

INSPECTION REPORT

NEWPORT PRIMARY SCHOOL

Saffron Walden

LEA area: Essex

Unique reference number: 114985

Headteacher: Mrs. Linda Todd

Reporting inspector: Miss Savi Ramnath
21334

Dates of inspection: 20th – 24th November 2000

Inspection number: 224331

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:	5 to 11
Gender of pupils:	Mixed
School address:	Frambury Lane Newport Saffron Walden Essex
Postcode:	CB11 3PU
Telephone number:	01799 540055
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Appropriate authority:	The Governing Body
Name of chair of governors:	Philip Hudson
Date of previous inspection:	13/07/1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Miss Savi Ramnath 21334	Registered inspector	Science Religious Education Art	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? Equal Opportunities
Mr Roger Watts 9399	Lay inspector		How high are standards? How well does the school care for its pupils? How well does the school work in partnership with parents?
Mr Ali Haouas 10523	Team inspector	English Information Technology Physical Education History	How good are curricular and other opportunities offered to pupils?
Mrs Val Ives 21103	Team inspector	Mathematics Design and Technology Geography Music Under fives	How well is the school led and managed? Special Educational Needs

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The Registrar
Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Newport County Primary School is situated in a socially mixed area of Newport in Essex. There are 167 pupils on roll taught in seven classes. This includes 10 children in the Reception class, six of whom attend on a part-time basis. There is a slightly higher proportion of boys than girls. The local authority's baseline assessment indicates that children's basic skills on entry to school are in line with those of children of a similar age in the county. No pupils come from an ethnic minority background or come from homes where English is not their first language. Nearly 13 per cent of pupils are known to be entitled to free school meals. This is below the national average. Around 12 per cent of the pupils have learning difficulties and are on the school's register of special educational needs, one of whom has a statement of special educational needs. This is below the national average. Since the last inspection, the number of pupils on roll has declined as well as the number of pupils with special educational needs. However, there has been a significant increase in the number of pupils identified with emotional and behavioural difficulties.

HOW GOOD THE SCHOOL IS

This is an improving school that has some good and very good features. However, there are some important aspects of the school that require attention especially the attitudes and behaviour of a minority of pupils who are affecting the learning of others. The school was last inspected in 1998 and standards have improved significantly in mathematics and science by the end of Year 6 and with steady improvement in English. The headteacher has faced the challenge of raising standards, with determination and this has led to substantial improvement in the quality of teaching. She responded positively to the findings of the last inspection report as well as to the HMI monitoring report of 1999. All staff work well together and share a commitment to further improvement. The school targets its resources effectively and uses specific grants well to increase the opportunities for pupils to achieve. It offers a welcoming environment and has a positive partnership with parents. The school is well led and managed and now provides satisfactory value for money.

What the school does well

- The pupils reach above average standards in mathematics and science by the time they leave school.
- Teaching is consistently good or better in the Reception and Infant classes and this results in effective learning.
- The headteacher, a hard working staff and supportive governing body, work well together and share a commitment to improve the school.
- There are effective links with parents which impact well on the support given by parents.
- Teachers provide an extensive range of well-attended extra curricular activities and these are enjoyed by pupils

What could be improved

- The attitudes and behaviour of a significant minority of pupils, especially in Key Stage 2.
- Most pupils could achieve higher standards in subjects other than English, mathematics, science and information and communication technology.
- The monitoring of teaching and learning, and the sharing of good practices in subjects other than English and mathematics.
- The assessment and monitoring of pupils' academic progress are not fully in place in all subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was identified as having serious weaknesses in the last inspection in June 1998. Action has been taken on all of the key issues identified in the previous Ofsted report as well as those highlighted by HMI in 1999, and most aspects have been dealt with well. The school has established good procedures for monitoring the quality of teaching. The significant improvement in the teaching as observed in this inspection shows the success of this aspect. However, the monitoring of teaching and learning in subjects other than English and mathematics is underdeveloped. Although the school has made good progress in improving curriculum planning, more precision is needed in subjects other than English and mathematics. Assessment procedures in English, mathematics, aspects of science and music are effective, and the information makes a very useful contribution to planning the next stage of learning. However, this good practice is not yet fully established in other subject areas. The underachievement of the higher attaining pupils has been addressed. Higher expectations, good planning and appropriate grouping of pupils in English, mathematics and science ensure that the more able pupils are challenged well. Good progress has been made in developing teachers' strategies to deal with inappropriate behaviour and this has improved since the earlier inspection. Overall good improvements have been made since the last inspection and the school is very well placed to make further progress and meet its targets because remaining weaknesses are clearly identified as priorities in the current school development plan.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	C	B	C	D
Mathematics	E	A	A*	A
Science	D	D	C	C

Key	
Very high	A*
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

The results of the 2000 National Curriculum tests show that pupils' attainment is very high in comparison with the national average in mathematics and average in English and science when compared with schools nationally. When compared with similar schools standards are well above average in mathematics, average in science and below average English. However, the test results over the last three years indicate that pupils' performance in English and mathematics exceeded the national average but fell below the national average in science.

The school had set itself targets for the year 2000 for the National Curriculum tests of 73 per cent of pupils gaining Level 4 or above in English and 78 per cent in mathematics. The targets were exceeded.

Inspection findings indicate that standards by the time pupils leave school at the age of eleven, are above average in mathematics, science and information and communication technology. In English, art, and physical education standards are average whereas in design and technology standards are unsatisfactory at the end of Year 6. In religious education

standards are in line with the requirements of the locally agreed syllabus. There was insufficient recorded evidence to make secure judgements about pupils' attainment in geography and history at the end of Year 6. The difference between inspectors' judgements and the above grades is due to the fact that the inspection looks at this year's pupils and a wider range of work than that assessed in the national tests.

Children now receive a good start in the Reception class and progress is good. As a result, many exceed the standards expected by the end of the Foundation Stage in all areas of learning except knowledge and understanding of the world which is average.

PUPILS' ATTITUDES AND VALUES

Aspect	COMMENT
Attitudes to the school	Satisfactory. Most pupils enjoy coming to school. However some are easily distracted and do not settle to work quickly.
Behaviour, in and out of classrooms	Behaviour in the playground and at lunchtime is satisfactory. Frequent disruptive behaviour in some classes interrupts teaching and learning.
Personal development and relationships	Satisfactory. Most pupils enjoy responsibility, however some do not have sufficient self-discipline.
Attendance	Levels of attendance are satisfactory. Many pupils are late at the start of the day. This affects their attainment and progress. School and lessons begin and end promptly.

Most pupils show enjoyment in their school work. Not all pupils have a good understanding of the impact of their actions upon others and in some classes they do not listen carefully enough to each other. Relationships between pupils and with adults are good.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
In all 50 lessons seen	Good	Good	Satisfactory

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

During the inspection, 98 per cent of teaching in lessons observed was satisfactory or better. In 42 per cent of lessons the teaching was good and in 20 per cent it was very good or better. The quality of teaching has improved since the last inspection when nearly a third of the teaching was unsatisfactory and only two per cent were very good or better. This has a positive impact on what pupils learn. Teaching is consistently good in Key Stage 1. The strengths in the teaching include the way teachers manage pupils, ask questions and share learning intentions with pupils, have resources ready for use and demonstrate good subject knowledge. For example, in one Year 1 English lesson the teacher's enthusiasm for the subject and the secure subject knowledge ensured that pupils were challenged well and attained high standards. In Key Stage 2, teaching and learning are affected by the negative attitude of a small group of pupils who make it difficult for others to concentrate, by

insufficient support to meet the needs of pupils with emotional problems and by ineffective control of the class.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum for the under fives is good A broad and relevant curriculum is provided for pupils in Key Stages 1 and 2, enhanced by a very good range of extra-curricular activities. There is a clear emphasis on delivering literacy and numeracy which contributes to the improved standards
Provision for pupils with special educational needs	Satisfactory. Pupils who need extra support in their learning are identified early and are given appropriate support to help them make progress. There is a strong emphasis on improving literacy and numeracy which ensures that pupils have full access to the curriculum. Support staff make an invaluable contribution. However, despite the school's best efforts there is insufficient support staff to meet the needs of pupils with emotional and behavioural difficulties who affect the learning of others.
Provision for pupils' personal, spiritual, moral, social and cultural development	Overall satisfactory. Pupils are helped to know right from wrong and good opportunities are provided to support pupils' social development. Satisfactory provision is made for pupils' spiritual and cultural development.
How well the school cares for its pupils	Satisfactory. Procedures for child protection are in place. Although staff know their pupils well, the monitoring of pupils' academic progress is not sufficiently rigorous to help plan the next stage of learning in some subjects.

The school works well in partnership with parents and are kept informed about the life of the school. The majority of parents are very supportive of the school and are encouraged to be involved in the work of the school. Attendance procedures are satisfactory. Procedures for finding out and recording how well pupils are doing in all subjects are well established in all subjects.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides good leadership for the school's work. She is supported well by staff who share a common purpose and work well as a team.
How well the governors fulfil their responsibilities	All governors have a clear sense of the school's direction, focusing on improving standards for the school.
The school's evaluation of its performance	The school evaluates its performance well in a development plan and prioritises the areas for improvement. Monitoring of teaching and learning is underdeveloped in some subjects.
The strategic use of resources	Educational priorities are supported through good financial planning. The principles of best value are applied well in order to make optimum use of available funding.

The school is well staffed by suitably trained and experienced teachers. Support staff make an invaluable contribution to pupils' attainment and progress. There is a good range of resources to support learning in all subject areas except large outdoor apparatus for the children who complete the Foundation Stage in the Reception class.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school has a positive effect on children's values and attitudes. • The good behaviour in the school. • The school expects children to work hard and achieve their best. • The ease with which they can approach staff with a question or concern. 	<p>A number of parents expressed concerns over particular areas, especially:</p> <ul style="list-style-type: none"> • Having too little information about the progress of their child. • The behaviour of a few pupils in each class

Inspectors' judgements support the positive comments of the parents who attended the pre-inspection meeting and the views expressed in the 64 responses to the parents' questionnaire which were returned. The overwhelming response of parents is positive, appreciative and constructive. There is much support for the school. The inspection team supports parents' concerns about the behaviour of some pupils in each class. It did not, however, find evidence that insufficient information is provided about pupils' progress. The team decided that the quality and amount of information provided for parents is good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The previous inspection in 1998 identified the school as having serious weaknesses in a number of areas including standards in information and communication technology at the end of both key stages and in the overall standards attained by the age of five. In all other subjects they were satisfactory or better. Progress was unsatisfactory in English, mathematics and science at the end of Key Stage 2 and poor progress for children under five. However, in the years following the inspection initiatives have been put into place to address these weaknesses and to improve overall standards: development of an ICT suite, staff training, improved provision for the youngest children, monitoring and evaluation of teaching and learning in English and mathematics, specialist teaching in science, improved planning and the implementation of the literacy and numeracy strategies. All of these have had particularly beneficial effects on overall standards and the school is confident that standards will continue to rise.
2. During the inspection, inspectors judge that standards at the end of Years 2 and 6, in mathematics, science and information and communication technology (ICT) have improved and are now above national expectations. Standards in all other subjects are broadly in line with national expectations, except in design and technology at the end of Key Stage 2, which is below national expectations. In religious education standards are just in line with the requirements of the Locally Agreed Syllabus at the end of both key stages. There was insufficient evidence of work in geography for judgements to be made on standards attained. Compared with the school's previous inspection, standards have been maintained or improved in all subjects. The exceptions are in art at the end of both key stages and design and technology at the end of Key Stage 2 where standards have not been maintained.
3. Analysis of the National Curriculum end of Key Stage 2 tests for 2000 shows that pupils' attainment is very high in comparison with the national average in mathematics and average in English and science when compared with all schools. When compared with similar schools standards are well above average in mathematics and average in science and below average in English. The percentage of pupils attaining the expected Level 4 was well above the national average in mathematics and close to the national average in English and science. The percentage of pupils reaching the higher Level 5 was well above the national average in mathematics, close to the average in English and below the national average in science. The assessments made by teachers were not always in line with test results. Results for the Year 2000 have improved significantly from 1999 at the expected Level 4, in mathematics and science but with no significant change at the higher Level 5. In English standards declined in 2000 although they are still above national averages. When the end of Key Stage 2, test results for this year are compared with the previous three years they show above average standards in English and mathematics and slightly below average standards in science. However, the overall trend, although erratic, has been upwards since 1996. One reason for the variations each year has been the differing proportions of pupils with special educational needs in each year group. Test results indicate that boys do less well than girls in English but with significant difference in mathematics and science.
4. Analysis of the National Curriculum end of Key Stage 1 tests for 2000 shows that, in mathematics, the percentage of pupils attaining Level 2 and above was high when compared with the national average, broadly average in writing and reading. The percentage of pupils reaching the higher Level 3 was well above average in writing,

above in mathematics and average in reading. Overall the assessments made by teachers were very similar to the school's test results at both levels. The teachers' assessments of pupils' attainment in science showed standards to be very high when compared with the national average at the expected Level 2 and well above the national average at the higher Level 3. When the end of Key Stage 1, test results for the school in reading, writing and mathematics for 2000 are compared with the previous three years, they show a fluctuating picture in reading and writing but with an upward trend in mathematics and science. There were some differences in the performance of boys and girls in these tests. Boys did not do as well as girls in reading and writing but with no significant difference in mathematics.

5. The school analyses test results well and the information is used effectively to address weaknesses. For example, the weakness in science in 1999 was addressed with specialist teaching, the implementation of a scheme of work and a whole school focus on experimental and investigative work. As a result, pupils' attainment at the end of Key Stage 2 has improved significantly in 2000. The school has set formal targets for 80 per cent of its pupils to reach, or exceed, the expected Level 4 in the national end of Key Stage 2 tests in English in the Year 2001 and for 81 per cent of pupils to meet or exceed this level in mathematics. The targets were exceeded in mathematics in 2000 and represent an appropriate degree of challenge in the light of the composition of the present Year 6 cohort.
6. The literacy and numeracy hour are having a particularly beneficial effect and literacy skills are practised well across some areas of the curriculum. For example, the use of reports and instructions are featured well in subjects such as science. However, whilst writing skills are promoted across all subjects, pupils' poor handwriting skills hinder their written work and opportunities are missed to extend their literacy skills in religious education, history and geography. However, pupils are introduced to appropriate vocabulary for the study of subjects such as information and communication technology, science and art. Pupils' numeracy skills are applied and developed satisfactorily. For example, in science they are at the expected standards. Overall, the implementation of the literacy and numeracy hour is good and this is already showing positive results in terms of improved quality of learning and better standards
7. Children enter the Reception class with average standards of attainment, receive good teaching so that, by the end of the Foundation Stage, most exceed expectations in all areas of learning except knowledge and understanding of the world which is average. They make good progress in their personal, social and emotional development. They understand classroom routines well and develop good habits of work. This enables them to make good progress in all other areas of learning. By the end of the Foundation Stage the majority of children listen very well and many are articulate when talking about their work. They show increasing interest and awareness of books with many children recognising easy words by sight. They learn to write their names using clearly formed letters and some write familiar words accurately. In mathematics children recognise simple two-dimensional shapes whilst higher attaining children identify cuboids and cylinder from a selection of solid shapes. Most count beyond 10 correctly and use mathematical language such as 'double', 'less than' and 'zero' correctly. Children's knowledge and understanding of the world is average. They learn about the life cycle of the butterfly and know that popcorn changes when it is heated. The physical and creative development of children is well fostered. Most children demonstrate good control when using small tools and equipment. Movements involving balancing and climbing are developing well. Overall, children are well prepared for the National Curriculum in Key Stage 1 in all areas of learning.

8. Standards in all aspects of English are in line with national expectations at the end of Year 2 and Year 6. Pupils' progress is good in Key Stage 1 and satisfactory in Key Stage 2. Good progress is due in part to the positive ethos for learning, good quality teaching observed in many of the lessons and the implementation of the literacy hour. In Key Stage 1, pupils talk about their immediate experiences clearly. They listen attentively to teachers' explanations and instructions, respond appropriately to questions and many are able to express opinions confidently and articulately. In Key Stage 2, pupils' speaking skills are better than their listening skills. The school has recognised that there are too few planned opportunities for pupils to practise and extend their speaking and listening skills across the curriculum. By Year 2, pupils read with fluency and expression and enjoy a wide range of books. They have a sound knowledge of initial letter sounds and familiar words and use their phonic knowledge to help with the reading of unfamiliar words. By the end of Key Stage 2, the majority of pupils acquire a range of reading strategies which enables them to tackle texts of increasing complexity. They are interested in books, read with enjoyment and evaluate the books they read with growing confidence. By the end of Key Stage 1, pupils write stories and factual accounts with increasing accuracy and clarity. Most use capital letters and full stops in their writing correctly. By the end of Key Stage 2, many pupils write effectively for a wide range of purposes and most are developing good skills in paragraphing and punctuation. In Key Stage 1, pupils are developing a legible style of handwriting with carefully formed letters. Although standards in handwriting practice and for display work are sound, presentation of written work in other subjects is often poor. Standards in spelling are satisfactory.
9. In mathematics, the pupils are making good progress and the standards of their work, especially in numeracy are above national expectations at the end of Year 2 and when pupils leave school at the end of Year 6. The focus given to numeracy and the improved quality of mathematics planning, have a positive impact on standards. At the end of Key Stage 1, most pupils have a solid grasp of numbers. They add and subtract numbers to twenty and beyond, count forward and backwards and order numbers to one hundred. Many have a quick and accurate recall of number facts and apply these successfully to solving problems. By the end of Key Stage 2 the majority of pupils have developed a good range of strategies to solve problems. They understand the relationships between fractions and decimals and use their understanding of place value to multiply and divide whole numbers and decimals.
10. Standards in science, at the end Years 2 and 6 are above average. By the end of Year 2, pupils accurately identify and name the different parts of the plant and know the conditions required to promote healthy growth. Pupils know that some materials change when heated and understand why eating the right types of food keeps us healthy. By the end of Key Stage 2, most pupils have a good understanding of how to plan and conduct an experiment. They carry out investigations, make predictions about outcomes and use scientific vocabulary appropriately and with increasing confidence. Literacy skills are used to communicate findings in detailed reports, particularly in Year 6 and work in science makes a good contribution to numeracy through the use of tables and charts to present findings and display information. In both key stages, progress in experimental and investigative science is good.
11. Standards in information and communication technology are now above national expectations at the end of Year 2 and when pupils leave school at the end of Year 6. This is partly due to the school's investments in equipment and staff training. By the end of Key Stage 1, most pupils are familiar with the computer keyboard; and are quick and skilful in their control of the mouse for selecting an icon and moving items around the screen. They word process sentences on to the computer, delete and insert letters, and some use upper and lower case type with accuracy. In Key Stage 2 pupils use a variety of computer generated graphs to determine which is the most effective way of showing

their results. By the end of the key stage older pupils skilfully create spreadsheets to present their information and confidently use CD-ROM programs to research information related to their topic. Examination of pupils' past work shows that they make little use of information technology in other subjects. The use of computers is not yet an integral part of lessons across the curriculum. However, since the earlier inspection there has been significant improvement in resources and pupils have improved their skills.

12. In religious education, standards at the end of Years 2 and 6 are barely in line with the expectations laid down in the Local Agreed Syllabus. In Key Stage 1, pupils have an awareness of a variety of religious festivals and celebrations and understand the importance of the festival of Divali to Hindus. They are aware of other people's feelings and are beginning to express their own feelings and emotions. In Key Stage 2, pupils learn about the similarities and differences of the naming ceremony between major world faiths, such as Sikhism and Christianity and know that parables were used by Jesus to convey special messages.
13. In all other subjects pupils make satisfactory progress except music where it is good and design and technology which is unsatisfactory in Key Stage 2. In the light of pupils' attainment in the other subjects of the curriculum standards in the foundation subjects are not high enough.
14. Pupils with special educational needs reach good standards of attainment against the learning targets set for them in their individual educational plans and their progress is good as seen in their reviews and in their class work against the targets set. The good progress made by these pupils results from positive attitudes to learning which are encouraged by the school's supportive ethos. Although there was no evidence of significant variations in the attainment of boys or girls or pupils from differing backgrounds during the inspection the attainment of all pupils is affected by the behaviour of a small number of pupils throughout the school who adversely affect the learning of all.

Pupils' attitudes, values and personal development

15. Overall, pupils' display satisfactory attitudes towards school but a minority spoil what otherwise would be a more positive picture. The majority of parents say that their children enjoy coming to school although, unusually for a primary school, seven per cent disagree. Almost all pupils arrive on time. Several are to be seen around the school before the start, helping the teachers with odd jobs. Most are keen to get to their classrooms. The younger ones, in particular, are keen to resume lessons after break. Some older pupils, however, display signs of boredom and this is reflected in a lack of contribution during discussion in lessons. When stimulated well or when a practical activity challenges them, most pupils display greater keenness to participate. In the majority of lessons, they are attentive and start work when asked. In other lessons, however, too many pupils are inattentive. Many pupils are too often satisfied with poorly laid out work or scrappy handwriting. On the other hand, those pupils who take part in the many extra-curricular activities do so with enthusiasm and interest and repay the hard work that all staff put into this.
16. Although the behaviour of the majority of pupils is satisfactory or better, there are too many behavioural problems, which have a negative impact on pupils' own and others' learning. In most lessons, pupils do as they are asked and work conscientiously. Many are disciplined in putting up their hand to answer questions and refrain from interrupting others. However, a significant minority of pupils cause disruption and the class teacher has to spend too much time trying to keep them in order. Some of these pupils have emotional problems and, whilst some are well supported by adults, others are not; This

increases the incidence of disrupted lessons. Other pupils have insufficient awareness of the impact of their actions on the teacher and the rest of the class, or are careless of that impact. A few display outright defiance of, or discourtesy to, their teacher and other adults. Generally, pupils move in groups around the school carefully and, although dinnertime sometimes gets rather noisy, behaviour then is acceptable. In the playground and during wet playtimes, apart from the odd incident, pupils play well together. Although a few parents have had experience of their children being bullied, no examples were seen and, in discussion, pupils said that this was not a significant problem. Racial harassment is not an issue because there are no pupils from ethnic minorities. No pupils have been permanently excluded.

17. Personal development and relationships within the school are satisfactory but there are several areas where pupils are showing insufficient social development. Pupils have respect for the beliefs of others, although their knowledge of faiths other than Christianity and their impact in British society today is very limited. They show care for resources and the property of others. Most treat staff at the school with respect but some are offhand, to the point of discourtesy, with adults. Relationships between pupils are generally good and they can work well together, sharing resources and showing awareness of the needs of others. On some occasions they seem not to care about the effect of their actions on others. Pupils have many opportunities to take responsibility and most do so with enjoyment. There is a School's Council, which meets regularly and represents pupils' views. Pupils take responsibility for helping younger children and acting as 'receptionists' at lunchtime. However, in lessons such as science and design technology, pupils have limited opportunities to show their initiative and take responsibility for their learning.
18. Pupils' attendance is satisfactory. Overall attendance is in line with the national average and there is little unauthorised absence. Punctuality however remains a problem for a significant minority of pupils. Those who are late delay the start of the lesson, resulting in a loss of teaching time for all pupils thereby limiting the learning of all pupils. Many of these pupils are persistent latecomers. During the inspection these pupils were arriving earlier than previously and getting to their lessons more quickly.

HOW WELL ARE PUPILS TAUGHT?

19. Overall, the quality of teaching and learning is satisfactory, and makes a positive contribution to the progress pupils now make during their time in the school. During the inspection, teaching was at least satisfactory in 98 per cent of lessons. Forty-two per cent of lessons were good and a further 20 per cent very good or better. These figures indicate the significant improvement made to teaching since the previous inspection when one in three lessons were considered unsatisfactory and only two per cent were very good or better. Many of the factors, which contributed to unsatisfactory teaching in 1998, are no longer significant weaknesses. However, the inappropriate behaviour of a small number of pupils in Key Stage 2, still impacts negatively on the quality of teaching and learning.
20. Teaching in Key Stage 1, is predominantly good or better, and in Key Stage 2, it is satisfactory. The good quality teaching seen in mathematics and science accounts for the good progress pupils make in these subjects and the above average standards they attain at the end of Year 6. Although the teaching of information and communication technology skills is good and pupils attain above average standards the use of ICT is not planned effectively or linked to learning in other subjects.
21. The quality of teaching for the children in the Foundation Stage is good overall and provides a good basis for work in Key Stage 1. This represents an improvement from

the earlier inspection when teaching was judged to be unsatisfactory. Teaching is good in mathematical development, knowledge and understanding of the world, creative and physical development and sound in the other areas of learning. Staff understand the needs of these young children well and plan activities which lead effectively towards attaining the goals identified in the Foundation Curriculum. They respond to children's words and actions and successfully extend their learning, for example, challenging them in the literacy and numeracy sessions by working with older children in Year 1. Lessons have a good structure and sufficient opportunities are provided for the children to explore and experiment and to build on earlier learning. A very good example of this was seen in the physical education lesson where children explored different ways of moving on apparatus.

22. The teaching of literacy is satisfactory. Most teachers provide a good balance between whole class and group activities and guided reading is satisfactory. Discussions at the end of lessons are used well to review the main points of the lesson and teachers encourage pupils to contribute by asking questions such as, 'How can we make our writing more interesting and exciting?'
23. The teaching of numeracy is good. There is an effective focus on the development of mental arithmetic with regular, challenging, quick-fire questioning at the start of lessons. This helps to maintain pupils' interest and enables them to consolidate previous learning. Most teachers encourage pupils to explain their methods of finding solutions to problems. This is successful in helping pupils look for alternative ways of problem solving.
24. Teachers demonstrate sound subject knowledge in all areas of the curriculum except religious education. This enables them to deliver the subject matter confidently, answer questions from pupils correctly and make pertinent teaching points in lessons. Pupils can, therefore, make good progress in their own understanding of the subject. This is well illustrated in a Key Stage 1 numeracy lesson where the teacher used a range of well-chosen resources and activities to interest and motivate the pupils when solving simple mathematical problems. Appropriate mathematical vocabulary that was easily understood was introduced and new words were clearly explained. Information was imparted in a lively and stimulating way. This led to pupils making very good progress during the lesson.
25. Teachers have high expectations of their pupils' work and plan work in literacy and numeracy which is challenging and designed to stretch the thinking of all the members of their class. Pupils respond well to this and are keen to do their best in the majority of lessons. A Key Stage 2 literacy lesson was a good example of this. Pupils were developing their reading skills and the teacher had planned the work extremely carefully to ensure that pupils had tasks that closely matched their prior attainment and were designed to move them swiftly on to greater understanding. All the pupils, worked diligently and behaved very well throughout the lesson. Expectations of good behaviour are inconsistent across the school. Where they are high, for example, in Key Stage 1, teachers have effective class management skills and create a calm atmosphere, which is conducive to learning. They are firm but fair in keeping order and handle easily distracted pupils sensibly by making good use of their voices and praise good examples of behaviour. However, in a number of lessons in Key Stage 2, teachers do not always successfully manage pupils with behavioural difficulties well in order to ensure learning. In these sessions, behaviour expectations slip and the teachers allow talking amongst small groups of pupils when they should be listening. Here, teachers attempt to talk over the noise, rather than enforce the rule about putting hands up to speak and pupils do not learn as well as they might.

26. A good range of teaching methods is employed to deliver the National Curriculum to pupils of all abilities. These methods are carefully thought out to match both the subject content and the needs of the pupils. When appropriate, for example, in a good Year 6 science lesson investigating gravity, pupils were encouraged to work together in groups. Pupils were able to concentrate well and support each other in their learning due to the good organisational skills of the teacher. In other lessons pupils work independently and take some responsibility for their own learning. They are eager to succeed and make good progress. This was clearly seen in a Year 1 literacy lesson in which higher attaining pupils were using thesauruses to find words to make their writing more interesting. They were very enthusiastic and worked with dogged determination to find words to replace 'delicious' in the story 'Handa's surprise'
27. In some lessons teachers make good use of the time available and the pace of teaching is brisk. This keeps pupils on their toes and challenges them to work hard at their tasks. However, in a few lessons where the introduction is too long and the pace of the lesson slows, a number of pupils lose interest and become restless. As a result pupils make little progress in their learning and cover less of the curriculum than they should. At other times the pace of the lesson slows because of the almost constant interruptions of a small minority of pupils who call out, and interrupt the teacher and other pupils. When this happens, the teacher struggles to establish an effective working atmosphere and promote good learning, but are too frequently ineffective. Teachers are well organised and have resources ready in good time before the start of the lesson. However, the use of information technology to support learning is marginal, and rarely forms a part of teaching in any subject. When support staff are used in classes, teachers make good use of them in classrooms, involving them fully in lessons, so that pupils have constant contact and help. This enables pupils to seek advice and develop confidence in their own abilities. However, in some lessons there is insufficient support to meet the needs of pupils with emotional and behavioural problems.
28. Teachers' planning has improved and has benefited from action on the key issue defined in the previous report. The best and most detailed planning is prepared for the literacy and numeracy sessions and follow national guidelines. Plans identify the provision for pupils of all abilities and clearly show what is to be taught and learned. However, this good practice is not always evident in other subjects of the curriculum and short term plans in other subject do not always clearly identifying what pupils of different abilities will learn by the end of the lesson, nor give a clear indication of the levels that different groups of pupils should attain. As a result, the same work is set for all pupils and higher attainers are not, always sufficiently challenged. This weakness in planning also means that it is difficult for teachers to evaluate the effectiveness of lessons with any rigour in terms of how much learning occurred and what needs to be learned next.
29. Teachers' ongoing assessment of pupils' work is good. Many teachers use questions well to encourage pupils to say what they know. They use this information and observations as pupils' work to identify how well pupils are working and achieving. In the best literacy and numeracy lessons, teachers use the end of the sessions to evaluate the success of the lesson. They use the information they gain to plan the next lesson more effectively. Teachers listen and respond well to their pupils and help them to improve the quality of their work by giving helpful feedback and praise. This helps to motivate and encourage them. Work is marked well, but there is some variation in supportive comments and advice for improvement. As a result, most pupils understand what they are doing, how well they have done and how they can improve. A few parents are critical of the inconsistent way homework is provided throughout the school. Inspection evidence shows that this is not used consistently to support pupils' learning

30. No direct observations of lessons for pupils with special educational needs were seen. However, teaching is judged to be good by the careful match of work to the ability of each pupil and the individual preparation of resources to support their work. The teaching programme for these pupils is on either a group or one-to-one basis, which has a significant impact on their progress, particularly in reading and English. There is increasing differentiation planned for them with achievable targets. A secure learning environment is achieved and good relationships are established which enable pupils to become confident and want to improve. In addition, clear instructions build confidence and enable pupils to sustain concentration and complete the tasks set for them to do. Learning support assistants are well qualified, knowledgeable and provide very able support for these pupils.

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

31. Overall, the curriculum is broad and balanced and meets the statutory requirements of the National Curriculum. However the length of the taught week in Key Stage 2 falls short of that found in most schools by 30 minutes. The broad and relevant curriculum for children in the Reception class is good in many respects and prepares them well for starting more formal education in Year 1. Since the last inspection planning has improved with learning objectives being now clearly identified in literacy and numeracy. However, in other subjects, plans do not always make reference to the provision for pupils with special educational needs, how support is to be deployed and to levels of attainment. The school has adopted the optional national schemes of work in the foundation subjects but they have not yet been adapted to ensure that pupils' skills are built upon from year to year.

32. The school's provision for literacy and numeracy is fully in place and is effectively implemented in line with the requirements of the national strategies. Monitoring of provision and regular termly assessment has enabled the school to focus on individual pupils whose achievement needs boosting and the identification of writing as an area needing improvement. The school has also made a good start on implementing the new National Curriculum.

33. The provision the school makes for extra-curricular activities is very good and significantly enriches the curriculum. In sport there are football, netball, rugby and rounders clubs. Other activities include a choir and a computer club. All the activities are open to boys and girls and are well attended.

34. There is equality of opportunity in the school policies and practices, to enable all pupils to enjoy equal access to the range of the school's curricular and extra-curricular activities. However access for the majority is sometimes affected by the amount and frequency of pupils' lack of self discipline, immature attitudes, the frequent interruptions in lessons and the time spent on disciplining pupils. This has a negative impact on the potential progress the pupils could make and the tendency by pupils to ignoring fundamental and basic ground-rules of attentiveness and respect of the rights of all pupils to learn in an atmosphere free from unnecessary interruptions.

35. Provision for personal, social, and health education including drug misuse and sex education is satisfactory. A scheme of work in line with the requirement of Curriculum 2000 has been developed. The school makes appropriate provision for sex and drugs education. Year 6 pupils attend 'Crucial Crew' a programme aimed at promoting awareness and safety and focused on tackling issues like alcohol and drugs. The school nurse makes a positive contribution by providing support for sex education.

36. The school maintains a range of links with the community to enrich the curriculum. Pupils participate in a number of sporting competitions in athletics, netball, football and rounders in conjunction with other schools including an annual athletics event where approximately 80 pupils from Key Stage 2 take part. Pupils also take part in the local arts festival with opportunities for pupils to perform in the community and for parents. Close links are also maintained with two European schools in Italy and Spain through a British Council funded project, with a common focus this year on a shared project on citizenship. There is a good range of visits which enhances the curriculum in a range of subjects, for instance, in art to Audley End House, and to Kentwell Hall for history as well as a residential visit for Year 6 to the Isle of Wight linked to the study of a contrasting locality in geography. The curriculum is further enhanced by the range of visitors to the school notably by an African artist who worked with pupils on aspects covering clay, batik and tie and dye, a Shakespearean actor to lead workshops for Years 5 and 6 and a web page designer who worked with pupils. The school has close contacts with the neighbouring private nursery with both schools sharing each other's experiences of early years' education. In addition, the school has close links with Homerton College for initial teacher training.
37. The school makes satisfactory provision for pupils' spiritual development. It is promoted through assemblies and circle time. Assemblies together with the religious education multi-faith curriculum, enable pupils to gain insights into values and beliefs of the principal faiths and provide opportunities to reflect about their personal experiences and explore relationships with others. Themes in assemblies are often focussed on fundamental values, which support pupils' personal development with regular contributions from the local vicar. However, opportunities for spiritual development are not systematically planned within subjects.
38. Provision for moral development is satisfactory. The behaviour policy has been developed with contributions from staff, governors, parents and pupils. Pupils have been involved in discussing class rules. Staff take time at the beginning of the school year to discuss expectations with pupils. However, in spite of these efforts, the school has not managed to improve pupils' behaviour and attitudes to learning sufficiently for these arrangements to have the desirable effect of creating a strong learning ethos among a significant number of pupils. Arrangements for dealing with incidents are effective and those of a serious nature are followed up vigorously by the headteacher in conjunction with parents.
39. Opportunities for pupils to work, play and pursue social activities are actively promoted by the school. Social development is well supported through the wide range of extra-curricular activities including sport and the use of trips. Pupils are encouraged to take responsibilities as monitors in Year 6 escorting pupils to assemblies and working with midday supervisors as well as acting as 'buddies' when older pupils read in partnership with their younger counterparts. Decision-making is encouraged through the school's council where pupils discuss issues of concern to them and contribute their view, for instance, on the use of the adventure play area. In this instance, pupils responded well to being given the responsibility for ordering a catalogue, writing letters to raise money for the project and produce a plan for the work to be carried out.
40. Pupils are given a number of opportunities to develop an appreciation of their own and of other cultural traditions in a number of curriculum areas and through visits. Pupils benefit from outings within the locality when they visit local landmarks like Audley End House and buildings of special interest like Kentwell Hall where they have opportunities to dress

like Tudors. Visitors enhance pupils' cultural development, for instance, when actors and artists share their expertise with pupils. Some experiences of other cultures are provided in relations to specific curriculum topics, for instance, when pupils study food, they visit an Indian restaurant, in music an African drummer provides insights into different musical traditions. However, pupils have limited opportunities broaden their understanding of the wider multicultural community and to develop a more critical understanding of issues like racism and sexism.

41. The curriculum for pupils with special educational needs is related to clear and practical targets in individual education plans: it concentrates mainly on English - speaking and listening, and reading and writing; tasks are related to other subjects where appropriate. Pupils are regularly supported within the class.
42. There is a broad and balanced curriculum, including a clear and comprehensive special educational needs policy. Careful consideration is taken of the needs of all pupils through differentiation, modifying activities or providing support.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. There are generally sound procedures for ensuring that pupils are safe and looked after well. Appropriately trained staff look after pupils who are ill or who have accidents at school. Staff are made aware of pupils who have serious medical conditions by photographs posted in the staffroom. The school has adopted local child protection procedures and the designated teacher is trained. Appropriate support is given by external agencies such as social services. Electrical and fire equipment is checked for safety and formal health and safety risk assessment of the premises is carried out annually, although no governor is directly involved. Staff check their own classrooms each term. Although remedial action is normally taken, the results from these various checks are not adequately collated in order to ensure that nothing is missed. Staff are generally aware of hazards associated with lessons but there is no specific risk assessment of curriculum activities included in planning; any risks arising from extra-curricular activities have been well assessed.
44. Procedures for monitoring personal development are satisfactory overall but are mostly informal; teachers record personal development in the pupil's report. As part of a recent drive to improve pupil behaviour, those who are identified as having problems are being more closely monitored. Although staff generally encourage appropriate behaviour, their expectations are not always high enough. Behaviour management is inconsistently applied by different teachers, some adhering rigorously to the policy and others less so. Pupils who misbehave are not always sure of where they are in the hierarchy of sanctions because this is not sufficiently explicit. As a consequence, some poor behaviour continues longer than it should or goes uncorrected. Anti-bullying procedures are effective and appropriate action is taken. Registers are completed correctly each day. Attendance is well monitored.
45. The school's arrangements for assessing and monitoring pupils' attainment and progress are satisfactory and have improved since the last inspection, particularly in English and mathematics. The assessment co-ordinator is knowledgeable and has developed effective strategies for co-ordinating different aspects of assessment. Assessment tasks in English, mathematics and investigative science are carried out regularly. However, they are underdeveloped in other subject areas.
46. A range of tests including optional tests are carried out and used to monitor pupils' progress and identify pupils whose performance needs to be boosted. Analysis of assessment outcomes is effectively used to set targets for pupils and provides an

appropriate breakdown of achievement by gender. Pupils identify their own personal targets with guidance provided by teachers. In Key Stage 1, targets are set weekly and assessed against the weekly objectives. Ongoing assessment across classes is inconsistent with some exceptions, for instance, in Year 6 where it is carried out effectively and regularly with implications for planning clearly identified and used to inform future teaching. Progress in the foundation subjects is not tracked and no use is made of levels of attainment to inform planning.

47. Careful support and guidance are given to pupils with special educational needs and their parents. Effective use is made of outside agencies, such as the Education Welfare Officer and the Education Psychologists who make regular visits. The special educational needs co-ordinator is well organised and keeps detailed information on each pupil to enable her to plan work which matches their needs. Regular reviews are carried out.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. Generally parents are satisfied with the school although there are two significant concerns. In response to the questionnaire sent out before the inspection, parents said that their children enjoy coming to school and they feel happy approaching staff with problems. The school is well led and managed and expects children to work hard. However, parents have significant concerns over the poor behaviour of a minority of pupils that disrupts learning, and the lack of information on their child's progress. The detailed questionnaire results are given in Part C.
49. The inspection supports many of the parents' positive views, particularly concerning leadership and the approachability of staff. The concern over information on progress is not borne out by the evidence gathered, in fact this is good. However, inspectors the team shares the concerns about the inappropriate behaviour of a small number of pupils throughout the school.
50. The school has very good links with parents. This was recognised in both the questionnaire and the parents' meeting. The parents of new starters are well informed about the school and how to help in early stages of learning. The annual reports on pupils' progress meet statutory requirements and contain good information on how pupils have progressed. They are augmented well by statements on pupils' performance in the end-of-year tests compared with national expectations. Pupils are given targets for the following year. Parents have opportunity to seek more information at any time, and several were to be seen in classrooms talking to teachers during the inspection. The home-school agreement has been issued and returned by most parents but has had little additional effect because most parents were already well aware of what is expected of all parties. The school sends out regular informative newsletters on general matters, ensuring that parents know when to expect them to lessen the chance of their being lost in the school bag. All teachers send out detailed information on what is going to be taught, with some suggestions on how parents can help at home.
51. Parents react well to the strong lead given by the school and play an effective part in their child's education. Most parents hear their children read at home and comment in the reading diary. This helps to raise standards in English. Parents are generally supportive of homework. The Friends' Association is very active in organising fund-raising and social events and these are well supported by parents. A good number of adult volunteers work in the school and provide valuable additional help for teachers and pupils. The number of parents attending the annual parents' meeting is small, although better than many schools, but those present respond well to consultation; the school

augments this with well-supported questionnaires on parental views for future development.

52. Parents are regularly involved in discussions with school and class teachers where children have special educational needs. They are involved in reviews of the targets set in pupils' individual education plans. These take place termly and during parents' evening when the Co-ordinator is also available to see parents of pupils who have special educational needs. The targets for pupils with behavioural problems are reviewed half-termly.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. Overall, the quality of leadership and management is good. This is an improvement since the time of the last inspection, when it was judged to be satisfactory. At the time of the last inspection the school had serious weaknesses. The headteacher, who was newly appointed just prior to the last inspection has made a good response to all of the key issues identified in the previous report. However, not all aspects have fully addressed. Good progress has been made in implementing strategies for monitoring the quality of teaching and learning in English, mathematics. Lesson observations are carried out by the headteacher and some subject co-ordinators and feedback to staff is developmental. There have been successive improvements in the National Curriculum test results, including a much higher proportion of pupils attaining the higher levels at the end of both key stages. Lesson planning has improved considerably in literacy and numeracy and includes clear and well thought out learning intentions with activities to match the pupils' needs. However, it does not always identify planning for pupils of different abilities including those pupils with special educational needs. Children make good progress in the Reception class and skills are effectively developed. They are now well prepared to move to the early stages of the National Curriculum in Year 1. Leadership and management of the Foundation Stage have improved greatly and are now no longer unsatisfactory but good. Although a great deal has been done to improve the teachers' behaviour management skills there is still a significant minority of pupils who demonstrate disrespectful behaviour and lack positive attitudes to adults and their peers.
54. The headteacher offers good leadership and is most ably supported by her deputy and the senior management team. She has a good overview of the school and knows where improvements are needed. There has been considerable expansion in the role of the deputy headteacher and some subject co-ordinators since the last inspection, when their role was considered to be under-developed. The deputy headteacher now has a clearly defined role, while the co-ordinators are confident and secure with a clear understanding of the targets they need to set in order for their subject areas to progress and improve further. They write an annual action plan and handle a budget for their subject. Currently, they monitor planning and keep samples of pupils' work, but only the co-ordinators for English and mathematics have had the opportunity to observe lessons in order to assess the strengths and areas for improvement in the teaching of their subjects.
55. The Governing Body is very well informed about the strengths of the school and the areas for improvement. Governors are very supportive and work hard to help the school move forward and give much of their time to support the teachers in the classes. They monitor different aspects identified from the school development plan by agreeing a target and they report back to the full governing body on what they have seen and discussed. The headteacher, the teaching staff and governors work well together as they strive to maintain stability in school numbers and improve standards. They fulfil all their statutory duties.

56. Provision for supporting pupils with special educational needs is good in the Foundation Stage but satisfactory in the rest of the school. This is mainly due to the fact that insufficient adult support is available to help the teachers to control the significant minority of pupils with emotional and behavioural problems. The special needs co-ordinator teaches the youngest children and so is able to make early identification of the children's needs and provide expertise and support. She liaises regularly with the designated governor for special needs and has continued to efficiently organise the policy and practice. This governor makes a valuable contribution to this area through working closely with teachers and with pupils who have special educational needs.
57. Satisfactory systems are in place for the induction of new staff into the life of the school. The headteacher works through the behaviour and special needs policy with newly-appointed learning support assistants; mentors are made available to newly appointed teachers in order to familiarise them with the organisation and the procedures that are set out in the Staff Handbook. The governing body has developed an appropriate performance management policy that has been agreed with the staff. The headteacher has suitably arranged for teachers to be released in order for targets to be set with her for the coming year. The deputy headteacher keeps the staff up-to-date with available courses. Support staff work with the teachers and provide valuable additional support.
58. The school has a dedicated and hard-working staff. They are suitably qualified to teach the age range, including pupils who have special educational needs. The teaching staff offer an adequate range of expertise in the subjects of the National Curriculum and in religious education. In the last inspection, teachers lacked skills and confidence to teach information technology. The school has addressed this issue through the effective provision of support and training. The accommodation is satisfactory. The school grounds are large and very attractive with a hard-surfaced playground. Learning resources are adequate to support the curriculum. Resources for information technology have improved since the last inspection with the development of a suite of computers. In English, there is a good range of equipment and books for guided reading, mainly the result of the implementation of literacy hour. The library has an adequate range of non-fiction books and a good range of storybooks. In mathematics, resources are sufficient to support numeracy hour. Generally resources are well stored, clearly labelled and accessible.
59. The school applies the principles of best value to its work. It analyses results and makes comparisons between schools and different groups of pupils within the school. The governors debate alternative ways forward and are prepared to challenge a spending decision. The governing body consults widely to ensure that it grasps all opportunities to maintain an effective school. Taking into account the good quality of education the school provides, the much improving standards of attainment, pupils' good progress and the school's commitment to raising standards further, the school provides satisfactory value for money.
60. The school makes effective strategic use of its financial resources. There is a detailed development plan, which runs for the academic year but, inappropriately, does not look any further ahead. The budget therefore has to be set in the preceding Spring using preliminary, less formal, assessment of the school's needs. Otherwise, procedures for forecasting income and forward planning are good. Once funds have been allocated, financial control is good. Governors monitor the progress of expenditure against budget to ensure financial propriety, making good use of information technology. The recommendations of the most recent financial health check have been implemented. The funds allocated for specific purposes, such as support for pupils with special educational needs, have been properly spent.

61. The school has made good progress in implementing 'best value' principles. Through its primary school cluster, it compares costs and seeks value for money in spending on goods and services. Where it has retained services provided by the education authority, it has done so only after careful analysis of the service provided in comparison with other providers. The effectiveness of financial decisions, such as the employment of an additional teacher to support science and music, has been evaluated. It seeks to canvas the views of parents on the areas they would like to see developed.
62. The special needs co-ordinator is skilled and knowledgeable and has a clear understanding of pupils with special needs. She keeps up to date with developments and is attending a modular course to enhance her understanding. The co-ordinator liaises with the designated governor and has appropriately organised the policy and practice. The Governing Body keep oversight of pupils with special educational needs through this nominated governor reporting back to it. Learning materials are adequate and well maintained and efficiently organised. All statutory requirements are met.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to build upon the many strengths of the school and further improve the standard of work and quality of the education provided, the governors, headteacher and staff in co-operation with the local education authority should:

Improve the standards of behaviour in the school by:

- Consistently implementing the school's behaviour policy, but adapting it, if necessary, to make it effective in Key Stage 2. (para 18, 25, 98, 82)
- Providing sufficient support for the significant minority of pupils with behavioural and emotional problems. (para 17., 27, 88)

Raise standards in the foundation subjects including religious education by:

- ensuring that teachers' short term plans identify more precisely what pupils of different abilities will learn and do by the end of the session; (para 29, 32, 97)
- providing clear guidance, time and training to curriculum co-ordinators which will enable them to fulfil their role in the development, monitoring and support of their areas; (para 55, 104, 112, 117, 140)
- introducing assessment in these subjects and making greater use of the assessment information to guide planning; (para 99, 104, 112,117,123,135,140)
- adapting the current schemes of work to ensure that pupils' skills knowledge and understanding are built upon systematically from year to year; (para 31,99, 104)

Provide regular planned activities for pupils to develop and use their language skills to discuss question and analyse information in pairs and in small groups across the school (para 9)

In addition to the key issues above, the following issues should be considered for inclusion in the action plan. Measures should be considered to ensure that:

- the high number of pupils who arrive late at the start of the day is reduced as this has a significant effect on the structure of the school day and disturbs the prompt start of lessons; (para 18)
- pupils' understanding of other cultures within British society are extended; (para 40)
- the quality and range of opportunities for pupils to use information and communications technology across the curriculum are increased; (para 26,27,90,99,123)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	50
Number of discussions with staff, governors, other adults and pupils	55

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2%	18%	42%	36%	2%		

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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	161
Number of full-time pupils eligible for free school meals	0	19

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	19

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	6.4
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	14	12	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	14
	Girls	12	12	12
	Total	23	23	26
Percentage of pupils at NC level 2 or above	School	88(85)	88(92)	100(100)
	National	84(82)	85(83)	90(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	14	14
	Girls	12	12	12
	Total	23	26	26
Percentage of pupils at NC level 2 or above	School	88(85)	100(100)	100(100)
	National	84(82)	88(86)	88(87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	10	12	22

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	10	10
	Girls	9	11	9
	Total	17	21	19
Percentage of pupils at NC level 4 or above	School	77(86)	95(79)	91(69)
	National	75(70)	72(69)	85(78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	9	8
	Girls	8	9	8
	Total	15	18	16
Percentage of pupils at NC level 4 or above	School	71(62)	86(76)	76(72)
	National	70(68)	72(69)	80(75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	154
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	1	
Other minority ethnic groups		

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)	8.5
Number of pupils per qualified teacher	20.1
Average class size	23.0

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	84

Qualified teachers and support staff: nursery

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

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

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

Financial information

Financial year	1999/2000
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	£
Total income	359444
Total expenditure	351661
Expenditure per pupil	1832
Balance brought forward from previous year	34479
Balance carried forward to next year	42262

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

161

Number of questionnaires returned

64

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	32	7	1	0
My child is making good progress in school.	42	43	6	4	3
Behaviour in the school is good.	14	54	22	1	6
My child gets the right amount of work to do at home.	37	48	10	3	0
The teaching is good.	42	50	3	1	3
I am kept well informed about how my child is getting on.	31	37	23	4	3
I would feel comfortable about approaching the school with questions or a problem.	71	15	7	4	0
The school expects my child to work hard and achieve his or her best.	46	42	3	4	3
The school works closely with parents.	29	53	7	7	1
The school is well led and managed.	35	51	6	1	4
The school is helping my child become mature and responsible.	37	48	10	0	3
The school provides an interesting range of activities outside lessons.	34	42	11	4	6

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

64. At the time of the last inspection, the provision for children under five was judged to be unsatisfactory, children made poor progress due to the lack of challenge and repetition of work already understood, the quality of teaching was poor and there was an overall lack of direction. Since then the quality of teaching, the curriculum and provision for learning for the children in the Foundation Stage has been greatly improved. For example, expectations are clearly identified and targets for learning are focused to cater for the varying needs of the children. There is clear and thorough planning and organisation and the quality of teaching is now good overall with some very good aspects.
65. There are three intakes into school per year, in September, January and April. This means that there were only 10 children in the reception class this term and only four of these were full-time. To compensate for this, in a number of lessons these children join with the youngest Year 1 pupils. The majority of pupils enter school with average attainment. By the end of the Foundation Stage, they have made good progress and the majority of children exceed the expected standards in communication language and literacy and in numeracy, in their creative development and in their physical development. About two-thirds reach the expected standard in their knowledge and understanding of the world and in their social and personal and emotional development. This judgement is made according to the criteria established by national guidance. Children with special educational needs are identified quickly and they are fully integrated into the class and in most cases make progress at the same rate as the rest of the class. Good use is made of the information gained from the baseline assessment. Continual observations and assessments are made of each child's progress to ensure that work matches their needs and builds on their previous learning. Planning has mainly been following the Key Stage 1 National Curriculum, but preparation is in hand to take account of the Early Learning Goals in the new Foundation Stage curriculum. All staff, including learning support assistants and parent helpers, work well together and collaborate with planning and assessment of the children's needs.

Personal and social and emotional development:

66. New children are settled in thoughtfully and successfully. They behave very well and are helpful and responsive. By the end of the Foundation Stage, children reach the expected standards in their personal and social development. They are taught the difference between right and wrong. Through sharing things about themselves during a 'Circle time' lesson the children are encouraged to relate to one another and think about how they should co-operate and take turns. Clear routines have been established in which the children thrive. For example, when walking into the hall for physical education they understand that they must walk quietly and sensibly so as not to disturb other children. They are effectively taught to wait behind a piece of apparatus for their turn and this they do responsibly. They are becoming confident and thoughtfully follow instructions; they share equipment and collaborate well during group activities. For example, they share colouring pencils well during a literacy lesson and politely ask for a book to be moved. They work well both independently and as part of a group and remain focused on a task until it is completed, particularly when working with an adult. The children are interested and well motivated when, for example, participating in a well-organised physical education lesson.

67. The consistently sound teaching in this area has a positive impact on pupils' learning. The teacher plans useful opportunities for the children to learn and to concentrate on a given task. They are developing good relationships with one another and with adults. All the staff act as very good role models and explain clearly what is expected of them.

Communication, language and literacy:

68. Children in the reception year make good progress from entry and most exceed national expectations in communication, language and literacy development by the end of the Foundation Stage. They listen to stories with enjoyment, showing by their comments that they understand the plot. For example, they know that the story "Handa's Surprise" takes place in Africa, which is a country far away from England. They participate in class discussions with increasing confidence. They recall the story well and are able to talk about the main characters in it. The children listen well for extended periods, particularly when, for example, they participate in enacting a well-known story. Their language skills are further developed as they identify the parts of the story they liked best. For example, one child said, *"I like the fairies because they've got beautiful wings."* They are developing skills in writing that are appropriate for their age and ability. The majority of children write their letters correctly and read and use initial sounds in their writing. They sequence pictures in the right order and with support use a sentence-maker to compose a sentence. The children have a good understanding of books and handle them competently. They know that pictures tell a story and words have meanings. The children read a number of familiar words accurately and make sense of the story. The higher-attaining children use a number of strategies to correctly read the text, for example, they sound out the letters and look at the pictures to make sense of the story. They retell the story and are beginning to express a response and offer opinions about different stories. Teachers encourage all children to take their books home to share with their family and most do this regularly. These children are making good progress in their reading skills. Information technology is not always used effectively to support this subject. Effective links are made with numeracy through, for example, the counting of fruit in Handa's basket. The use of the literacy hour is having a significant impact on the their progress.
69. Overall, teaching in this area of learning is satisfactory. Adults interact suitably with the children, exploiting many opportunities to increase their vocabulary. They use praise well to build up confidence and self-esteem. Challenging work is successfully planned which makes children think and keeps them focused with interest on the activities provided.

Mathematical development:

70. Children exceed the national expectations for standards in mathematics by the end of the Foundation Stage. They recognise numbers to 20 and most can count in ones to 100. The children handle numbers competently being able to work out answers in their heads, for instance, in identifying a missing number between one and 20. They match numbers and shapes, sequence patterns and correctly orientate numerals. The children are aware of concepts such as 'more than' and 'less than', 'taller than' and 'shorter than'. They know and can describe simple shapes such as triangles, circles and rectangles and are developing the correct use of mathematical language, such as double, count on and zero. They recognise three-dimensional shapes such as cube, cuboids, cylinder and sphere and accurately identify those, which roll or not. Mathematics is well related to everyday life, for example, through the use of real money for shopping and the effective use of number rhymes. The use of a numeracy hour is having a significant impact on pupils' attainment and progress in mathematics.

71. The quality of teaching is very good overall in this area of learning. This has a strong impact on children's learning. This is seen in the good progress they make from entry into the reception class and what they have achieved by the time they move into Key Stage 1. Well-managed classrooms mean that children are secure and confident to try new experiences. Teaching is clear and precise so that the children know what is expected of them and work is effectively planned to meet the needs of all the children. The excellent collaboration between the teacher and the learning support assistant effectively reinforces the children's learning. Clear objectives ensure that the children progress well towards the expectations of the early learning goals.

Knowledge and understanding of the world:

72. Provision in this area of learning is good and children make good progress and reach the national expectations of the Early Learning Goals by the end of the Foundation Stage. Analysis of the children's work on display and in their books and scrutiny of the teacher's planning show, for example, that the children understand the life cycle of a butterfly. They are given very worthwhile opportunities to investigate and experiment. For example, the children conducted a tasting experiment to find which crisp flavours they liked best and recorded their findings simply. They are beginning to understand that changes take place to food when heat is added, for example, to jelly, chocolate, popcorn and toast. Their computer skills are appropriately developed for their age. For example, one child effectively used the mouse to create a picture of a castle from a story they had heard. Effective opportunities are provided for the children to develop eye and hand control, for example, they are actively involved in successfully making junk models and use small construction kits quite skilfully to make a house for the little pigs. The children develop their skills of cutting, joining and sticking when they, for example, design a hat for a king or queen to support a story.

73. Teaching to promote children's knowledge and understanding of the world is good. The stimulating displays in the classroom effectively support this area. Children are encouraged to become independent, but teachers intervene with support when necessary. The teacher plans activities that develop and increase the children's observation and building skills. The learning support staff are very well deployed and use skilful questions to probe the children's understanding. Their sensitive use of praise and encouragement raises the children's confidence and self-esteem and results in them having a positive attitude and response to learning.

Creative development:

74. Children's creative development is fostered well through a good variety of activities. By the end of the Foundation Stage, they have made good progress and the majority of children exceed the expected standards in this area of learning. Children appropriately experiment with a range of different drawing and painting techniques, exploring textures and materials. For example, they print using fruit and hands and make careful observations of the inside of an apple and carefully draw what they see. Effective opportunities are provided for the children to experiment with colours by carefully selecting materials that are light and those that are dark. By the end of the Foundation Stage, the children have a good knowledge of primary colours and know how to lighten and darken colours. They play percussion instruments and are taught the right name for them and how to handle them correctly. The home corner provides stimulating opportunities for the children to play co-operatively and develop their imaginations by enabling them to take on the various roles and jobs.

75. Overall, teaching is good in this area of learning. The teacher is well organised and uses stimulating resources, which are well prepared prior to the lesson. All the staff talk to the children and ask skilful questions to extend the children's vocabulary and support their efforts. Good use is made of evaluation of the children's work to reinforce the learning objectives and high standards are expected, as the children are encouraged to try again. The learning support assistants work very closely with the teacher, making positive contributions to the children's learning as when helping the children to select the most appropriate materials for their crowns.

Physical development:

76. Good provision is made for the children's physical development and the children make very good progress. They exceed expectations for the control and manipulation of small objects, such as pencils, construction apparatus, modelling tools, scissors and paint brushes, which they handle safely and skilfully. They have effective opportunities to cut, stick and join objects together as was seen in the making of castles and crowns. Here different materials such as straws, egg boxes, paper plates and cereal boxes were used to create different effects. The children understand the purpose of a warm-up activity and they are effectively reminded how to use the apparatus safely. They identify a number of different ways of moving, such as sliding, jumping, skipping and jogging. They carry out a variety of imaginative stretches and jumps from the large apparatus in the school hall. The children respond quickly to instructions and good relationships have been established between children and adults. A small outdoor play area is being developed to further build on these skills.

77. Overall, the quality of teaching in this area of learning is very good and this has a very positive impact on the children's learning. All the staff have a very sensitive awareness of the children's safety. Clear routines have been established in which the children's confidence is developed. The children respond immediately to the teacher's high expectation of behaviour. Good use is made of the children to demonstrate during the lesson, for example, their different ways of moving and their jumps to the class. All the staff are very good role models.

ENGLISH

78. Results in the 2000 National Curriculum tests at Key Stage 1 showed that standards attained by seven year olds in reading were average at both the expected Level 2 and the higher Level 3. In writing, they were average at Level 2 and well above average at Level 3. Compared with similar schools, results in writing were average and below the average in reading. There was no significant difference in performance of boys and girls. Results for the year 2000 are not as good as those of 1999. At Key Stage 2, standards were average in English at both the average Level 4 and the higher Level 5. When compared with similar schools standards are below average. Inspection findings indicate that attainment at the end of both key stages is in line with national expectations. This is mainly due to the fact that the current Year 6 cohort is not as good as that of the previous academic year. Over the last three years, results at the end of Key Stage 1 and 2 were above the national average in English and show an upward trend. Results show that boys do not do as well as girls.

79. By the age of seven and eleven, pupils' attainment in speaking and listening is in line with the national expectations with standards overall being maintained since the last inspection. By the end of Key Stage 1, the majority of pupils show confidence in talking and listening when the topics are familiar to them, take part in discussions and report on their work to their peers for instance during plenaries in literacy sessions. This was exemplified when pupils in Year 2 shared their news, taking turns, collaborating and

presenting to the rest of the class what specific news they have gathered from their partners. By the end of Key Stage 2, high attaining pupils speak confidently and express a point of view. In discussions, they develop their ideas, for instance when commenting about characterisation in a text extract by Jacqueline Wilson. They justify their opinions and use these ideas in group discussion to write an imaginary dialogue. However, opportunities for pupils to talk for a range of purposes, work collaboratively in groups and make presentations to different audiences are rare. This is because there is no scheme of work identifying opportunities across the curriculum and no system for ensuring progression and enabling the school to assess outcomes over time. Pupils listening skills and the capacity for them to develop them further is at times significantly affected by the incidence of poor attitudes to learning and the lack of self discipline to remain focused and attentive.

80. Attainment in reading by the end of both key stages is in line with the national expectations for the majority of pupils as they were in the last inspection. By the end of Key Stage 1, the majority of pupils enjoy reading and are able to talk about the plot and characters. They read with some fluency, with high attainers making good use of phonic, pictorial and contextual cues. In some cases pupils are given books which are beyond their current level of understanding, where they cope well with decoding but find it difficult to comment adequately about the content. Evidence from record books kept by the pupils indicates that pupils read regularly. By the end of Key Stage 2, pupils use a range of strategies to help them in their reading and discuss a variety of texts. The majority predict what might happen using their knowledge of the plot and characters and justify their predictions. Pupils recall in clear detail the range of books they have read and cogently comment about their favourite book or author and justify their preferences. However, middle attainers are less adept at using deduction and inference and do not use contextual clues effectively to guess the meaning of unfamiliar words; some also lack the requisite vocabulary to distinguish fiction and non-fiction texts and how to locate information in books. Reading is appropriately managed with teachers keeping good records with diagnostic comments. Library facilities are used to change books only and have not been used to develop research and information retrieval skills.
81. Attainment in writing, by the end of both key stages is in line with the national expectations. By the end of Key Stage 1, the majority of pupils develop their ideas in sequence and use capital letters. They write in narrative and non-narrative forms with high attainers organising writing appropriately, extending ideas and showing increasing control of punctuation. Handwriting is unsatisfactory for a number of pupils with many not having sufficient control over the size of letters. Spelling is satisfactory for the majority of pupils. Presentation of work is often unsatisfactory and has not improved since the last inspection. By the end of Key Stage 2, higher attainers write extensively and produce a variety of narrative and non-narrative texts. Writing is well organised with appropriate use of paragraphs, complex sentences and ranging over different types of writing. Evidence from analysis of work shows that pupils achieve appropriately over time showing gains in the use of punctuation. Handwriting is legible and mostly joined. Marking of work is particularly good in Key Stage 2, with clear identification of strengths and weaknesses and suggestions provided as to how work might be improved.
82. Pupils' attitudes in English are mainly satisfactory in both key stages. In Key Stage 1, pupils listen attentively to expositions by the teacher. However, a minority tend to fidget and are easily distracted. When working on independent tasks, pupils remain reasonably focused, but some tend to work at a leisurely pace and are not always helped to use their time efficiently. At Key Stage 2, a number of individuals cause many disruptions and lack basic ground-rules for behaving appropriately. This is sometimes not helped if the teacher does not make expectations of behaviour clear. Even by the end of the key

stage, a number of Year 6 pupils behave immaturely and do not always show effective working habits, as they get distracted and waste time.

83. The quality of teaching is mainly good and occasionally very good or excellent in lessons seen in Key Stage 1, good in one half and satisfactory in the other half in Key Stage 2. Where teaching is good or very good, learning objectives are clearly explained so that all pupils know what they have to do and are revisited at the end of the session to check understanding. Effective methods are used to consolidate understanding of spelling patterns of words having similar sounds and different spelling. Well thought out methods were used to enable pupils to develop their understanding for instance of characterisations by referring them to different authors they are familiar with and close reference to texts being studied. A general strength across classes is the focus on a key objective for most of the lesson, for instance, on word level work or an aspect of writing, and this is further consolidated through independent tasks which extend the work in the whole class phase of the lesson. Weaknesses in teaching are often related to slow pace, with pupils not being given deadlines and a clear indication of work they should cover during independent activities and the lack of high expectations of behaviour or the lax attitudes, which are tolerated.
84. The school uses the literacy framework effectively and strategies for continuous development and improvement have led to identification of writing and spelling as an area needing improvement. Effective assessment procedures have been developed with regular termly assessments including optional tests used to track progress and set targets for pupils. Analysis of weekly plans are used to evaluate teaching and learning and to inform planning. The co-ordinator has good expertise and works hard with other colleagues to secure improvements, which are impacting positively on standards. The auditing of results is used to inform development planning with appropriate priorities being identified and clear identification of the potential impact of development on pupils' learning. The use of information and communication technology is underdeveloped.

MATHEMATICS

85. Pupils enter Key Stage 1 with average attainments. The proportion of seven year olds reaching the expected standard (Level 2) in the 2000 national tests was very high in comparison to the national average. The proportion of pupils reaching the higher standard (Level 3) was above the national average. When the test results are compared with schools with pupils from similar backgrounds the standard of attainment is the above average. The proportion of eleven-year-olds reaching the expected standards (Level 4) and the higher standard (Level 5) was well above the national average. When compared with similar schools pupils' attainment was also well above average. There has been an upward trend in the level of performance since 1997. There has been a significant improvement in mathematics since the last inspection. It is a strength of the school. This improvement is due in part to the positive impact of aspects of the National Numeracy Strategy. Inspection findings confirm that at the end of both key stages standards are above national expectations and pupils' progress is good.
86. By the age of seven, pupils attain above average standards in using and applying mathematics, shape, space and measures and in number and algebra. The majority of pupils identify the differences between two-dimensional and three-dimensional shapes; have a good understanding of addition and subtraction and accurately double numbers to 100. Pupils enter Key Stage 1 with average attainment of basic number skills. These are steadily built on as they move through the key stage. The good teaching has a positive impact on the pupils' learning. In Year 1, pupils' confidence is built on as they are given tasks well matched to their ability. For example, they identify different ways of making 10 by throwing a dice and recording their answers and in using dominoes to find

numbers that total 7 and 5. By Year 2, pupils make consistently good progress in consolidating their previous learning and understanding of number and in using mental recall of multiples of 2, 5 and 10. They understand the strategy for adding nine to a number and after supplying a number they are able to guess which function has been used when given the answer. The good teaching ensures that the pupils develop a good understanding of mathematical vocabulary. For example, the pupils are encouraged to use such phrases as groups of, sets of, multiplication, count on, count back to reinforce their understanding of the concept being taught.

87. By the age of eleven, pupils have good mental mathematics skills. Progress is good in all areas of mathematics by the end of Key Stage 2. Progress is good overall throughout the school. There is appropriate emphasis on mental work and number work at both key stages and pupils develop a good range of strategies for solving problems. Work is modified to match pupils' knowledge and understanding and resources are well prepared, accessible and support the planned activities. This is closely linked to the good teaching and thorough planning of the subject. Teachers plan well to provide work that challenges pupils' thinking and is matched to their capabilities. In Year 6, higher-attaining pupils know their tables and use number effectively when solving problems. Analysis of pupils' past work shows that pupils understand fractions, decimals and percentages and their equivalents. Pupils solve problems accurately: they estimate answers and check if they are correct. They are given very useful opportunities to explain the strategies they use to arrive at their answers. Pupils learn effective problem-solving and investigational skills throughout the key stage. In Year 5, pupils understand the process of finding a number to total 100 from a given one. Analysis of pupils' past work shows that pupils are able to discover shapes by using co-ordinates correctly. In Year 4, pupils are beginning to see the relationship between fractions and division. They divide numbers into equal parts and recognise whether a number divides by 3, 4 or 10 in order to relate this to fractions. In Year 3, pupils identify halves, quarters and three-quarters as fractions of numbers, while the higher-attaining pupils correctly identify the fraction of balloons ringed in a problem. Much of the mathematics learned involves practical problem-solving activities. Pupils who have special educational needs are given work closely matched to their abilities and at times receive extra support. They make progress that is at least satisfactory and often good when taking account of their previous learning.
88. In Key Stage 1, pupils are well behaved, interested and keen to learn. This is not always the case in Key Stage 2. A significant minority of pupils are disruptive and require a good deal of support in order for them to behave appropriately. This often slows the pace of the lesson as was seen in the Year 5 class. Throughout the school, pupils work mainly independently, but are willing to collaborate when required to do so. For example, pupils in Year 6 enjoyed investigating multiples of 10, 100 and 1000 together. Pupils are gaining increasing confidence when sharing their knowledge with the class and to accept that their answers might be wrong. They enjoy the competitive element of some activities without becoming aggressive. For example, pupils in Year 4 enjoyed being challenged about their knowledge of number facts. Throughout the school, the majority of pupils take pride in the presentation of their work. Each piece of work is clearly dated with a title and rulers and squared paper are used appropriately.
89. Overall, the quality of teaching is good throughout the school. It is never less than satisfactory with some very good aspects in Key Stage 1. All lessons have a clear structure and a balance between whole-class instruction, mental skills' practice, group work and a plenary at the end. Introductions to lessons are often lively and teachers use questioning to good effect. In the most effective lessons teachers have a good knowledge and understanding of the subject and manage the pupils very well. Pupils are kept on task through the brisk pace and the high standards of work and behaviour

that are expected. This is shown in the challenging work that is set, particularly for higher-attaining pupils in Year 1. Teaching builds systematically on pupils' previous knowledge and work is clearly explained as was seen in Year 6. Marking is regular and thorough and generally includes pointers for improvement. There are good opportunities for pupils to further develop their speaking and listening skills and to use the correct mathematical terminology, for example, by explaining what they have learned and how they reached the answer. Teachers' planning is thorough and detailed, including clear learning intentions supported by well-prepared resources. Day-to-day assessments are rigorously kept of pupils' needs. Less effective lessons often lose pace when pupils' behaviour disrupts concentration.

90. The curriculum is broad and balanced and fully satisfies statutory requirements. Numeracy is developed appropriately in other subjects, for example, through collecting data on a bar graph in science, use of time-lines in history, co-ordinates in geography, measuring in design and technology and in learning and use of number-rhymes in Year 1. ICT is not sufficiently used to enhance pupils' learning in mathematics.
91. Teaching and learning is well supported by good management and co-ordination of the subject and thorough planning for its development. There is an appropriate emphasis on the development of number skills. The scheme of work is closely linked to the Numeracy Strategy programme and is being further developed to take account of the school's own needs. The co-ordinator effectively monitors the subject by observing lessons and discussing strengths and areas for improvement: teachers' planning is checked weekly and resources are maintained. Good use is made of assessment. Resources are adequate for the effective delivery of the curriculum: they are well organised and easily accessible. Weaknesses highlighted in the last report have been effectively addressed. For example, using and applying mathematics is now systematically planned for the pupils to develop their problem-solving skills, learning objectives are more focused and the higher-attaining pupils are given work suitable to their ability.

SCIENCE

92. The school's previous inspection report found standards in science to be in line with the national expectations. Findings from this inspection show that the school has improved its standards in all areas of science and attainment is now above national expectations at the end of Years 2 and 6. Pupils including those with special educational needs make good progress throughout the school. The improved standards are due in part to specialist teaching, the focus on experimental and investigative work and the implementation of a scheme of work.
93. The 2000 National Curriculum test results show that at the end of Year 6, pupils' attainment when compared with schools nationally is in line with the national average at the expected Level 4 and below average at the higher Level 5. These results show a significant improvement from 69 per cent in 1999 to 91 per cent of pupils attaining the expected Level 4 but with no significant change at the higher Level 5. The assessments made by teachers were not similar to the test results. The results of the statutory teacher assessments for seven year olds for the same year indicate that standards are high when compared with all and similar schools at the expected Level 2 and above average at the higher Level 3. In the three years between 1998 and 2000, according to the evidence of national testing, the pupils' standards of attainment at the end of Year 6 have fluctuated, but taken overall, are just below the national average.
94. The difference between the results of the 2000 National Curriculum tests and the findings of the inspection is because the group of pupils being tested at the end of each

key stage was different from those being inspected. The inspection takes account of a wider range of knowledge, skills and understanding than do national tests.

95. In the infants younger pupils are beginning to use scientific vocabulary with increasing confidence and understanding and make good progress in their investigative skills. For example, they use their sense of taste to investigate a variety of flavours of crisps and of smell, when identifying chocolate, vinegar, washing powder and air-refresher. Most are able to explain and understand why eating the right types of food keep us healthy and confidently sort foods into those that are good for us, and those that are not. Pupils know that some materials can change their state when heated, for example, flour and butter when making gingerbread men. Overall, their oral work is better than their written work. By the end of Year 2, pupils build upon their earlier knowledge about materials and their properties. They test the effect of heat on bread, apple, egg, chocolate and popcorn using appropriate vocabulary to describe them before and after heating and some know that popcorn once heated is in a permanent state. Pupils are beginning to record their work in a variety of ways with higher attaining pupils word-processing their work to improve presentation. Pupils accurately identify and name the main external features of a flowering plant using correct terms and vocabulary with confidence. They know that plants need sunshine and water to live and grow and some higher attaining pupils can relate this to human life. Pupils successfully undertake investigations on many aspects of their work, for example, finding the best wrapper for keeping bread fresh. These investigations show that the majority of pupils are able to record their findings accurately and clearly and confidently make predictions.
96. In the juniors, the youngest pupils build on their earlier skills and experiences of observation, prediction and hypotheses and their knowledge of materials. They understand the differences between solids and liquids and investigate what happens when they mix solids such as sugar, baking powder, powder paint, alka selzer and salt with water. They confidently predict that some will not dissolve, some will make the water cloudy and that some will dissolve to form a clear solution. Pupils accurately construct simple circuits to enable a bulb to light while higher attaining pupils investigate the effect of introducing more than one bulb into a circuit. Older pupils extend this work successfully when building switches. By the time pupils get to the end of Year 6, most have made considerable progress in answering factual questions, using appropriate scientific terminology, carrying out investigations, or by making and describing observations in a logical manner. This was demonstrated well in their investigation on the different forces acting when trying to balance a sea-saw. They know that the forces of gravity and the upthrust makes it still and balanced. Examination of pupils' previous work shows that by the end of Year 6, the majority make careful predictions, observations and records as part of their investigative work and clearly understand the concept of a fair test.
97. The quality of teaching and learning is good. Occasionally, teaching and learning are very good and rarely it is unsatisfactory. This is a significant improvement from the last inspection when the quality of teaching throughout the school was unsatisfactory. Teachers' confidence and competency have improved and overall, teachers show secure understanding of the science curriculum. However, teachers' planning and a scrutiny of pupils' work show that although teaching is good overall, there are some weaknesses in current practice which limit the progress that pupils make, especially in the upper part of the school. For example, pupils in Years 3 and 4, and in Years 5 and 6 are often given similar work regardless of their abilities. Consequently the progressive development of pupils skills, knowledge and understanding is limited. Short-term plans do not always provide sufficient detail of how the work is to be matched to the different abilities of pupils nor they make appropriate reference to the levels of attainment that

pupils are expected to reach. Consequently, it is difficult for teachers to assess pupils' attainment and progress and set work which is best suited to pupils' needs.

98. Where teaching is most effective, the lessons are well planned and the teachers are supported by very good subject knowledge. This enables them to deliver the subject matter confidently, answer questions from pupils correctly and make the relevant teaching points. This was particularly noticeable in a Year 6 lesson on investigating gravity. In most cases teachers set out clear objectives for each lesson so that pupils know what they are supposed to do and learn, thereby enabling them to make good progress in the session. Teachers carefully target questions to individual pupils ensuring all ranges of ability are involved in the lesson. Good examples of this were well demonstrated in the Year 4 lesson on electricity where pupils achieve well and learn to apply their knowledge of circuits when making switches. Most pupils participate in investigative activities, using materials and equipment with care and confidence. Teachers in Years 1 and 2 manage pupils well and this promotes a calm learning environment in which pupils enjoy what they do. This has a positive impact on pupils' learning and attitudes and behaviour are good. Time targets are given to sustain pupils' interest and effort and some pupils respond well. However, in too many lessons, in the upper part of the school not all pupils are actively involved in discussion and many become inattentive and restless during introductions. In these classes pupils' attitudes vary too greatly and many of them do not respond well. They are noisy and fussy moving to activities and chat about things other than the task they are supposed to be tackling. This lack of self control affects their learning and disrupts the learning of others. The quality of presentation of pupils' work in Key Stage 2 is erratic. Although work for display is carefully presented with meticulous illustrations, labelling work is often untidy and poorly presented.
99. The subject is well managed by two knowledgeable and committed co-ordinators who are keen to maintain and improve the current good standards. They have been instrumental in promoting the development of the subject and have clear ideas about its future development. There is a useful policy, which provides guidance for teachers. However, the current scheme of work does not ensure that that pupils' skills, knowledge and understanding develop systematically from year to year. Teachers' planning in some classes, and pupils' work in experimental and investigative science, have been monitored. However, formal procedures for monitoring teaching and learning of science across the key stages are not fully in place – an issue raised by the previous inspection which has not been fully resolved. There is no whole school agreement as to how pupils' ongoing attainment and progress are recorded and matched with National Curriculum levels. Throughout the school, teachers mark pupils' work regularly. However, comments do not always provide guidance to pupils as to why work is good and what they need to improve further. Resources are adequate and used well with careful attention to safety. However, information and communication technology is not well used as a tool to support work or to improve presentation in science. Limited use is made of homework to enhance learning.

ART

100. By the time pupils are seven and eleven, standards of work in art are in line with national expectations. This is lower than at the time of the last inspection.
101. It is not possible to make a secure judgement on the quality of teaching, learning and pupils' attitudes, as no lessons were observed during the inspection. However, from looking at planning, talking to the co-ordinator and pupils, and looking at examples of work in classrooms and photographic evidence, pupils are given a satisfactory range of opportunities to develop artistic skills, express ideas and feelings, and use a variety of media. All groups including those pupils with special educational needs make sound progress.
102. Younger pupils in Key Stage 1, experiment with different techniques and media. They use paint and collage and make effective use of their cutting skills to include their work on a large wall display of the book 'Handa's Surprise'. Pupils skilfully mix different shades of yellow, orange and red and successfully blend colours together to print patterns of fruits. They look closely at the cross-section of an orange and using a rich range of materials they make collage pictures with a good sense of form and precision. By the end of Year 2 pupils know to look closely at shape, form and shadow when drawing and sketching objects. These skills are well demonstrated in their detailed pencil drawings of houses in the Newport area. Painted drawings of self-portraits show their developing skill in the observation of facial features and attention to detail. Pupils in Years 1 and 2 have worked with a visiting artist. They used the Aboriginal dream story 'Tiddalik' for inspiration and captured very effectively the style of Aboriginal art on wall canvases.
103. By the end of Key Stage 2, pupils can discuss the work of different artists, such as Monet, Seurat and Picasso. Their accuracy in recording what they see is good, and paintings reflecting the style of Picasso are of a very high standard showing a good use of well-matched colours and tones. Pupils understand basic weaving techniques. Some were given the opportunity to use clay and textiles for making batik prints with a visiting African artist. Throughout the school pupils use art to support their work in other areas of the curriculum, for example, in science they put their skills to good use to draw diagrams of circuits and in religious education, illustrate the story of David and Goliath with careful and attractive drawings. Younger pupils develop collage techniques using natural materials found in the environment, such as leaves, flowers, pine cones and pieces of wood to make faces. Art is one of the few subjects where pupils apply their ICT skills. They use paint programs to produce colourful and imaginative pictures on computers.
104. The co-ordinator is enthusiastic and committed but is new to the post. She is clear what needs to be done to improve art and is supported by the growing confidence of teachers in the subject. The policy has not been reviewed since 1997 and there is need for a scheme of work to ensure that pupils' skills are built upon from year to year. This is recognised by the co-ordinator. Monitoring of the quality of teaching and learning to help raise standards and share good practice is underdeveloped. There is no formal system for assessing or monitoring pupils' progress. Resources are adequate and stored in classrooms and a central storeroom.

DESIGN AND TECHNOLOGY

105. Due to the planning of the timetable no lessons were observed in design and technology in Key Stage 1 during the inspection period. Evidence has been collected from the examination of teachers' planning, scrutiny of photographs of pupils' past work and newspaper cuttings, together with discussions with pupils and the subject co-ordinator. Overall, judgements are not possible from this small sample on the standards of pupils' work or the quality of teaching at Key Stage 1. At the end of Key Stage 2, pupils' attainment is below the expected standard and overall they make progress which is unsatisfactory. Pupils with special educational needs make progress similar to their peers. This is a different judgement from the last inspection when standards at the end of both key stages were judged to be as expected and progress to be satisfactory.
106. There is insufficient attention given to design skills and pupils also have very limited experience in using control systems. For example, pupils in Year 6 made very sketchy designs for their moon buggies that lacked care or attempts at accuracy. There are no opportunities to learn about food technology in Key Stage 2. In both key stages, the pupils do not have sufficient experience of handling tools. Analysis of pupils' past work in photographs and discussions with pupils confirms the judgement that insufficient work is planned for pupils to build upon the necessary skills or effectively develop their knowledge and understanding of the subject.
107. Although the quality of teaching seen and the progress the pupils make in the lessons is satisfactory overall in Key Stage 2, pupils progress over time across the key stage is unsatisfactory. In Key Stage 1, pupils work with an appropriate range of materials to acquire skills such as cutting, shaping and joining through making for example, the houses of the three little pigs as seen in photographs. Scrutiny of pupils' work on display shows that they are given good opportunities to learn about food technology in Year 2. In Key Stage 2, pupils have limited opportunities to use tools, such as knives, saws, hammers, pliers and bench-hooks. In Year 3, pupils make satisfactory progress in designing an alarm and selecting materials for making it, but do not accurately measure items to include on it. Teachers lack confidence in allowing the pupils to use, for example, cutting tools such as knives. Pupils in Years 5 and 6 follow the same programme and are making a chassis for the same vehicle, a moon buggy, with varying degrees of success. These pupils are doing activities which much younger pupils are able to accomplish. Teachers in both year groups are employing the same teaching strategies. For example, they each use a group of pupils to teach the skills of joining corners. From this arises the question of the lack of building on skills each year. ICT effectively supports the subject through the designing of a web site.
108. Pupils have positive attitudes to the subject. They are interested, enjoy the subject and work well collaboratively. They listen carefully when in Year 6, for example, pupils explain the process of joining two corners. They are articulate in their explanations about the work they have done in previous years.
109. The subject is satisfactorily managed. The policy has recently been updated and the scheme of work closely follows national guidelines. However, this has been in place for too short a time for it to have a significant impact on teachers' planning in order to ensure that skills are built upon year on year and that there is continuity and appropriate progression across the school. Assessment opportunities are usefully identified in the planning but have not yet been implemented. Resources are adequate to meet the demands of the curriculum. They are centralised and also made available in the classrooms.

GEOGRAPHY

110. No lessons were available for observation at Key Stage 1 during the inspection period because the subject is taught as part of a two-year rolling programme. Judgements are not possible on the quality of teaching or the standards reached. Only one lesson was seen in Key Stage 2. The evidence collected from scrutiny of pupils' previous work in books and on display, examination of teachers' planning and discussion with pupils and the co-ordinators show that by the end of Key Stage 2, pupils attain the expected standards. Pupils with special educational needs make progress similar to their peers. The previous inspection report was critical of pupils' standards of presentation. There has been notable improvement in this area. The higher-attaining pupils bring a good level of general knowledge to lessons and are appropriately challenged. This is an improvement since the last inspection.
111. By the end of Key Stage 2, pupils make satisfactory progress in acquiring geographical skills and in their knowledge and understanding of the subject. It is clear from the analysis of pupils' work in Years 5 and 6 that pupils generally build on their previous learning. In Year 5, pupils develop their knowledge of how water has an influence on local conditions. For example, they begin to compare and contrast the use of water in a less economically developed country such as India with that in their own locality. This topic makes an effective contribution to pupils' cultural development. In Year 6, pupils very effectively learn that landscapes and lifestyles can be changed by outside influences. For example, the building of the M11 Motorway on their doorstep gave the pupils the opportunity to evaluate the effect it had on their village. One pupil wrote, *"House prices increased."* While another comment made was, *"...heavy lorries using the road for access made it very muddy during the winter."* There are useful opportunities for the pupils to extend and develop their skills further through work that is linked to a residential visit to the Isle of Wight. While here, pupils were able to identify that the type of soil there has an effect on the type of farming that is practised. For example, they were able to see that grass grows well on clay-soil and so dairy farming was appropriate for this region. Information and communication technology is underdeveloped to support the subject
112. The planning of the geography curriculum is satisfactory. There is an appropriate scheme of work, closely linked to national guidelines, which successfully supports the teachers' planning and ensures continuity and progression throughout the school. The subject is satisfactorily managed and organised. There has only been informal monitoring of the subject through looking at displays and being available with advice to colleagues. Assessment opportunities are usefully identified in the half-termly planning but have not yet been implemented. Resources are adequate and meet the demands of the curriculum. They are centralised and also made available in the classrooms.

HISTORY

113. Only 2 lessons in Key Stage 2 have been observed. On the basis of discussion with pupils and the co-ordinator and analysis of work available, attainment for the majority of pupils is in line with national expectations by the end of both key stages.
114. By the end of Key Stage 1, pupils demonstrate knowledge and understanding of the main events and personalities in the Great Fire of London. They show through drawings and captions the story of the gunpowder plot and the role of Guy Fawkes. By the end of Key Stage 2, in their study of the Tudors, pupils demonstrate knowledge and understanding of many aspects of their lifestyles including farming, crime and punishment and aspects of domestic life in poor and rich households. Pupils' understanding is enhanced by visits to Kentwell Hall where they dress in the same fashion as the Tudors. Pupils achieve appropriately against their prior attainment. This

is reflected in their increasing use of historical evidence to record their findings and the use of ICT tools like the Internet to research information, for instance on the Romans.

115. Pupils' attitudes to history is overall satisfactory. However, a significant number do not concentrate well enough or remain focused with many lacking knowledge of the ground-rules for listening especially when peers are sharing work with the rest of the class.
116. No teaching was seen in Key Stage 1. The two lessons seen in Key Stage 2 were satisfactory. In these lessons, links are made to previous work enabling pupils to draw on what they already know about the Romans as they describe and compare systems of heating and baths then and now. Effective methods like brainstorming and discussion enable pupils to draw on their own experience. Tasks are effectively matched to pupils' abilities and the teacher intervenes appropriately to support individuals and groups. However, learning objectives and expectations are not explicitly shared with pupils to ensure that outcomes are clear to them and to enable the teacher to evaluate achievement. At times expectations of behaviour are lax and pupils drift into wasteful chatter. Many pupils are allowed to spend an inordinate time writing an elaborate title for the activity with little productive work by the end of the lesson.
117. Currently there is no co-ordinator for history. The school has begun to review the curriculum in the light of Curriculum 2000 and draw on the optional national guidelines. The curriculum for history is enhanced by a number of visits, for instance, to the Winston Churchill and Saffron Walden museums, to Kentwell Hall and through the use of pupils' relatives to talk about their war-time experiences. Assessment procedures are underdeveloped and no monitoring of teaching and learning takes place.

INFORMATION AND COMMUNICATION TECHNOLOGY

118. Pupils' attainment by the end of both key stages exceeds national expectations. This represents a significant improvement since the last inspection when attainment was below national expectations.
119. By the end of Key Stage 1, pupils show familiarity with specific programs and basic operations. They demonstrate skills in using drawing functions and begin to use text, images and sound to develop their ideas. They create a picture, and using cutting and pasting, transfer it to a word processing program. By the end of Key Stage 2, pupils show well developed skills in using spreadsheets, using sum formulas and represent their findings in various graphs. They use record cards to complete a database, showing skills in understanding concepts like fields and begin to use questions to interrogate the data.
120. Pupils including those with special educational needs achieve well because teaching builds carefully on skills they have acquired previously. Achievement is also reflected in the confidence pupils have in learning new skills and in the sophistication of software used. Pupils particularly make gains as they are exposed to a range of skills and programmes, which are regularly demonstrated in the information and communication suite with opportunities for pupils to practice and experiment in small groups. There were good examples of pupils' own evaluation of their understanding in Year 6.
121. Pupils in both key stages are interested in and motivated by the use of information and communication technology. At Key Stage 1, pupils listen attentively during

presentations and are keen to demonstrate their knowledge and skills. Older pupils collaborate well when working in pairs and are proud of demonstrating their ability. They respond positively to requests of help by their peers. Incidents of disruptive behaviour in some classes limits the rate of progress for a number of pupils

122. The quality of teaching is good in one lesson and satisfactory in another in Key Stage 1. In Key Stage 2, it is satisfactory in two out of three lessons and very good in the other. All lessons seen during the week of inspection were taught in the information and communication technology suite. They are well structured and have clear learning objectives. Demonstration of new skills is effectively conveyed through step-by-step explanations and illustrations. Skilful questioning is effectively used to focus on the key learning points. Effective interventions and support for individuals enable all pupils to have equal access to the activities.
123. Provision since the last inspection has improved substantially with much of it provided in the Information and communication technology suite. The co-ordinator has a good overview of the development of the subject. Priorities since the last inspection have focused on raising staff skills through a range of courses and in-house workshops and this has a clear impact on the standards being achieved. However, little use is made of information and communication technology in other subjects and the school has identified this area as in need of development. Procedures for assessing attainment is underdeveloped. Good use is made of the Internet, for instance, in Year 4 in a project on weather and in geography. Monitoring is limited to planning. The school runs a computer club for pupils at lunchtime which is well attended.

MUSIC

124. Pupils' attainment in music is in line with expectations at the end of both key stages. Their progress, including those pupils who have special educational needs is good throughout the school and on occasions very good. Pupils take part in a comprehensive programme of music that is built around a useful policy, a well-balanced scheme of work and medium-term plans. This gives effective guidance for the teaching of skills throughout the school.
125. Overall, pupils make good progress at the end of both key stages. In Key Stage 1, pupils in Year 1 learn the words of new songs quickly and sing tunefully. The very good teaching determines that pupils use the correct name for a number of untuned percussion instruments, such as the guiro, tambourine, claves and maracas. The pupils handle the instruments properly and keep a steady beat in time to the music. Effective teaching ensures that the pupils are suitably challenged and that their understanding is developed well through the successful introduction of subject terminology, such as ostinato. In Year 2, pupils make good use of instruments to accompany the story of Rama and Sita. This makes a good link with religious education by reinforcing their understanding of Diwali effectively. The pupils develop an awareness of rhythm and dynamics by following the beat played by the class teacher and they clap the rhythm of an Indian song accurately. Both year groups make good progress in learning new songs and confidently sing a range of songs, aware of the need to sing in unison. Pupils in Year 5, make satisfactory progress as they improve the quality of their singing as they practise a two-part song. In Year 6, pupils make very good progress as they effectively build on their previous learning. The high level of the teacher's expertise and expectations of achievement has a significant impact on the pupils' progress. The pupils confidently and sensitively sing a piece of music in two-parts and quickly learn an additional ostinato part to sing the song in three-parts. Literacy skills are promoted well at both key stages through the

emphasis that is placed on learning the words of a wide range of songs and on teaching the correct technical vocabulary.

126. Pupils' attitude to music is positive, particularly in Key Stage 1. They enjoy performing, whether it is singing or playing an instrument. Pupils demonstrate a good appreciation of music and take pride in what they create. Stimulating teaching ensures that pupils listen attentively, are well behaved and persevere at tasks set. In Year 6, the level of concentration is high and is generally sustained throughout the lesson.
127. Overall, the quality of teaching is good, including that of the peripatetic music teacher for flute. Teaching ranges from satisfactory to very good. This is a great improvement since the last inspection when teaching was no better than satisfactory and at worst unsatisfactory. No unsatisfactory lessons were observed. In the best lessons seen, teachers have a very secure knowledge of the subject and make very good use of time and resources. They use classroom management to very good effect to create a stimulating and highly motivating learning environment. Pace and content is brisk and this challenges pupils of all abilities and keeps them focused. Teachers and learning support staff work very well together, planning is effective and they have high expectations of pupils' participation and behaviour.
128. Music provision is good. The school makes very effective use of the music co-ordinator to successfully develop and train teachers to deliver the subject. This is a worthwhile opportunity for teachers to observe good practice so that they can improve their own knowledge and expertise. This is a vast improvement since the last inspection. There is a choir, which has participated in the County's Music Festival at the Albert Hall and sings at a number of concerts both in school and in the local community. The music that is played in assembly effectively reinforces elements that the pupils have been learning about in lessons. ICT is not used to support pupils' learning.
129. The subject is effectively and efficiently managed. The subject is well supported through the use of a developmental scheme of work. For example, the co-ordinator has already appropriately planned lessons and developed a scheme to meet the needs of the school. This is now being used, evaluated and adapted by the teachers as they take over the teaching this year. Assessment procedures are simple but effective but have not been implemented yet. Visiting specialist musicians, such as peripatetic music teachers and an African Drumming Workshop have a significant impact on pupils' attainment and progress and positively enhance the music curriculum. Pupils are given various opportunities to perform publicly through concerts and celebrations of religious festivals. The resources for music are centrally stored and are good in quantity and quality. Instruments reflect other than western traditions and are regularly used to create mood and atmosphere. Pupils receive a broad and balanced curriculum.

PHYSICAL EDUCATION

130. One lesson in gymnastics in Key Stage 1 and three games lessons in Key Stage 2 were seen. By the end of both key stages, attainment is in line with national expectations. Overall, standards have been maintained since the last inspection.
131. By the end of Key stage 1, in gymnastics, pupils move and stop in sequence of one, two, three or four points. They move safely and wait appropriately for their turn on the apparatus. However pupils are not given opportunities to observe demonstrations to improve their control and co-ordination. Many are not adept at using space and are

fussy when stopped and asked to lie down. By the end of Key Stage 2, pupils playing hockey develop and apply dribbling skills. They practise taking defending and attacking positions, developing tactics of avoidance. Higher attainers pass between players and change directions showing good control and accuracy in passing and receiving the ball. Whilst pupils use the teachers' interventions and guidance well, they do not evaluate their own performance as a basis of improvement.

132. Overall, pupils achieve appropriately against their prior attainment. Achievement is best in lessons where the teacher has good subject knowledge as in Year 6 and interventions are effectively used to enable pupils to refine and improve skills. In games pupils are enabled to work collaboratively in groups.
133. Pupils' attitudes to physical education overall is satisfactory. They are better higher up the school as younger pupils are lacking in self discipline, being noisy at times and often needing rules to be reinforced. Older pupils are motivated, keen to participate in games and understand the importance of listening and following instructions. They work well individually and with a partner. They change quickly and help willingly in carrying equipment at the end of sessions.
134. The quality of teaching is mainly satisfactory with one out of the three lessons being good. In most lessons, clear objectives are identified and used to evaluate pupils' achievement. Where teaching is good, pupils are briefed about the skills to be practised and the teacher uses effective demonstrations and interventions to enable pupils to improve their performance. Time and pace are effectively used where pupils are divided in groups to practise activities. However, not enough opportunities are provided to enable pupils to evaluate their performance
135. The physical education curriculum is enhanced by a wide range of extra-curricular sporting activities in which the take up by girls and boys is good. Pupils take part in a number of athletics competitions and matches in football, netball, rounders and rugby with a network of neighbouring schools. The school is in the process of reviewing the scheme of work in the light of Curriculum 2000. However, currently there are no assessment procedures for the subject and no monitoring of teaching and learning takes place.

RELIGIOUS EDUCATION

136. At the time of the last inspection standards were reported to meet local expectations at the end of Year 2 and Year 6. Current findings are very similar to those of the previous inspection.
137. By the end of Year 2, teachers' plans show that pupils are aware that people celebrate special events in different ways. For example, they know that some people may have a party to celebrate a birth and draw and colour pictures to represent some of these occasions. Pupils are beginning to learn about the major world religions in the context of their festivals and learn about the importance of Divali to Hindus and how and why they celebrate. Some higher attaining pupils know that Christians sometimes go to special places, such as churches, to pray and that the Bible is a special book, which is treated differently from ordinary books. Younger pupils are beginning to understand that Jesus is important to Christians and that Guru Nanak is important to Sikhs.
138. By the end of Year 6, pupils understand the importance of the Bible to Christians and know that the stories such as 'David and Goliath' have important message, which may help them to lead better lives. Younger pupils are beginning to understand the concept of God as creator. They know that Jesus is a leader of Christianity and recall some of

the main facts of his life. Many re-tell some of the parables he told, for example, 'The Lost Sheep' and explain the significance of the story. Pupils learn about the life of Mother Theresa and the care she showed for the poor in India. They visit the local church and through mock weddings and christenings understand important Christian occasions. Older pupils understand the importance of the naming ceremonies for Sikhs, Hindus, Christians and Muslims and learn about their differences and similarities. However, in all year groups there is insufficient evidence of recorded work. Consequently there are few opportunities provided for pupils to express and record ideas and explore meaning through drawing and writing which can help them to retain knowledge.

139. Evidence from lessons, pupils' work and discussions about their achievements indicate that teaching is satisfactory overall. Teachers have sufficient subject knowledge and developing confidence to enable them to interpret and deliver the curriculum. Lessons are satisfactorily planned. In the best practice the teacher chose the material carefully, told the story of Guru Nanak in a lively interesting way which captured and sustain the pupils attention. In this session effective use of questioning enabled the teacher to extend pupils' learning and good opportunities were provided for pupils to contribute their own ideas about 'why they like to be quiet' In Key Stage 2, the teacher's increasing confidence, and imaginative way of delivering the lessons led to pupils making good gains in their understanding the moral message behind the story of David and Goliath. In this session, pupils were placed in the 'hot seat' as the shepherd boy David and confidently answered questions about 'their life as David before defeating Goliath to become the king.' Attitudes to learning are good in Key Stage 1 but barely satisfactory in Key Stage 2. Younger pupils enjoy listening to stories and to one another. They ask and answer questions thoughtfully and participate well in discussions. They show respect for other people's opinions. However, examples of such good behaviour and attitudes are not commonplace in Key Stage 2 as too many pupils display inappropriate behaviour and are not always respectful of the views of others. This affects the pace of the lessons and the learning opportunities for all pupils.
140. The headteacher has responsibility for religious education and has identified appropriate priorities for development such as raising the profile of religious education in the school and implementation of a whole school scheme of work. The policy for religious education has not been updated since the previous inspection. However, the recently adopted scheme of work provides good guidance to help teachers plan effectively. Although this good practice is not in place for Key Stage 1, plans are in hand to adopt a commercial scheme of work to support teachers in the lower school. Formal procedures for assessing pupils' attainment are not in place. There are plans to improve this. Monitoring to ensure that pupils are receiving the full breadth and balance of the curriculum does not take place. The school is developing the resources for religious education and teachers are beginning to make use of them. Satisfactory use is made of resources within the locality, for example, through visits to the local church and links with the parish priest. However, the opportunity to involve speakers from different religions has not been capitalised upon. The school has a good base from which to develop the teaching and learning of religious education.