swim a minimum of 25 metres, with many doing much more.
100. A wide range of extra-curricular sports activities are provided by the school on a regular basis. They are well-attended and some are over-subscribed. Local sports coaches also provide coaching sessions during physical education lessons - during the week of the inspection all Key Stage 1 pupils had tennis coaching. This additional expertise is a valuable resource and enables the pupils to make good progress and achieve high standards.
101. The co-ordinator is new to the post this term and has already reviewed the policy and scheme of work as well as auditing the resources. She provides valuable support and guidance for her colleagues in the planning and teaching of their physical education lessons. No direct monitoring of teaching has taken place but very good progress has been made since the last inspection in raising standards at Key Stage 2 and dealing with other shortcomings.

## **RELIGIOUS EDUCATION**

102. Attainment in religious education is broadly in line with the expectations of the locally agreed syllabus at the end of both key stages. Attainment is the same as at the last inspection.
103. At Key Stage 1, pupils learn about the meaning of friendship through bible stories, such as the story of Ruth and Naomi. They learn about Christian festivals, such as weddings and christenings and also about the role of festivals in other religions. Within Key Stage 1, pupils make satisfactory progress.
104. Pupils in Years 3 and 4 increase their knowledge of Christianity and other religions through lessons and a programme of visits to different places of worship within the area. They are also encouraged to think about their own beliefs and those of others. By the time that the pupils reach Year 6 they have a secure knowledge of Christianity and they are aware that each faith has its own special book and that there are many similarities between the different religions. Art is used to support teaching. There are some good displays around the school to encourage understanding of the subject, such as the story of the creation, and a display relating to the parable of the Good Samaritan.
105. Teaching is satisfactory in both key stages. Planning of lessons is thorough and teachers ask relevant questions to ensure that the pupils build on their previous knowledge and understanding.



Teachers have a secure command of the subject. Pupils have a positive attitude and show respect for the beliefs of others.

106. Religious education makes a significant contribution to the pupils' personal development. The subject is well managed by the co-ordinator who works closely with staff and the local authority adviser to ensure that the subject is developed throughout the school. Currently, the school is reviewing the schemes of work that it uses and considering ways of assessing attainment and progress in the subject.