

INSPECTION REPORT

LYONS HALL PRIMARY SCHOOL

Deerleap Way, Braintree

LEA area: Essex

Unique reference number: 131207

Headteacher: Mrs Hilary Mynott

Reporting inspector: Mr Andrew Matthews
19410

Dates of inspection: 18th – 21st September 2000

Inspection number: 225836

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Deerleap Way
Braintree
Essex

Postcode: CM7 9FH

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Appropriate authority: Governing Body

Name of chair of governors: Mrs Carole Hughes

Date of previous inspection: This is the first inspection for this school

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr. A. C. Matthews 19410	Registered inspector	Music	How high are standards? The school's results and achievements How well are pupils taught? How well is the school led and managed?
Mr. M. Galowalia 20832	Team inspector	English as an additional language Information and communication technology Geography	
Mrs. C. Kalms 9275	Lay inspector		How high are standards? Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
Mrs. M. Learmount 31211	Team inspector	Science Art and design Religious education	
Mrs. V. Mason 10598	Team inspector	Under fives History	How good are the curricular and other opportunities offered to pupils?
Mrs. A. Shannon 22778	Team inspector	Special educational needs English	How well does the school care for its pupils?
Mr. G. Slamon 20063	Team inspector	Equal opportunities Mathematics Design and technology Physical education	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	16
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	18
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	21
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	23
HOW WELL IS THE SCHOOL LED AND MANAGED?	24
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	27
OTHER SPECIFIED FEATURES	28
PART C: SCHOOL DATA AND INDICATORS	29
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	33

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Lyons Hall Primary School opened in 1998 as part of a large new housing development in Braintree East ward. The school numbers are growing very quickly. The school is larger than other primary schools with 372 pupils, 187 boys & 185 girls, aged between four and eleven and is expected to grow to over 500 pupils. The school has a significant minority of pupils with multiple social difficulties. The great majority of pupils come from the local area and there are a significant number of junior-aged pupils moving from other local schools. The percentage of ethnic minority children is six per cent, which is above average. Twelve per cent of pupils are entitled to free school meals; this is below average. Six per cent of pupils have English as an additional language and two per cent are in the early stages of English language acquisition. The main languages other than English are Afrikaans, Philippino, Turkish and German. Fifty-three pupils are on the special educational needs register and four pupils have statements; this is below the national average. There are flexible admission arrangements: children may start school in the September of the academic year in which they become five or after this date with the school's agreement. The school is presently involved in a university research project into boys' learning. Children's attainment on entry to the school at the age of four is average; the overall attainment of pupils who join the school in Key Stage 2 from other schools is below average.

HOW GOOD THE SCHOOL IS

Lyons Hall Primary School provides satisfactory quality education for its pupils. The quality of teaching is satisfactory overall and in almost half the lessons observed teaching was good or better. Standards of pupils' work are average in Key Stage 1 but below average at the end of Key Stage 2. The dedicated headteacher has built up a hard-working team of enthusiastic teachers. There is a shared commitment by all staff to do their very best for all pupils and a determination in the school to raise standards. The school gives good support to pupils with special educational needs and those with English as an additional language. The governing body is supportive but does not yet participate fully in guiding the work of the school. Some aspects of the school's management are not sufficiently rigorous. However, overall the school provides satisfactory value for money.

What the school does well

- The headteacher knows the pupils well and is very well supported by all staff.
- There is good quality teaching in Key Stage 1.
- The school makes good provision for pupils with special educational needs and those with English as an additional language and these pupils make good all round progress.
- The school makes good provision for pupils' social development and very good provision for pupils' moral development.
- Pupils enjoy coming to school, behave well and have good attitudes towards their work.
- There are very good relationships between staff and pupils.
- The extra-curricular provision for pupils is outstanding.

What could be improved

- Pupils' attainment in English, mathematics and science at the end of Key Stage 2 and in information and communication technology through the school.
- The monitoring of teaching by the headteacher and senior staff does not consistently set targets and dates for improvements.
- The school development plan does not address some known weaknesses nor clearly show future developments.
- The school is not making enough use of assessment to identify pupils' weaknesses.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This is the first inspection report since the school opened in 1998.

STANDARDS

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

Performance in:	compared with			
	All schools			similar schools
	1997	1998	1999	1999
English	N/a	C	E	E
Mathematics	N/a	B	D	D
Science	N/a	E	C	D

Key

well above average A

above average B

average C

below average D

well below average E

No eleven-year-old pupil whose results feature above had been in the school longer than 18 months and therefore it is not possible to compare groups of pupils. The 1999 cohort of pupils had a much higher than national average number of pupils on the special educational needs register and also contained a significant proportion of pupils who had been excluded from their previous schools. Results for the year 2000 National Curriculum tests show significant improvements in mathematics, good improvements in English and maintained standards in science. The Year 6 pupils exceeded the targets set for them in the 2000 national tests. Inspection evidence shows that the present Year 6 pupils, who again have a much higher than average proportion of pupils on the special educational needs register, are attaining standards that are below average in the above core subjects and in information and communication technology (ICT) but meet expectations in religious education. Although the targets set for the present Year 6 pupils are lower than last year, they are appropriate and accurately reflect the pupils' potential. Attainment of the pupils presently in Key Stage 1 is average in reading, writing, mathematics, science and religious education, but unsatisfactory in ICT. Standards are above national expectations in art and physical education but pupils make unsatisfactory progress in history and geography. In all other subjects, pupils attain standards that are in line with national expectations.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have a great enthusiasm for school and a positive attitude to their work.
Behaviour, in and out of classrooms	Behaviour is good at all times.
Personal development and relationships	Good. Pupils take their responsibilities seriously and get on very well together.
Attendance	Good overall. Pupils attend school punctually.

Throughout the school politeness and good behaviour are the norms. Pupils have very good relationships with each other and their teachers and show a good understanding and consideration of

others. Pupils are confident, have good attitudes to work and respond positively in lessons. They take part enthusiastically in the very large number of extra-curricular activities and benefit socially from the other opportunities that they are given.

TEACHING AND LEARNING

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

Overall the quality of teaching is satisfactory through the school. In the lessons seen 99 per cent were satisfactory or better, with 40 per cent being good and eight per cent being very good. In the early years, teachers quickly get to know the children, who settle happily and develop good attitudes to their work. In Key Stage 1 the teaching is consistently good due to the teachers' good subject knowledge, their high expectations and the good pace to learning. Teaching in literacy is good in Key Stage 1 and satisfactory in Key Stage 2. In mathematics, teaching is satisfactory overall throughout the school. In Key Stage 1, teachers have high expectations of the amount of work pupils can produce in lessons but there are not the same expectations in Key Stage 2. Similarly the quality of teachers' marking in Key Stage 2 is not consistent and does not systematically inform pupils what they need to do to improve their work. The use of homework in Key Stage 2 is unsatisfactory and is inconsistently used by teachers to reinforce pupils' learning. Teaching is good in science, art and physical education throughout the school. Good teaching was also seen in religious education in Key Stage 1 with pupils making good progress during lessons. Teachers plan their lessons carefully but do not always plan challenging work for the higher-attaining pupils. They manage their pupils effectively, resulting in pupils behaving well during lessons. A specialist music teacher visits the school to give regular instrumental tuition to a number of pupils who make good progress. The quality of swimming teaching is very good and results in all pupils reaching, and in many cases exceeding, the national standards by the age of eleven. The specialist teacher support for pupils with special educational needs is of good quality and results in these pupils making good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is satisfactory overall throughout the school and good in physical education.
Provision for pupils with special educational needs	Good overall. Pupils with individual education plans have clear targets set for them and make overall good progress towards meeting these targets.
Provision for pupils with English as an additional language	Good. The school makes good use of a part-time teacher who regularly works alongside these pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for pupils' moral development, good provision for pupils' social development and satisfactory provision for pupils' spiritual and cultural development.
How well the school cares for its pupils	The school has satisfactory provision for looking after pupils' personal welfare and satisfactory procedures for monitoring their academic

	performance. However, the school does not make enough use of the information from pupils' assessments to inform future planning.
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The school provides a very caring environment where all pupils are valued as individuals. The great majority of parents have a positive view of the school and make an effective contribution towards their children's reading progress. The assessments for Key Stage 2 pupils give a clear indication of these pupils' progress but are not analysed carefully enough to identify strengths that can be built on and weaknesses that need to be addressed. The school's target-setting procedures are a good initiative and are helping the school to focus on the learning needs of individual pupils. There are some weaknesses in the procedures for assessing new pupils who start at the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is very hard working and has built up a team of committed and supportive staff. The role of the subject leaders is developing but some do not have the necessary monitoring skills at present to help their colleagues raise standards. There are weaknesses in the present school development plan.
How well the governors fulfil their responsibilities	The governors are supportive of the school and visit regularly. The governors' role in shaping the direction of the school is, at present, not sufficiently developed.
The school's evaluation of its performance	The school, together with governors, carefully analyses the school's performance in the National Curriculum tests. Subject co-ordinators monitor teachers' planning, but there is not enough regular scrutiny of pupils' work to ensure that standards are appropriate. The monitoring of teaching is not always followed by rigorous target setting.
The strategic use of resources	Good overall. The school makes satisfactory use of its funding, but good use of the strengths of teachers and teacher assistants to support pupils' learning.

The balanced development of the school is made more difficult by both senior managers teaching in the early years where they have reduced impact on the standards of teaching and learning in the rest of the school. The draft school development plan does not address the identified school weaknesses nor give a clear indication of the plans for the school's future growth. The governors have a clear idea of the school's strengths and weaknesses but are not sufficiently involved in the initial stages of the school development plan process nor in evaluating its developments. The classrooms are of sufficient size for all aspects of the National Curriculum to be taught effectively, except for ICT where the shortage of space in some classrooms limits their use. The school's administrative accommodation is now too small for the size of the school. The school makes good use of part-time teachers to support the work of pupils with special educational needs, including gifted and talented pupils and those pupils who have English as an additional language. The school has built up a good level of expertise amongst its teaching assistants who provide effective support in all aspects of classroom life. The school applies the principles of best value satisfactorily overall, but well in its comparison of the school's results to other schools and when buying resources.

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 is well managed despite being in a difficult situation. • There is an excellent ethos. • There is a good balance between children's welfare, happiness and academic results. • Children enjoy school and make good progress. • Teaching is good and children behave and achieve well. • There is a very good range of extra-curricular activities. 	<ul style="list-style-type: none"> • The provision and consistency of homework. • Information about children's progress. • School to have more say in the speed of its growth.

The inspectors endorse the great majority of the parents' positive comments but feel that the expertise of governors should be used more in planning the school's future. The school has taken a number of pupils who have been excluded from other schools and some parents felt that these pupils were having an adverse effect on the learning of their classmates. This was not the view of the inspection team who found that these pupils were very well integrated into the learning in the classroom and the life of the school in general. The team agrees that there is inconsistency in homework in Key Stage 2 and understand that some parents would like to become more involved in supporting their children's learning at home. Children's reports give a clear outline about children's progress; however, there is not enough information sent home at the beginning of a term to give parents a deeper understanding of what their child will be learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Lyons Hall Primary School opened in 1998 and a significant proportion of the pupils who took the end of Key Stage 1 and end of Key Stage 2 National Curriculum tests had been in school for less than a year. As such, accurate comparisons cannot be made between different groups of pupils of the same age. The results of the 1999 National Curriculum tests at the end of Key Stage 2 show that pupils' performance, when compared with all schools, were satisfactory in mathematics and science and well below average in English. The proportion of pupils attaining the higher Level 5 was above average in mathematics and below average in English and science. In the 1999 National Curriculum tests for pupils at the end of Key Stage 1, standards in reading and mathematics were above average and were average in writing. The percentage of pupils attaining the higher Level 3 was above average in reading and average in mathematics and writing. In science, teacher assessments at the end of Key Stage 1 show that the percentage of pupils achieving the expected Level 2 was average but the percentage achieving the higher Level 3 was above average. In comparison with similar schools, the 1999 Key Stage 1 results in reading and mathematics were above average and were average in writing. In Key Stage 2, when compared to similar schools, the results are below average in mathematics and science and well below average in English. The unconfirmed results for the 2000 National Curriculum tests show that the Key Stage 1 standards have fallen slightly in reading, writing and mathematics but remain broadly average. The Key Stage 2 National Curriculum tests for 2000 show improvements in standards in English and mathematics and a slight decline in science. In 1998 and 1999 there were no noticeable differences between the attainment of boys and girls in English and mathematics but in science boys outperformed girls. However, in the Key Stage 1 National Curriculum tests for 2000, girls achieved significantly better than boys at the higher levels.
2. The school, in conjunction with the local education authority, sets challenging targets for the Year 6 cohorts. Targets for 2000 were 60 per cent of pupils to achieve Level 4 in English and 65 per cent to achieve Level 4 in mathematics. These targets were exceeded in both subjects, with pupils performing better than expected in English. The targets for 2001 are lower, being 50 per cent in English and 45 per cent in mathematics. These targets are realistic for the present Year 6 cohort who have a much higher than average proportion of pupils on the special educational needs register and a significant proportion of pupils who have been in the school for less than a year. The targets are reviewed regularly to take account of the attainment of the new pupils joining the Year 6 cohort.
3. Children under five enter Reception with attainment that is in line with that expected of children of a similar age. Children benefit from the carefully planned learning experiences and the good teamwork of their teachers and classroom assistants. By the end of their time in the reception year, the great majority of the children should achieve the expected standards in all the six areas of learning that form the national Foundation Stage curriculum.
4. Standards in English, by the end of Key Stage 1, are average but are below average at the end of Key Stage 2. Pupils in Key Stage 1 develop good speaking and listening skills, with pupils listening attentively and talking with confidence. Pupils are

developing satisfactory reading skills with higher-attaining pupils reading at the expected level. Pupils have satisfactory prediction skills and make comparisons with other books. Lower-attaining pupils have insecure skills and lack strategies for reading unfamiliar words. All pupils enjoy reading in literacy lessons and show good confidence. Writing attainment is satisfactory but lower-attaining pupils do not form their letters appropriately and have a limited vocabulary. They are, however, well supported by teaching assistants. In Key Stage 2, pupils talk about their work and their choice of books with interest. They are enthusiastic about the use of drama in literacy lessons. Pupils enjoy reading and are introduced to a good range of authors and genres in the literacy hour. However, some choose a very limited range of authors and genres for their personal choice and do not benefit from the range of books in the school. Pupils have satisfactory library skills and benefit from the good quality books on display. By the end of Key Stage 2, pupils write in many forms and for different audiences but their attainment in writing is unsatisfactory. Spelling and presentation are both weaknesses. Pupils do not have enough regular opportunities to write extensively or develop their skills in other subjects except for science and religious education where pupils make good use of their writing skills. Pupils' progress in writing is also limited as teachers do not regularly indicate in their marking what pupils need to do to improve their work.

5. Pupils' attainment in mathematics at the end of Key Stage 1 is average. Pupils throughout the key stage are developing confident mental calculation skills and a sound knowledge of place value, with higher-attaining pupils understanding place value to 1000. They have a satisfactory mathematical vocabulary and use this well in their investigation work, such as when they sort two-dimensional shapes according to the number of sides, corners, faces and edges. By the end of Key Stage 2, pupils have developed a sound understanding of number work, with higher-achieving pupils showing a good understanding of place value. All pupils are confident using standard metric measures but are less secure in their problem solving work, where too little is expected of them. Pupils have too few opportunities for data handling and lack of links with ICT result in standards in this area being below average. The planned use of numeracy across the curriculum is in its early stages but there is evidence of the use of numeracy in subjects such as science and geography.
6. Standards in science are average in Key Stage 1 and below average at the end of Key Stage 2. In Key Stage 1, pupils have a satisfactory understanding of a fair test and, with support, are able to test their hypotheses. The great majority of pupils have an appropriate understanding of forces and know how these act on an object, such as a toy car. They use scientific vocabulary accurately to explain the findings of their experiments. At the end of Key Stage 2, pupils understand the importance of a fair test and know the significance of altering only one variable in these tests. They are developing a sound understanding of how to design investigations to test their hypotheses.
7. Attainment in ICT is unsatisfactory in both key stages due to some teachers' lack of knowledge and the lack of opportunities for pupils to use computers to support their learning across the curriculum. In both key stages pupils have satisfactory word processing skills and, at the end of Key Stage 2, pupils use 'Clip Art' appropriately to enhance the presentation of their work. However, in the area of control, simulation and monitoring, pupils' standards are below national expectations. In lessons observed, good use of questioning by teachers in Key Stage 1 helps all pupils, including those with special educational needs, to make satisfactory progress. By the end of Key Stage 2, pupils are developing satisfactory modelling skills but in the areas of control and data handling, pupils' attainment is below national expectations.

8. In religious education, pupils in both key stages reach the standards that are described in the locally agreed syllabus. By the end of Key Stage 1, pupils have benefited from good teaching and make good progress in learning about the knowledge and values of religion. They have a satisfactory understanding of Christianity and know about some of the different rituals and practices from the Jewish, Hindu and Islamic religions. By the end of Key Stage 2, pupils have benefited from visits to local places of worship and made good progress in learning the implicit values of religion as well as the explicit knowledge. The use of class worksheets means that some higher-achieving pupils do not have the opportunity to think and work at appropriate levels.
9. Pupils benefit from good teaching in both key stages in art and produce good quality work which is well displayed around the school. The Lyons Hall art gallery shows a good range of work of a consistently high standard that is impressive to visitors. In physical education pupils also gain from good quality teaching and the opportunity for all pupils to receive regular swimming lessons. As a result, standards are above those expected nationally. In design and technology, pupils achieve well in Key Stage 1 and develop a good sense of how things work and are beginning to make judgements about the outcomes of their work. Pupils make satisfactory progress in Key Stage 2 and by Year 6 use an increasing range of materials and techniques confidently and pay good attention to the function and quality of their finished product. In history, pupils make below average progress in both key stages. The teaching of the subject is not consistent and often the work that pupils are expected to do is not sufficiently challenging, nor does it make good use of their literacy skills, particularly at the end of Key Stage 2. In geography, the overall development of pupils' skills is unsatisfactory in both key stages although there is some satisfactory progress in some aspects such as the understanding of local geography in Key Stage 1. In music, attainment is satisfactory overall; pupils' singing is enthusiastic but lacks the benefit of a regular accompanist. However, all pupils benefit from learning to play the recorder and, at the end of Key Stage 2, develop satisfactory skills in this instrument and in their understanding of notation.
10. Pupils who speak English as an additional language are well integrated into lessons and make good gains in speaking and listening skills in literacy. Pupils benefit from the skills of a specialist part-time teacher who gives an appropriate focus to the learning of basic skills and has a positive impact on the pupils' learning. Pupils with statements and those who are on the special educational needs register achieve well and make good progress towards the targets in their individual education plans because the lesson plans are appropriate for the pupils' needs and they receive well-focused support in lessons from the teaching assistants. Pupils, despite their difficulties, have good attitudes to their learning and work hard. Support for higher-achieving and talented pupils, which has very recently been introduced, is provided by a part-time teacher for some literacy and science lessons; it is too early to assess the impact of this work.

Pupils' attitudes, values and personal development

11. Pupils in Reception establish good working habits and quickly settle into school routines, becoming happy, confident and motivated learners. The vast majority of pupils have positive attitudes to school and learning. They are keen, enthusiastic, well

motivated and respond well to the teaching in lessons. Pupils' attitudes have a positive impact on the learning that takes place. Most are attentive in lessons, concentrate well, and listen carefully to their teachers. There are, however, some occasions when pupils are noisy in lessons and they are unable to sustain concentration for a significant length of time. A few pupils' learning is interrupted too frequently by visits to the toilet.

12. Pupils are well behaved in lessons and around the school. This good behaviour has a positive effect on life in the school and the learning that takes place. Pupils are clear about the standards of behaviour expected, understand the school rule and respond well to the school's high expectations. Behaviour in lessons is good overall although a few examples of lost concentration and restless behaviour do occur. Pupils play well together in the playground and most wait in an orderly manner for their turn on the wide variety of wheeled play vehicles. Pupils behave very well when they go swimming, with older pupils showing genuine concern for the welfare for the younger pupils. The school has had no exclusions despite admitting a significant proportion of pupils who have been excluded from other schools. In discussion, pupils expressed the view that some harassment and bullying does occasionally occur in the playground but none was observed during the inspection.
13. Relationships in the school are very good and a strength of the school. Pupils relate very well with teachers and other adults who work with them in the school. In lessons the very good relationships between pupils and their teachers make a positive contribution to the pupils' motivation and learning. Relationships with each other in lessons are usually positive, and while play outside is sometimes robust and boisterous, relationships remain good. In some lessons, pupils have too little opportunity to select their own resources or to show initiative. However, when pupils are given opportunities to work together they do co-operate well and learn from each other; this was evident in Year 4, when pupils collaborated well during a dance lesson and in Year 6, when pupils shared resources sensitively when learning to use a computer art program.
14. Pupils develop confidence and gain a sense of self-esteem in response to the ethos in the school. A considerable number of pupils from all year groups participate in the wide variety of extra-curricular activities offered by the school. As they move through the school, many pupils listen carefully to each other during lessons and are aware of other people's feelings. Pupils in Year 6 are actively involved in some of the daily routines in the school and respond very well to their responsibilities. Positive features are the competent manner in which Key Stage 2 pupils support younger pupils as their 'buddy' on the weekly swimming trips and the willingness they demonstrate in assisting in the dining hall serving lunch to younger pupils. Pupils also take part in paired reading sessions between different classes but none was observed during the inspection. However, there are few opportunities for older pupils to play a greater part in the life of the school, such as through an upper-school council.
15. The levels of attendance in the school are good and the school's rates of unauthorised absences are below average. Good attendance has a positive effect on learning. Pupils are punctual for school. However, there are too many occasions when lessons do not start or finish on time.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching is satisfactory overall and varies between poor and very good. Overall only one lesson out of the 77 observed was less than satisfactory. Forty per cent of the lessons seen were good and eight per cent were very good. Teaching was strongest in Key Stage 1, where over half the lessons observed were at least good and eleven per cent of the lessons were very good. The quality of this teaching was the major reason for the good progress that was observed in Key Stage 1 lessons.
17. The teaching in Reception was satisfactory overall but almost half the lessons observed were good and this was clearly reflected in the way that the children are quickly settling to life in a new school and in their enjoyment of the work that they are doing. The teachers work closely with the classroom assistants who play a significant role in the children's development. Teachers give high priority to children's personal and social development, encouraging them to play constructively and showing good management skills for those who have difficulty relating to others. Children have above average listening skills, which the teachers use well to capture their interest when reading or telling stories. Encouragement is given for children to talk about their work and the majority are confident and use their vocabulary appropriately. The teaching of the early stages of reading and writing are appropriate to the children's stages of development. There is effective teaching in mathematics, with teachers reinforcing children's understanding of the number system effectively in the other activities they take part in. Teachers make good use of the resources to develop pupils' knowledge and understanding of the world and are skilful in the way they plan for children to discover things for themselves. However, teachers do not emphasise the use of ICT enough to ensure that children are taught the necessary skills to enhance their learning through the use of computers. Teachers plan an appropriate range of activities for children's physical development and make good use of the outdoor play area which is well equipped to develop children's all round physical skills. Children's creativity is fostered well through art activities and the range of materials that are available for use. Regular musical activities capture children's enthusiasm as they sing songs from memory and quickly learn new ones. Teachers plan for regular imaginative play but there is, sometimes, a lack of adult intervention to help children develop their ideas. Whilst the quality of teaching is satisfactory and often good, the co-ordinator of the Foundation Stage does not systematically monitor the quality of teaching and learning so that the good practice is shared and the weaknesses addressed.
18. The quality of teaching in English is satisfactory overall and is good in Key Stage 1. Teachers plan well and have clear learning objectives which they share in the best lessons with the pupils. They use a range of appropriate teaching strategies to meet the needs of the pupils and achieve the lesson objectives. Teachers have satisfactory subject knowledge but do not yet benefit from the new progressive scheme for the phonics teaching that is to be introduced shortly after training for staff. As a result, many of the lower-attaining pupils do not have secure strategies for breaking down unfamiliar words. Pupils benefit from a good pace to most lessons and their learning is reinforced well in the majority of plenary sessions at the end of lessons. Whilst the teaching of writing skills is satisfactory, there are not enough planned opportunities for pupils to develop these skills across the curriculum. The marking of pupils' written work is also inconsistent and does not systematically identify what they have to do to improve their work. As a result, some pupils, and particularly the older higher-achieving ones, do not make the progress of which they are capable. Teachers generally use their assistants well and in the best lessons the assistants interact meaningfully with pupils, ensuring they follow and understand the lesson. Teaching assistants are less effective when they mark pupils' books during

the teaching input and are less aware of individual pupil's needs for the follow-up group work.

19. The quality of teaching in mathematics is satisfactory in both key stages. Teachers have secure knowledge of the subject, plan their lessons well and have good relationships with their pupils. Where teaching is best, expectations are high, the structure of the National Numeracy Strategy is used well to ensure that the lesson has good pace, and the teaching inspires pupils to do their best. This was clearly shown in a Year 2/3 lesson where a wide range of interesting teaching strategies excited the pupils. Teachers make good use of the well-trained teaching assistants and their support and intervention help pupils with special educational needs to make good progress towards the targets set for them. However, teachers make too little use of homework to consolidate and build on pupils' learning and to encourage personal study.
20. In science, the teaching is satisfactory in Key Stage 1 and good overall in Key Stage 2, where there are higher expectations of what pupils can do and a wider range of strategies to engage and retain pupils' interest. In both key stages, teachers encourage pupils to hypothesise before they carry out investigations and this practice is helping to develop pupils' scientific vocabulary when they explain their findings. Teaching and learning is less good when pupils are not involved enough in the setting up of investigations and are not given opportunities to use their scientific vocabulary to explain their findings.
21. Although the teaching observed in ICT during the inspection was satisfactory, a lack of subject knowledge and an under-use of computers across the curriculum is resulting in standards that are lower than national expectations in both key stages. Good use is made of some teachers' expertise when there is an exchange of classes for ICT lessons. However, there are too few examples of whole-class teaching of the basic skills and this is resulting in pupils' inability to access the range of programs that could enhance their learning in other subjects.
22. Teaching is satisfactory in religious education and is leading directly to pupils meeting the requirements of the locally agreed syllabus. Teaching is best in Key Stage 1 where pupils are learning about the values as well as the traditions of different faiths. Good quality teaching and good subject knowledge is leading to pupils making good progress in art and physical education across the school. Good teaching in design and technology, particularly in Key Stage 1, is helping pupils to apply their knowledge and skills in a range of practical tasks and to evaluate the finished product.
23. Teachers' planning is consistently good across the school, but a common weakness is that teachers do not always give enough attention to how activities are to be modified to cater for the higher-achieving pupils. As a result, these pupils do not always reach the standards they are capable of. The school has begun to address this problem by the appointment of a part-time teacher who works specifically with higher-achieving and gifted pupils. However this teacher will not work with all higher-achieving pupils and it is therefore important that their needs are appropriately planned for in the classroom. Teachers' subject knowledge is satisfactory overall and is good in physical education and art. However, in music, where most teachers teach their own classes, some do not have sufficient subject knowledge to develop pupils' skills further during lessons. Relationships are good and often very good between staff and pupils and this gives pupils confidence to respond positively to teachers' questioning and to ask for help when they have difficulties. The highly-trained teachers' assistants know their pupils well and often anticipate before a pupil

becomes disheartened through lack of understanding. Particularly good examples of this work were seen in Year 4 and Year 1 literacy lessons, when the assistant supported pupils sensitively during the initial teaching input.

24. A strength of the teaching is the good use of questioning that teachers employ to assess pupils' knowledge and to help pupils to deepen their understanding. This was particularly evident in a Year 5 geography lesson on water where pupils gained a deeper insight into its various uses. Teachers manage pupils well and generally the strategies are effective in maintaining good behaviour in lessons. Occasionally teachers are not consistent in their expectations and, when this happens, pupils talk excessively, lose concentration and do not produce enough work. The use of assessment to plan future work is satisfactory overall but it is good in Key Stage 1 where teachers' modification of future lessons ensures that weaknesses are addressed. The use of homework is satisfactory in Key Stage 1, particularly in the area of reading. However, in Key Stage 2, homework is not set consistently and this results in pupils not having enough opportunities to consolidate and extend their learning or to develop their personal study skills.
25. Overall, teachers make satisfactory use of the learning resources, but good use is made of resources in art and physical education and this contributes to some good attainment in these subjects. The quality of marking is variable; whilst the majority of teachers write supportive comments at the end of work, too few outline what pupils need to do to improve.
26. The teaching of pupils with special educational needs is good and they make subsequent good overall progress. Individual education plans are used well by teachers in the lesson planning so that the individual targets are addressed appropriately. Teachers make good use of their teaching assistants to support these pupils and help in the evaluation and setting of new targets. Pupils also benefit from the specialist input of a part-time teacher who works with these pupils on a regular basis. There is good quality and specific support provided for the pupils with English as an additional language. This effectively supports their learning, enabling them to play a full part in lessons.

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

27. The planned curriculum provides a broad and balanced range of learning opportunities that meet statutory requirements for all subjects of the National Curriculum and religious education. The curriculum in Key Stages 1 and 2 generally meets the needs of the pupils in the middle and lower ability ranges, but the school is less successful in meeting the needs of the potentially higher-attaining pupils because the teachers do not always plan appropriately challenging work for them. Too often the work for this group of pupils does not differ significantly from that provided for the rest of the class. At present, the school does not meet its aims to provide 'a planned and purposeful education that is matched to each child's needs', and 'learning that challenges all children to reach the highest standards of which they are capable'. In striving to meet these aims, the school has recognised that it needs to make better provision for the brightest children; for example Year 5 and 6 pupils are set by ability in some subjects and this is resulting in some good achievement, particularly in science. Some pupils have been given the opportunity to take part in an 'able pupil project', and an additional part-time teacher has been employed to work with groups of pupils that the school judges to be capable of higher achievement. This is a recent

initiative that has yet to impact upon the standards the pupils achieve, but to maximise the benefits to pupils, closer liaison between the specialist teacher and the class teacher will be required.

28. The foundation curriculum for the reception year comprises an appropriate balance of formal learning and play that takes full account of the goals in the six areas of learning that pupils are expected to reach by the end of the year. The planning for the teaching of basic core skills in language acquisition and mathematics is good and the use of national guidance ensures that the children's development in literacy and numeracy builds week on week on what they have already learned.
29. The school day is longer than the recommended minimum, considerably so in the Foundation Stage and Key Stage 1, so that swimming can be provided for all pupils each week. This enhances the curricular provision and gives much enjoyment to the pupils. The additional teaching time also enables all pupils to learn how to play the recorder, as well as giving the teachers the flexibility they seek to allow pupils to explore areas of the curriculum beyond the National Curriculum requirements. Time management, however, is not always efficient; for example, lessons often begin later than timetabled, so the impact of the additional teaching time available is reduced somewhat.
30. The National Strategies for Literacy and Numeracy have been implemented well and there are signs that they are now beginning to have an impact in the classroom: standards are gradually being raised. The systematic planning for the development and use of pupils' literacy and numeracy skills across the curriculum is under-developed overall but teachers plan the use of literacy and numeracy in subjects such as science, religious education and geography. Opportunities to improve standards in writing and spelling through subjects such as history and science are not exploited well enough. The presentation of pupils' written work is generally of a low standard. Similarly, the use of ICT is not as widespread as it should be. The teachers have concentrated on implementing the national initiatives for literacy and numeracy and as a result, the pace of development of ICT has been slow. With the very recent acquisition of new computers, the school has correctly identified further training in its development plan to up-date teachers' skills and confidence so that ICT is used to support pupils' learning across the curriculum.
31. The school places a high priority on pupils' personal development. Some aspects of personal, social and health education (PSHE) are well planned: sex education and issues relating to drugs misuse occur within the science curriculum, and the involvement of the health services and the community police in the programme for all pupils ensures that they are made aware of health issues and given accurate facts as part of their preparation for adult life. However, the scheme of work for PSHE is not broken down into individual years and means that the school cannot ensure that the overall provision is consistent and coherent.
32. The school is strongly committed to the principles of equality of opportunity and social inclusion and seeks to fulfil these commitments for pupils with special educational needs by providing high levels of classroom assistance. There are examples where this support is effective in ensuring that pupils with learning disabilities are able to participate fully in the lesson and make progress similar to that of their peers. By contrast, there are times when the assistants are not sufficiently aware of the key objectives and teaching points of the lesson, and the support for the pupils in such instances is less effective. Some pupils receive more intensive help by withdrawing them from lessons or assemblies. However, the school does not evaluate the

effectiveness of this withdrawal with sufficient rigour to ensure that the gains to pupils' learning outweigh the loss to their personal development.

33. The individual education plans for pupils with special educational needs are carefully drawn up and accurately identify the new targets for the pupils' development. The evaluation of these plans is systematically approached but does not at present involve the pupil in the process. The school is planning to introduce this involvement when up-dating its policy.
34. A major strength of the school is the extensive extra-curricular programme, made possible by the commitment of the staff, all of whom give freely of their time. The range of sporting activities is extremely wide and much better than that found in most primary schools. These activities provide pupils with opportunities to develop their talents and interests. In addition, links with other schools, through membership of the Braintree District Sports Association, enable pupils to engage in competitive sports, where they learn valuable lessons about how to be part of a team and accept defeat as well as success.
35. The school is situated in a new housing development that has not yet been completed and, as a result, the sense of community in the area is not yet well established. The school does, however, benefit from community support for some of the extra-curricular activities, and its use of the local area and facilities extends pupils' learning beyond the classroom. Visits to the local museum, for example, have helped pupils to understand the history of their locality. The use of the premises by local groups is helping the school to become an integral part of the community.
36. The staff strive to provide the pupils with facilities and experiences that will extend their learning, and they make considerable efforts to gain sponsorship and grants to carry out their intentions. They have met with some success; for example, the environmental and sensory garden has been developed from funds received from such sources.
37. The quality of overall provision for the pupils' spiritual, moral, social and cultural development is good. The provision is very good for moral development, good for social development and satisfactory for both spiritual and cultural development. The school assemblies are held daily. These have a strong sharing element. The daily act of collective worship meets the statutory requirements.
38. Assemblies make a satisfactory contribution to pupils' spiritual development overall. Themes such as rain watching, power of thunder and wind, and stories from other cultures and religions, for example the story of enlightenment of Buddha, and American Indians' creation story, make an important contribution. Appropriate music is an integral part of daily assemblies. However, disruptive behaviour of several pupils interferes in reflective atmosphere needed for pupils' spiritual development. Currently there is no planned provision through the curriculum for pupils' spiritual development; however, a satisfactory contribution is made by the incidental contribution of religious education, art and science. The keeping of animals and their babies in several parts of the school evokes awe and wonder. The provision of a board where pupils express their feeling, 'I wish for peace and harmony and no more wars', promotes reflective deep thinking. Visits are also arranged for pupils to visit churches. A visit to Glastonbury Abbey where pupils talked to the monks was one of the highlights of this year's school journey in March.

39. The provision for moral and social development is underpinned by the school rule – ‘we do not say or do anything to anyone that we wouldn’t have said or done to us’. This applies equally to all staff who serve as very good role models. The distinction between right and wrong is well promoted through personal and social education, circle time, induction and other routines of school life. Encouragement is also given through awarding stickers and praise in assemblies which cover subjects such as slavery, sexism and other moral issues such as protecting the environment and recycling of waste. Pupils are taught to be kind to each other and take responsibility for each other. The ‘buddy’ system of older pupils helping Key Stage 1 pupils for reading and when going swimming is good. Pupils’ raised awareness, of their responsibility in the playground and of the effect of bullying on pupils’ lives, helps to provide a safe environment for all pupils. The issues arising from World War II and the treatment of evacuees promote empathy. Collaboration is encouraged in science investigations and computer use. The excellent provision for extra-curricular activities also provide very good opportunities for pupils’ social development. Residential visits such as to Broadstairs and Ironbridge also make an important contribution to pupils’ social development. Regular visits from the police are an integral part of the school’s PSHE programme.
40. The satisfactory provision for pupils’ cultural development is reflected in sharing stories, celebrations, ideas and traditions, from Christianity, other religions and cultures, for example, Christmas, Easter, and Chinese New Year. Visits to museums, the Millennium Dome (on the headteacher’s birthday) and the seaside and participation in school presentations such as the whole-school pantomime provide satisfactory opportunities for pupils’ cultural development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. Overall the procedures for assessment are satisfactory for all subjects in the long term but there are weaknesses in some subjects in assessing pupils’ attainment in the medium and short term, and the use of assessment information for planning future work is unsatisfactory. Nationally recognised tests in English and mathematics are administered in Years 3, 4 and 5 and pupils are given a level that is entered on their progress report. Predicted targets are then set for the end of the next school year. These targets are reviewed termly and amended where necessary as a result of further assessments. Whilst the assessments give the school a clear record of individual pupil’s progress, the school does not analyse the assessments sufficiently so that strengths are built on and weaknesses addressed in future planning. As a result, opportunities are missed to ensure work is accurately focused to enhance the probability of each pupil’s targets being met. Individual short-term targets are set for literacy and numeracy and these successfully help the pupils to focus on key improvement areas. Teachers’ marking of work is supportive but inconsistent and does not give pupils enough information on how they can improve their work. Baseline tests are administered at the beginning of the school year for reception children. There are as yet few standardised assessments for the many pupils who join the school at the beginning of, and during, the academic year and this makes it difficult for the school to accurately assess a new pupil’s progress during that particular year; this is a weakness. However, the special needs co-ordinator has plans to introduce such a test and be more involved during the initial assessment stages. There is no standardised recording system used by teachers during the year, but records of pupils’ skills and knowledge in English and mathematics are transferred onto ongoing records and passed on to a pupil’s new teacher in September. In other subjects, too little information is consistently passed on. As a

consequence, teachers cannot accurately plan and build on pupils' previous attainment to ensure that work is challenging and develops their knowledge, understanding and skills systematically. A good model of ongoing assessment and record keeping is in place for swimming.

42. There has been insufficient analysis of statutory and non-statutory test results. What has been highlighted is last year's underachievement of boys compared with girls. The school is successfully addressing this weakness by deploying staff in specific ways to give boys a positive role model. There is good liaison with agencies, such as speech therapy, to implement statements of special educational need. The progress of all pupils with special educational needs is monitored carefully and good records are kept. Formal assessment does not extend to cover pupils' personal development; there is no on-going record of pupils' PSHE development, although a summary is made in a section of the annual reports to parents.
43. Staff and the headteacher know the pupils well and are committed to the care and welfare of pupils. The headteacher devotes a considerable amount of time to pupil care and well-being but formal arrangements for recording this support are not fully in place.
44. The school has effective systems in place to deal with any child protection issues that occur. Local procedures are complied with and staff are aware the headteacher is the designated responsible person. Staff receive regular training and they are all clear about the procedures to follow in the event of any concerns. Day-to-day first aid and care for pupils who are unwell are satisfactory and playground accidents are recorded. There is a sufficient number of trained first aiders on the school staff. The school has established satisfactory procedures to ensure all staff are aware of pupils with medical conditions. Due to the layout of the school site there are occasions when pupils play unsupervised. Frequent checks of the premises and site are carried out to a schedule drawn up by the authority surveyor. Appropriate action is taken where needed, but details of the issues and any action taken are not systematically recorded. Most equipment is subject to annual checks.
45. Formal procedures to monitor and improve attendance involving the help of the local authority education welfare officer (EWO) are in place and the school operates an effective first day contact scheme. Parents are immediately contacted when a pupil is absent without notification and this has ensured few unauthorised absences in the past year. The school follows the local authority recommendations for monitoring the registers and involves the EWO when concerns arise.
46. Procedures for promoting good behaviour are effective. Clear expectations on the standards of behaviour expected are implicit in the ethos and values of the school and are understood by pupils; any concerns about pupils are discussed with the headteacher but the procedures for monitoring and recording behaviour are informal. A brief behaviour policy supported with guidance on behaviour in the playground outlines expectations. It provides staff with clear guidance on procedures to follow and allows discretion to teachers when dealing with individual pupils.
47. Pupils' personal development is effectively supported through the caring ethos of the school which encourages respect for people's feelings and makes an effective contribution to pupils' self-esteem. Good work and effort are recognised in weekly 'sharing assemblies'. 'Silver leaf' and 'gold leaf' displays acknowledge pupil achievements. Individual staff are aware of the needs of pupils in their class and regularly discuss any issues that arise with the headteacher although there are no

formal standardised methods to record or monitor pupils' personal development apart from the end of year reports.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. The great majority of parents are supportive of the school, but there is a small number who expressed concerns about some aspects. Most parents who returned the questionnaires and attended the pre-inspection meeting unanimously agreed that their children liked school and that the school provided an interesting range of activities outside lessons. Most parents consider their children make good progress, the teaching is good, the school expects children to work hard, and the school helps pupils mature. The findings of the inspection support these views. However, a number of parents raised concerns about the levels and consistency of homework, lack of information about their child's progress and the very rapid increase of the school roll. Inspection evidence confirms some of these views.
49. The school is in the early stages of developing a productive relationship with parents. The headteacher and staff are always available to discuss any concerns, but currently there are only a few parents who work regularly in school to support pupils' learning. Included in this number are some fathers who work with pupils as part of the authority research on positive male role models. Some parents accompany pupils on their weekly swimming trips and some regularly help in lessons and around the school. An active Friends' Association organises social and fund-raising events. It raises considerable funds resulting in the purchase of playground equipment, contributions towards school trips and Christmas presents for pupils. Arrangements for settling new pupils into the school in Reception are well organised and provide good opportunities for pupils to become familiar with their new surroundings. However, the arrangements for pupils who join during the school year are less well developed. Reading books are taken home regularly and many parents support their children's reading by regularly listening to them read at home. Reading diaries provide a good link to support reading at home and many parents also use them as a regular method of communication between the school and home. A pattern of regular homework has not been established to reinforce learning in lessons or prepare pupils for transfer at the end of Year 6. The homework policy outlines general guidance but does not give parents the specific information about the homework their children will receive each week, nor information to enable them to support their children's learning at home. Parents whose children are on the special educational needs register are appropriately involved in all aspects of the drawing up and review of their child's individual education plans.
50. The quality of information provided by the school for parents is satisfactory overall, but it does have some shortcomings. Weekly newsletters keep parents well informed about school matters, key dates and forthcoming events. The prospectus contains some useful information on school routines but, like the governors' annual report to parents, it lacks some statutory statistics on pupil absence. Termly parents' meetings provide good opportunities for parents to discuss pupils' progress or any concerns. Annual end of year reports are satisfactory and inform parents about what their children know and can do as well as providing brief information on where they need to improve. However, parents receive very little information at the beginning of the term about the topics and other aspects of the curriculum and this reduces their ability to support and encourage their children's learning. Meetings have been held to explain the National Literacy and Numeracy Strategies and to discuss the homework policy and home school agreement.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The headteacher is very hardworking and demonstrates a great commitment to high quality relationships within the school. This has been an important priority during the school's rapid expansion in the last two years. She has built up a team of loyal, hard-working and dedicated staff who have a shared commitment to improving standards. The use of teachers' expertise in subjects such as ICT, music and swimming, together with the setting arrangements to meet the wide range of educational needs of the older pupils, creates valuable opportunities for pupils to benefit from the good subject knowledge and enthusiasm of individual teachers. However, there are some weaknesses in the leadership and management of the headteacher and key staff. The planned development of the school's growth, as outlined in the draft school development plan, is not sufficiently detailed to give a clear educational direction to the school. Subject co-ordinators monitor teachers' half-termly planning as part of their role but some do not have the appropriate experience to bring a consistency across the school to the monitoring of teaching and learning. The balanced development of the school is made more difficult by both of the school's senior managers teaching full-time in the early years where they have reduced influence on the day-to-day teaching and learning in the rest of the school. The headteacher, as a result, has assumed too many management roles, including responsibility for Key Stage 2, as well as managing the overall development of the school.
52. The governing body is very committed to supporting the school and satisfactorily fulfils all its statutory duties except for a statistical omission in its annual report to parents. However, very frequent changes in the make-up of the governing body have made it difficult for the school to establish long-term relationships with individual members and make use of their expertise. Governors do make regular visits to the school and have observed literacy, numeracy, science and sex education lessons and discussed their observations with staff. They also scrutinise the results of National Curriculum tests and have recently received up-to-date curriculum summaries from the co-ordinators. As a result, they are aware of the strengths and weaknesses of the school. However, the governors are not involved enough in the systematic evaluation of school developments, nor involved enough in the initial discussions before the school development plan is formulated. Consequently, the governors' role in shaping the direction of the school is, at present, not fully developed.
53. The management of the school's special educational needs provision is satisfactory. The special educational needs co-ordinator is experienced, effective and committed to further improve the school's provision. However, at present she does not have enough release time to oversee the work of the expanding special needs team, nor to monitor the quality of teaching and learning for these pupils in the classroom. As a result, her expertise is not sufficiently shared with the other teachers.
54. The school's aims and values are clearly reflected in the life of the school and are being particularly successful in offering a breadth of education to all its pupils. This is particularly the case in the outstanding provision of extra-curricular activities for a very large number of its pupils. The school has also been successful in developing as a centre for increased community interaction.

55. There are satisfactory procedures in place for appraisal of teaching and non-teaching staff and, as part of this procedure, the headteacher regularly monitors the quality of teaching in the classroom. She is also helped in this role by the literacy and numeracy co-ordinators who have both monitored the quality of teaching in their subjects. However, the effectiveness of this work is reduced as targets for improvement are not consistently set or followed up at a later date. There has been clear development of the co-ordinator role in the last year, with co-ordinators responsible for the monitoring and purchasing of resources and the monitoring of teachers' planning. At present, however, co-ordinators do not monitor pupils' work on a regular basis to ensure that the work planned by teachers is carried out and that standards are appropriate.
56. Previous development plans have been instrumental in the successful implementation of literacy and numeracy plans but, due to time restraints, have not had time to impact sufficiently on standards in ICT. The present draft school development plan does not successfully address some weaknesses in the school that have been identified by the local authority inspectorate, nor clearly outline the changes needed for the continued development of the school. In its existing form, the plan is an unsatisfactory document that is unlikely to ensure a carefully managed development of the school or contribute to the raising of standards. The setting of personal targets for individual pupils, as part of their annual assessments, is a good initiative and the termly review of these targets provides a good opportunity for all staff to discuss the strengths and weaknesses of individual pupils.
57. The school, for the present year, has retained a significant proportion of its budget for the employment of two new teachers in the new year. The spending on support staff is well above the national average but the work of these staff is generally very effective and contributes significantly to the learning in the classroom. This is particularly the case for pupils with English as an additional language and those with special educational needs.
58. There are very good financial systems in place with governors regularly monitoring spending. The headteacher and the part-time bursar carefully oversee the school's budget. The school secretary also makes a significant contribution to this work by overseeing the day-to-day administration of the school finances. The school makes good use of new technology for the running of accounts and for managing pupil records. All recommendations of the last audit have been put into place. Specific grants are used effectively, particularly in the case of special educational needs. The school has recently employed a part-time teacher whose work is principally involved with the higher-achieving and gifted pupils. The school gives satisfactory consideration to the principles of best value. It carefully considers its comparison with local schools and shows good regard to competition by carefully ensuring that it gets the best possible deal when buying resources. This was particularly evident in the very recent purchase of an adventure playground. Overall the school gives satisfactory value for money.
59. The school's staffing, accommodation and learning resources are satisfactory overall. There is a sufficient number of qualified teachers with the training and experience to meet the needs of the curriculum. There is a high number of dedicated support staff who make a very valuable contribution to the quality of pupils' learning. They keep up to date by attending courses and have a clear understanding of their respective roles and responsibilities. All staff have appropriate job descriptions which are regularly reviewed.

60. There are sound arrangements in place for the professional development of staff. All members of staff are appraised by the headteacher and training is identified to meet individual and school needs. However, the impact of training on teaching is not systematically and rigorously monitored. Training days are used effectively and focus on agreed aspects of the school's curriculum and organisation. They are also used successfully to strengthen teamwork amongst the growing number of teachers. Teachers new to the school, as well as newly qualified teachers, are supported well by colleagues.
61. The school's accommodation is adequate for the delivery of the National Curriculum but shortage of space does restrict the use of ICT in some classrooms. The school is very well maintained by the caretaker and his cleaning staff. The school library was originally planned to be the school caretaker's room, and some subjects, such as music, design and technology and ICT do not at present benefit from specialist teaching areas. The outdoor accommodation is very good and is well used for playtimes, physical education lessons and extra-curricular activities. A pond and wildlife garden are used effectively to support pupils' learning. Members of staff, parents and pupils are developing a sensory garden to support pupils' spiritual development.
62. Overall, resources for learning are satisfactory and most are used effectively. However, ICT resources are not used well to support learning in other areas of the curriculum. Subject co-ordinators manage their own budgets, but spending on resources is not yet considered strategically as a school to ensure subject shortfalls are addressed.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. In order to improve the quality of education offered by the school, the headteacher, staff and governors should:

- (1) raise standards in English, mathematics and science in Key Stage 2 by:
 - analysing assessments more effectively to plan the next stages in pupils' learning and ensuring that work is challenging and well-matched to their abilities;
 - improving the quality of teachers' marking to indicate to pupils how they can improve their work;
 - ensuring that the monitoring of teaching is more consistent and followed by clear and measurable targets set for improvement;
 - creating more opportunities for the good teaching practice in the school to be shared;
 - ensuring homework is used more consistently to enhance pupils' learning and to encourage personal study;
 - planning more opportunities for pupils to write at length and to use their writing skills in other subjects;
 - planning more opportunities for pupils to use their numeracy skills across the curriculum;
 - improving the quality of pupils' spelling and presentation.(Paragraphs 2,4,5,6,24,27,30,41,49,51,55,60,86,89,90,99,100,130)

- (2) raise standards in information and communication technology by:
 - providing in-service training for teachers to improve their skills with the range of programs;
 - ensuring that all the programmes of study are taught on a regular basis;
 - planning more regular use of computers to support pupils' learning across the curriculum.(Paragraphs 7,21,30,97,125,126,134-139)

- (3) strengthen the management of the school by:
 - reviewing the roles of the senior management team to ensure good quality monitoring of teaching and learning in both key stages;
 - ensuring that there is sufficient flexibility and expertise within the senior management structure to cope with the demands of the forecast growth in the school roll.(Paragraphs 51,55,56,69,94,100,126,133)

- (4) improve the quality of the school development plan by:
 - evaluating the previous plan fully and vigorously;
 - ensuring that identified weaknesses are included, prioritised and costed and that key personnel are clearly identified;
 - setting clear criteria for judging the success of the individual developments;
 - involving the governing body more in the drawing up of the plan and in the monitoring of the developments;
 - regular feedback of the progress of the plan at staff and governors' meetings.(Paragraphs 51,52,56)

Other issues which should be considered by the governors and school:

Involving pupils with special educational needs in the evaluation of their individual education plan.
(Paragraph 33)

Improve pupils' attainment and progress in history and geography.
(Paragraphs 122-124,127-133)

Ensure that parents are aware of the transport safety arrangements for the weekly swimming lessons.
(Paragraph 66)

OTHER SPECIFIED FEATURES

64. The inspection of the school included a focused view of swimming, which is reported below. Observations from the lesson observed, of pupils' records, and from the arrangements for the teaching of swimming, indicate that all pupils will achieve or exceed the national requirements by the end of Key Stage 2.
65. The quality of teaching by the instructors and accompanying members of staff is very good and is directly responsible for the very good progress made by pupils. The instructors and well-qualified members of staff display very good knowledge of the subject and give clear instructions and demonstrations. Pupils are provided with a very good range of activities to challenge and extend their skills and ensure that lessons move along at a brisk pace. High expectations of effort and concentration are set and instructors, teachers and other members of staff are very supportive in their approach to pupils' learning. As a result, pupils enjoy going swimming. Their positive attitudes and responses to the opportunities provided make a very positive contribution to their learning.
66. The quality of provision is very good. Excellent procedures are in place for ensuring that all pupils go to and return safely from the pool. However, the bus used to transport pupils to and from the pool during the inspection week was not equipped with safety belts for passengers. Lessons are arranged so that older pupils travel with younger ones, and they are very caring towards them. There is very good adult/pupil supervision ratio throughout the time that pupils are away from the school. The pool is well maintained and is efficiently patrolled by lifeguards. Arrangements for changing are very good and ensure that time is well used. The water is at an appropriate temperature for the pupils to gain confidence and there is a very good ratio of instructors to pupils. The swimming instructors and members of the school staff target pupils' practices well and monitor their progress carefully.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	77
Number of discussions with staff, governors, other adults and pupils	43

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8	40	51	0	1	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)		372
Number of full-time pupils eligible for free school meals		45

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y7
Number of pupils with statements of special educational needs		4
Number of pupils on the school's special educational needs register		53

English as an additional language

	No of pupils
Number of pupils with English as an additional language	19

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	71
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

	%
School data	3.5
National comparative data	5.4

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	16	11	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	14	15
	Girls	10	10	10
	Total	23	24	25
Percentage of pupils at NC level 2 or above	School	85 (82)	89 (77)	93 (92)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	10	10	10
	Total	25	25	25
Percentage of pupils at NC level 2 or above	School	93 (88)	93 (88)	93 (62)
	National	82 (81)	86 (85)	87 (86)

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

NB Data is excluded from reports when the year group is 10 or fewer. This applies also to groups of boys and girls if their number is ten or fewer.

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999		-	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total			13
Percentage of pupils at NC level 4 or above	School	59 (65)	53 (59)	76 (69)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total			14
Percentage of pupils at NC level 4 or above	School	65 (65)	59 (65)	82 (71)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	6
Black – other	5
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	1
White	275
Any other minority ethnic group	7

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y7

Total number of qualified teachers (FTE)	16.2
Number of pupils per qualified teacher	23
Average class size	26.6

Education support staff: YR – Y7

Total number of education support staff	17
Total aggregate hours worked per week	480

Exclusions in the last school year

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

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

Financial information

Financial year	1999
	£
Total income	512,822
Total expenditure	492,652
Expenditure per pupil	1590
Balance brought forward from previous year	-15,000
Balance carried forward to next year	5,170

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

293

Number of questionnaires returned

123

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	34	1	0	0
My child is making good progress in school.	54	38	6	1	1
Behaviour in the school is good.	39	44	11	3	3
My child gets the right amount of work to do at home.	22	46	21	9	2
The teaching is good.	48	39	6	1	6
I am kept well informed about how my child is getting on.	40	40	18	1	1
I would feel comfortable about approaching the school with questions or a problem.	49	38	11	2	0
The school expects my child to work hard and achieve his or her best.	50	41	6	1	2
The school works closely with parents.	47	31	14	2	6
The school is well led and managed.	52	31	7	3	7
The school is helping my child become mature and responsible.	51	41	4	2	2
The school provides an interesting range of activities outside lessons.	71	26	1	0	2

Other issues raised by parents

School to have more say in the school's rate of growth.

Some of the new pupils were causing behaviour problems in the classrooms.

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

67. The school has grown rapidly since it opened in 1998. At that time, most of the children entered the reception classes from families moving into the area, and their experiences of pre-school education were very mixed. As the area has become more settled with the completion of much of the new housing, the children's experiences are less diverse and the majority have attended a playgroup or a nursery. Baseline assessment of the children who joined the reception classes last year confirms that the majority began with the skills expected for their age. Although the baseline assessments had not been conducted at the time of this inspection, the evidence from the inspection suggests that the attainment of pupils who have joined the reception classes in the current year is similar to that of the previous year.
68. As the school has grown the co-ordinator for the Foundation Stage has developed a sense of teamwork with the staff deployed with the reception classes. He has worked with them to develop a curriculum that takes account of the requirements in the six areas of learning that form the national Foundation Stage curriculum. The teachers work closely, but the co-ordinator's monitoring of teaching and learning is not rigorous enough to evaluate their quality, identify what works well and where things could be better for the further development of the Foundation Stage.
69. In their planning, teachers give due attention to communication, language and literacy and mathematical development, following the national programmes for teaching literacy and numeracy. The written work completed last year by the pupils in the reception classes indicates that the pupils made steady progress in their acquisition of the basic skills and they reached the standards expected by the end of the year. The teaching seen in these areas of learning was often good and should result in the children in the current reception classes achieving the early learning goals and with some exceeding them. Although the children have only recently started school, the satisfactory teaching in the other areas of learning and the provision for pupils to learn through a variety of activities and play, is resulting in satisfactory learning, with the children expected to reach the early learning goals by the end of the reception year.

Personal, social and emotional development

70. Although they have been in school for only a very short period, the children have settled well and come to school happily. This is due to the well-planned induction programme and to well-established routines for the start of the school day. A series of meetings for parents in the months before their children start school help parents to understand the curriculum and to prepare their child for school. However, the school does not provide much written information about the curriculum and the way it is taught. Parents whose children join the school later in the year have separate meetings with the headteacher and the co-ordinator, where the early years' curriculum and the parents' role in helping their child is discussed. The teachers give high priority to teaching pupils to work and play constructively together and they are skilled in managing the children's behaviour and teaching them to share and take turns. The classroom assistants play a significant role – they offer an abundance of comfort and quiet reassurance to those who have difficulties in relating to others.

71. Throughout the day the teachers ensure that the children have opportunities to join in class discussions. They are careful to ensure that questions are directed to the more reticent children, as well as those who are confident to talk about their experiences. The children have quickly learned that they have to listen to others and most do so with appropriate levels of concentration. On occasions, however, teachers' planning requires the children to sit and listen for too long. When this occurs, children lose concentration and their learning becomes less effective.
72. Among the teachers there is a good understanding of how young children learn and the more experienced staff are skilled in making the most of opportunities to reinforce pupils' understanding of right and wrong and help them to be kind and respect others' feelings. Story telling is used most effectively to help the children understand the consequences of words and actions on others. The children are also given time to engage in activities that they select for themselves. This helps to develop their independence, but sometimes the pupils are left for too long without adult intervention or interaction that would encourage dialogue and encourage them to explore their ideas.
73. Overall, the provision promotes the children's personal development effectively and the children should attain the early learning goals by the end of the reception year.

Communication, language and literacy

74. The teachers know how to capture the children's interest when telling and reading stories. Some are particularly skilled in using their voice and artefacts to add excitement that keeps the children spellbound. At this early stage in the year the majority of the children have better listening skills than typically found among their age group; they listen intently and follow the story, joining in and suggesting what might happen as the story progresses. The teachers encourage the children to join in discussion by seeking their views and asking them to talk about their work. The majority are confident and their vocabulary is developing appropriately. Opportunities to develop their language through role-play, taking on the roles of people such as customers and shopkeepers or doctors and patients are sometimes not exploited well enough because the 'home corners' do not always have the resources to stimulate and engage the children's imagination.
75. Most of the children are beginning to recognise commonly occurring words, and can identify and read these as they occur in stories. They are becoming familiar with the initial and final sounds of these words and many have a sufficient vocabulary to be able to make suggestions for rhyming words. The teachers use illustrations effectively to help develop the children's understanding of the structure of a story, and in one lesson the majority of pupils were observed making sensible suggestions for the beginning, middle and end of a story using a series of pictures as clues.
76. Planning to introduce writing is appropriate and most of the children are able to form recognisable letters that make their name. The teachers observe the children carefully as they work and provide writing activities appropriate to the children's stages of development. This enables the pupils to make steady progress and some are already writing some short familiar words. By the end of the year the majority should have reached the early learning goals in communication, language and literacy and some will exceed these.

Mathematical development

77. The teaching in this area of learning is effective and by the end of the reception year most children will have reached the early learning goals and some will have exceeded them. In addition to the more formal teaching of mathematics, the teachers are alert to drawing out mathematical learning in other activities and this helps to reinforce the children's understanding of the number system. The children readily join in with number rhymes and enjoy the practical activities that involve counting and putting objects into sets. In these activities the majority of the children were observed to count to ten accurately and most recognised and read the numerals from 1 to 9. When arranging objects into sets, the children were able to justify their answers, explaining, for example, that a red toy car did not belong to a particular set because all the others were blue.
78. The children are making steady gains in their learning, but learning was at its best when the activities captured their imagination. They were particularly motivated by the teacher's use of a puppet that 'recited' numbers, and they took great delight to say when the puppet made a mistake, which they then corrected. This activity did much to reinforce the children's understanding of the order of numbers. The children are also learning how to order objects according to their size and they use mathematical language, such as 'longer than', to make comparisons.

Knowledge and understanding of the world

79. The teachers plan activities that encourage the children to investigate and explore the world around them. They are skilful in the way they guide the children to find things out for themselves. For example, the children were helped to use their senses of touch, smell and taste to describe an apple. They showed interest as they worked with an adult to cut the fruit and count the seeds and asked relevant questions that helped them to understand how fruits grow.
80. The reception classes are well resourced and the teachers use these resources effectively to promote the children's understanding of different materials and their properties. The children recognise the differences between wet and dry sand and realise that wet sand lends itself much more readily to forming different shapes as they press the sand in their hands. They enjoy playing with construction kits and show an awareness of the key features of the items they model, such as buildings and rockets, as they join the pieces together.
81. Each of the reception classes has its own computer equipment which the children are eager to use. They are in the early stages of learning to use the equipment but often do not receive enough teaching to ensure that they use the equipment purposefully. The teachers give attention to the use of ICT in their planning but do not always ensure that the children are taught the necessary skills to enable them to make the best use of the facilities. Overall, the teaching in this area of learning is satisfactory and the children should achieve the early learning goals by the time they enter Year 1.

Physical development

82. The outdoor play area for the reception classes is very well equipped and the children are developing their physical skills and awareness of how to use space as they run, climb and ride bicycles. The staff ensure that all the children have regular access to outdoor play. In addition, timetabled sessions in the hall provide opportunities for the

children to learn how to move with control and co-ordination. In these more formal sessions, the teachers plan a range of appropriate activities to encourage pupils to move in different ways. For example, the children enjoyed adapting their movements to represent a 'wriggly worm' or a 'butterfly'. Their movements were imaginative and the teacher made effective use of demonstration to help the children develop their own skills.

83. The teachers manage the activities well to ensure the children undertake physical exercise safely. The teaching and the range of activities are satisfactory, and help the children to make steady progress in the development of their physical skills.

Creative development

84. Overall, the teaching and planning for the children's creative development are satisfactory, and the children should achieve the early learning goals by the end of the year. The children's creativity is fostered well through art activities, where they use a range of media and materials to draw, paint and make models. The children's work on display is original and they have used colour and texture imaginatively to create different effects.
85. The teachers include musical activities regularly, and pupils join in enthusiastically as they sing simple songs from memory and learn new ones. The teaching in one of the lessons seen was particularly effective because the lesson was well paced and the children's interest was captured by including both familiar and new songs. This resulted in the children making good gains in their understanding of how they can use dynamics in parts of the verse. The teachers also give time for imaginative play, but sometimes children do not have enough adult intervention to help them develop their ideas further.

ENGLISH

86. Results of the 1999 National Curriculum tests show that by the age of eleven, pupils' attainment is well below the national average and the number of pupils achieving the higher level is below average. When compared with schools having pupils from similar backgrounds, attainment is also well below average. However, the majority of this group of pupils had been in school for less than a year. The results of the 1999 National Curriculum tests show that by the age of seven, pupils' attainment is above average in reading and average in writing when compared to national averages and to similar schools. The proportion of pupils achieving higher levels is above average in reading and close to the national average in writing. Whilst the results show an overall improvement from the previous year accurate comparisons cannot be made because of the large proportion of new pupils in this year group. Unconfirmed results for Key Stage 1 2000 show that the percentage of pupils achieving or exceeding the expected level fell slightly. In Key Stage 1, girls outperformed boys, particularly at the higher levels; in Key Stage 2, although the results improved for both boys and girls on the previous year and particularly in reading, only girls achieved the higher level for writing. Inspection evidence shows that attainment is average at the end of Key Stage 1 and below average at the end of Key Stage 2, where there is a higher than average proportion of special educational needs pupils.
87. Pupils at the end of Key Stage 1 have developed good speaking and listening skills. Most pupils can listen attentively and talk with confidence. They describe the books

they are reading and offer opinions about the story. Pupils at the end of Key Stage 2 have satisfactory speaking and listening skills; they talk enthusiastically about authors and about work they are doing in other subjects, for example about the Vikings. Drama is being increasingly used to develop speaking and listening skills and the pupils showed good enthusiasm for this work.

88. Overall, pupils' attainment in reading is within national expectations and the great majority make satisfactory progress. In Key Stage 2 pupils read accurately, talk about what they have read and give reasons for their choice of books. Higher-attaining pupils at the end of Key Stage 1 read at the level appropriate for their ability. These pupils describe the plot and the characters. Older pupils have sound prediction skills and make interesting comparisons with other books. Lower-attaining pupils are reading below the national average but at an appropriate level. However, a significant minority of pupils have insecure skills and no established strategies for reading unfamiliar words. This is partly due to there being no progressive scheme for the teaching of phonics. However, the school is addressing this weakness in the subject development plan. Pupils were observed in lessons reading aloud and with confidence in groups. Most pupils are enthusiastic when talking about books they like to read. Their knowledge of authors is satisfactory at Key Stage 2 because they are introduced to a range of authors and genres in the literacy hour. This range of texts contributes to pupils' cultural development. However, pupils' personal choice is often limited to the same author and genre. Teachers use the first session of the literacy hour well to show pupils how to respond to text. This was demonstrated during a Year 5 lesson that focused on play reading and in another lesson at the end of the key stage where the pupils were studying and discussing the use of language in 'The Just So Stories' and learning about the use of alliteration. Older pupils have satisfactory library skills, knowing how to locate information using the contents and index and using a glossary appropriately. There is a present focus on reading in the school with the new initiative of 'Story Sacks' helping to deepen pupils' interest and enthusiasm for books.
89. By the end of Key Stage 1 pupils' attainment in writing is average. Higher-attaining pupils are beginning to develop a narrative style in their writing and usually use capital letters and full stops correctly. Lower-attaining pupils are still struggling with letter formation and have a limited vocabulary. They write about events in their lives with good support from the teaching assistants. By the end of Key Stage 2 pupils write in many forms and for different audiences but their attainment is below average. The scrutiny of work showed that progress has been made through the key stage by all pupils in the use of vocabulary, dialogue and punctuation. However, spelling is a weakness throughout the key stage. Individual target setting has been introduced as a way to improve standards, which the school acknowledges are not sufficiently high. Presentation of work throughout both key stages is below expectations.
90. Literacy lessons are well planned and usefully evaluated. A present weakness in the school's literacy strategy is the limited number of opportunities that pupils have for extended writing and for practising their writing skills in other subjects. This was very noticeable in history where very few examples existed of pupils' writing for different purposes. However, in science, good opportunities are created when pupils write up their investigations. Good opportunities exist through the curriculum for the planned development of pupils' reading and speaking and listening skills and these make a noticeable contribution to the development of these skills.

91. Pupils respond to their lessons enthusiastically and enjoy contributing ideas to discussions. They listen well during whole-class learning. Pupils in groups and those working on their own concentrate appropriately and show good collaboration skills when working together. In a few classes some pupils go off task while the class teacher is working with groups, become noisy and do not produce an adequate amount of work.
92. Progress made by pupils with special educational needs and those with English as an additional language is good overall. Targets on pupils' individual education plans are given due consideration in teachers' planning and extra help from experienced and skilled assistants helps to ensure that pupils take a full and active part in lessons. Some higher-achieving and talented pupils benefit from specialist input from a part-time teacher and make resulting good progress.
93. The quality of teaching is satisfactory overall; it is good in Key Stage 1 and satisfactory in Key Stage 2. Where the teaching is good, planning is effective with clear aims; learning objectives are clear and the pupils understand what is required of them and what they will have learned by the end of the lesson. Teachers use a range of appropriate teaching strategies to meet the needs of the pupils and achieve the lesson objectives. In many lessons, the clear structure of the literacy strategy was followed and pupils were given time warnings, which kept the pace brisk. In the majority of lessons the plenary session is used well to reinforce what the pupils have learned. Teachers' expectations are not always high enough for higher-achieving pupils and as a result these pupils do not make the progress they are capable of. Day-to-day marking lacks consistency and rarely identifies for pupils what they need to do to improve their work. This is particularly evident in pupils' pieces of writing and is a reason for pupils' slower progress in Key Stage 2. Teachers generally use their assistants well and in the best lessons the assistants interact with pupils during the main teaching input, ensuring they follow and understand the lesson. Teaching assistants are less effective when they mark pupils' books during the teaching input and are subsequently less aware of pupils' needs for the group work.
94. Long-term planning for English is good and ensures a comprehensive and balanced curriculum through which most pupils make satisfactory progress. There is satisfactory co-ordination of the subject; the co-ordinators scrutinise planning regularly and monitor teaching and learning. However, targets for improvement are not yet followed up systematically which reduces the overall effectiveness of this work. Resources are satisfactory overall; class libraries are adequate with a range of fiction. The present library is too small for the school's size and is not large enough for class library lessons. It does, however, have an adequate supply of good quality non-fiction and fiction books. A new library is to be built in the next phase of building.

MATHEMATICS

95. Results of the 1999 National Curriculum tests show that by the age of eleven, pupils' attainment is well below the national average with just over 56 per cent reaching the expected standard. However, the number of pupils achieving the higher level is above the national average. When compared with schools having pupils from similar backgrounds, attainment is below average. The results of the 1999 National

Curriculum tests show that by the age of seven, pupils' attainment is above average when compared to schools nationally, and to similar schools. The number of pupils achieving higher levels is close to the national average. The results for 1999 show a very significant improvement in standards at the end of Key Stage 1. No similar comparison can be made in Key Stage 2 because of the small number of pupils in the year groups. Unconfirmed results for the 2000 Key Stage 1 tests show that the percentage of pupils achieving or exceeding the expected level has remained the same. The results for 2000 for Key Stage 2 show a noticeable increase in the percentage achieving the expected level compared to the previous year. Inspection evidence indicates that the present standards of attainment are average at the end of Key 1 and below average for pupils currently in Year 6. However, the present Year 6 contains an above average proportion of special educational needs pupils with a significant proportion having been in the school for less than a year.

96. By the end of Key Stage 1, the majority of pupils recognise number sequences such as odd and even numbers. They are beginning to understand the place value of digits, and to sequence numbers to 100, while higher attaining pupils understand place value to 1000. Most pupils throughout the key stage are developing confident mental calculation skills. They count on and back in tens to 100 and most count sets of objects reliably and use mental recall of addition and subtraction facts to ten and above. Pupils are developing a good understanding of two- and three-dimensional geometric shapes. They use correct names for shapes such as rectangles, triangles and squares, and group them according to the number of sides, corners, faces and edges. Pupils in a Year 1 lesson, for example, could tell that the corners of a square are all the same, and that the lengths of the sides are equal. Most pupils measure and order objects using direct comparisons, know the days of the week and read time to the hour.
97. By the end of Key Stage 2, pupils have developed a sound understanding of number work, which is central to the requirements of the National Curriculum and the National Numeracy Strategy. However, pupils are less secure in devising and explaining the strategies they use to solve problems, and too little is expected of them in this respect. The majority of pupils show an understanding of place value to 1000. Higher attaining pupils use their understanding of place value to multiply whole numbers and decimals by 10, 100 and 1000. Pupils in a Year 5/6 lesson were observed halving and doubling numbers to 1000. Examples of past work show that they use simple fractions that are several parts of a whole, and recognise when two simple fractions have the same value. Higher-attaining pupils accurately calculate fractions and percentages of quantities and measures. By the end of Year 6, all pupils use standard metric units in a range of contexts covering length, capacity, mass and time. In this key stage pupils have too few opportunities for data handling and standards are below what is expected for their age. ICT is not used well enough to promote data handling skills.
98. Pupils enter the school in Key Stage 1 with average levels of attainment in mathematics. The quality of teaching and learning is satisfactory overall in both key stages, and pupils make sound progress. Of the six lessons observed in Key Stage 1, one was very good, one good and four were satisfactory. All six lessons seen in Key Stage 2 were satisfactory. Teachers have secure knowledge of the subject, plan their lessons well and have good relationships with their pupils. Where teaching is best, expectations are high and pupils are well motivated through effective questioning which challenges their thinking and understanding. A common feature of the good lessons is the way in which the structure of the National Numeracy Strategy is used to ensure that the pace and challenge of the teaching inspires pupils to work hard. A

very good example of this was observed in a Year 2/3 lesson where the teacher very effectively motivated her pupils through employing a wide range of interesting teaching strategies. In this lesson, the teacher and support assistants continued to challenge pupils as they worked on tasks.

99. Although no unsatisfactory teaching was observed, teaching has shortcomings where the mental mathematics session and teachers' explanation at the beginning of lessons fails to motivate and challenge pupils. In these lessons, expectations of what higher-attaining pupils can do are not demanding enough. In most lessons teachers make good use of the well-trained support staff. However, in some lessons, their expertise is under-used during the initial whole class session. Pupils with English as an additional language and special educational needs receive good support from teaching assistants; this good support enhances their learning and contributes to their good overall progress. In lessons where time limits are not set, some pupils waste time in idle chatter. Most pupils enjoy mathematics. Their good behaviour and attitudes have a positive impact on their learning. In lessons where expectations are high, pupils concentrate well, work at a good pace, discuss their work sensibly and are enthusiastic to answer questions. Most teachers give good oral feedback as pupils work and set targets for their next stage of learning. The marking of pupils' work is inconsistent and often does not show pupils how they can improve their work. Expectations of pupils in their written work are also inconsistent, and as a result it is neater and more organised in some classes than in others. Teachers place appropriate emphasis on developing correct mathematical vocabulary and this makes a sound contribution to pupils' literacy skills. Too little use is made of homework to enhance pupils' learning and to encourage personal study.
100. The subject co-ordinators have worked hard to improve standards. They have updated the scheme of work, which effectively supports teaching and learning. Assessment procedures are satisfactory and each pupil is provided with individual targets. Although class teachers assess pupils new to their classes, there are no whole-school procedures for this. Since the implementation of the National Numeracy Strategy, teaching has been regularly monitored by the co-ordinator and by the numeracy consultant but targets for improvements have not been systematically set or monitored. The co-ordinators now plan to carry out more rigorous monitoring of National Curriculum tests and assessments to identify weaknesses in provision. The planning for numeracy is in the early stages but pupils' mathematical development is helped by its planned use in subjects such as science and geography. There are good curricular links with the mathematics department in the secondary school to which most pupils transfer.

SCIENCE

101. Analysis of the national end of Key Stage 2 tests for the school in 1999 shows that compared with all schools, standards were average but below average when compared with similar schools. However, the 1999 Year 6 cohort had a very high proportion of new pupils joining the class through the year. Unconfirmed results for the 2000 National Curriculum tests show that the proportion of pupils who achieved the expected standard fell very slightly. Inspection evidence shows that the present group of eleven-year-olds is making good progress but their attainment is below average. However, the group does contain a higher than average proportion of pupils on the special educational needs register.

102. The analysis of work for last year's eleven-year-olds show that their attainment was average in all areas of the subject except for weaknesses in the physical processes. The present Year 6 pupils recognise that scientific ideas are based on evidence. In their approach to investigations, they understand the importance of a fair test and know how to vary one variable while keeping the others the same. In their investigations of changes caused to materials by heating, they use their knowledge of reversible and irreversible changes to make simple predictions and draw appropriate conclusions. They formulate questions that can be tested scientifically, designing a fair test that, for example, enables the accurate classification of substances according to their material properties. Pupils make good use of their literacy skills when writing up their investigations. Pupils with special educational needs receive good support from the teacher assistants and achieve appropriately.
103. By the end of Key Stage 1 pupils' attainment is average. The great majority of pupils have an appropriate understanding of forces and know that pushes or pulls make things speed up, slow down or change direction. They suggest hypotheses that can be tested and, with support, can carry out a fair test. They make simple predictions about which model car will travel fastest based on their knowledge of different sizes of wheels. They use scientific vocabulary such as 'friction' accurately when they explain their findings. They record their observations in a variety of ways and are beginning to link cause and effect. Pupils with special educational needs and English as an additional language are also well supported and as a result achieve appropriately.
104. The quality of teaching seen during the inspection was consistently good in both key stages with one third of lessons being very good. The very good teaching is characterised by clear planning in which the teacher shares the lesson objectives with pupils, high expectations, and the use of a good range of strategies such as demonstration, discussion and practical group activities to engage and retain pupils' interest. For example, in a Year 6 lesson in which pupils heated materials such as cheese, chocolate, candle-wax and plastic, they made very good progress in learning because they were encouraged to work collaboratively, carry out scientific investigations systematically, make predictions and draw appropriate conclusions.
105. In Key Stage 1 good teaching was evident in both the Year 2 classes in which pupils were learning about forces in contexts which were familiar to them. In one class, wheeled vehicles were brought inside for pupils to learn about pushes and pulls. In another class, model cars were used to teach pupils about friction. In both classes the pupils made good progress in learning because the teachers made lesson objectives clear, set high expectations of pupil behaviour, and supported pupils well. In classes where there is a high level of adult support for group investigations, pupils make particularly good progress. Because the teachers in both lessons encouraged pupils to ask appropriate questions that could be tested scientifically, the pupils made good progress in learning about forces. In one class where the pupils had been encouraged to make predictions and use scientific vocabulary to explain their findings, the majority of pupils made very good progress in learning to carry out investigations.
106. The pupils generally show positive attitudes to science and are keen to put forward their own ideas. They are interested in investigations and most concentrate well when working collaboratively. They enjoy writing up their investigations and make good use of their literacy and numeracy skills in this work.
107. There is a clear policy in place in line with the new Curriculum 2000 requirements. The schemes of work have been reviewed and are based on the school's long and medium-term plans and the Qualifications and Curriculum Authority schemes of

work. These support teachers with lesson planning and assessment of pupils' work. Pupils in Years 5 and 6 are set by ability for science and are set appropriate targets. As a result, the teaching of science is well focused, is having a positive impact on the progress of the older pupils and makes a good overall contribution to pupils' social development.

108. The subject is competently managed by a hard-working and knowledgeable co-ordinator with clear ideas for the future development of the subject. Although she has only been in the post for a year, she has reviewed the school policy and scheme of work in line with new requirements. She monitors teachers' planning and is developing the monitoring of teaching and learning through the use of her own evaluation sheet. She monitors by exchanging classes and working alongside other teachers. The co-ordinator also keeps a useful portfolio of levelled pupils' work to support teachers' assessment of pupils. Learning resources for science continue to be developed and the outside environment has the potential to provide a source of enrichment for science. A current project is the planned development of a sensory garden based on a model designed by a local secondary school pupil. This attracted funding from the Millennium Fund. There are also the wheeled vehicles for pupils to use during breaks, the school pets and the gardening club all of which contribute to pupils' scientific learning. Resources for the subject are satisfactory overall.

ART AND DESIGN

109. Standards in art and design are above average for the age of pupils at both key stages. Pupils undertake a suitably broad range of activities that increases their expertise as they progress through the school.
110. At Key Stage 2, pupils show commitment and increasing confidence in using skills learned earlier in the school. They produce sketches with appropriate attention to detail, line, proportion and shading effects. By the end of Key Stage 2 pupils use different materials and processes to communicate a range of ideas, matching visual and tactile qualities to their intentions. Work on display in the Lyons Hall Art Gallery shows a range of work of a consistently high standard. Pupils study approaches used by other artists to inform their own work. They use grids for their 'William Morris' designs and a range of other techniques to create very effective artwork in the style of artists such as Bridget Riley, David Hockney, Matisse, Monet, Kadinsky, Miro and Van Gogh.
111. At Key Stage 1 pupils develop skills using a range of different techniques. They observe carefully and record ideas effectively and imaginatively using pencil, pastels, painting and printing mediums. Pupils achieve above average standards when they work together to create an exciting three-dimensional seaside collage made up of individually crafted salt dough models set against a colourful painted backdrop.
112. Pupils make good progress in skills through Key Stage 1 using a variety of processes to express cross-curricular themes. Younger pupils explain visually how to make a sandcastle while other pupils work collaboratively to create a colourful Rainbow Trout collage. Reception pupils create very effective 'Day and Night' mono-prints. Years 1 and 2 pupils make detailed pencil sketches of ships and bold 'Op Art' black and white symmetrical designs.
113. The quality of teaching and learning in art and design is good overall although the use of ICT in art and design is under-developed. Good teaching was seen in the one art and design lesson observed during the inspection. Pupils in Year 6 were encouraged

to record ideas from observation and research into the designs of Viking carved figureheads. They then produced their own imaginative designs. Because the teacher created a quiet and positive atmosphere in the classroom, and encouraged pupils to refine their sketching skills, pupils made good progress in learning. In discussions afterwards pupils made constructive evaluations of their work and suggested improvements. The impact of good teaching on pupils' learning is also evident where pupils have worked individually and collaboratively to produce work inspired by the art of Vincent Van Gogh. Year 3 show good development in design ideas using cutting, pasting and painting skills for their group collage of sunflowers. Pupils in Year 5 also show good development of their colour-mixing skills in their imaginative 'Starry Night' paintings. Pupils make good progress in learning when given opportunities to select and record from first-hand observation. For example after visiting Bocking windmill, they developed their sketches using a range of processes. However, some pupils' progress slows when they record ideas in their sketchbooks which are not evaluated regularly enough by the teachers.

114. Attitudes to the subject are good across both key stages. From scrutiny of work on display, in sketchbooks and in folders, it is evident that pupils are fully involved in a range of creative activities. They respond to opportunities with commitment and enthusiasm. A shared ethos is evident in the assembly hall displays based on the theme of 'Seaside and Holidays'.
115. The subject is led well by an enthusiastic and committed co-ordinator. Although new to the role, she has clear vision for the future development of the subject. The school has developed its own scheme of work based on a published scheme and the Qualifications and Curriculum Authority's units of study. The co-ordinator monitors teaching and learning by looking at teachers' plans and the outcomes of pupils' work. She keeps a portfolio of pupils' artwork to support teacher assessments. She gives informal support to staff and is building up an effective bank of resources. The subject is further enriched by extra-curricular activities such as 'Splodges' art club and outside visits.

DESIGN AND TECHNOLOGY

116. Design and technology is taught as a discrete subject and enhances many areas of the curriculum, such as history and science. Pupils make effective use of their numeracy skills when measuring and weighing materials.
117. At Key Stage 1, pupils leave the reception class with sound skills in design and construction. The quality of learning is good through this key stage. They use construction kits to explore model making and are developing a sense of how things function through their work with moving toys using axles and wheels. Recent work in Key Stage 1 has featured designing and making teddies with moving parts and models with winding mechanisms. By the end of the key stage, pupils are developing a good sense of how things work. They recognise the basic function of familiar products and relate these basic features to their own ideas, when, for example, they consider how wheels and axles are used in toy cars. They use pictures to develop and communicate designs and make judgements about the outcomes of their work.
118. Pupils at Key Stage 2 use an increasing range of materials and techniques. By the end of the key stage they exhibit a sound level of competency and are able to choose from a range of tools, materials and resources. They assemble their products by cutting and shaping the components and materials with some precision. Year 5

pupils evaluate ideas, showing a growing understanding of the situations in which designs will have to function, and they have an awareness of resources as a constraint. Evidence of this was seen when pupils combined materials to make musical instruments, evaluating their products as they developed. Teachers' plans show that by the end of Year 6, pupils design and make fairground rides working with a range of components, paying good attention to function and quality of finish.

119. Completed work in design and technology is generally imaginative and takes account of aesthetic considerations. In this respect the subject makes a sound contribution to pupils' spiritual development. Examples of this are seen in the finished work kept in the school. Food technology is appropriately represented despite a shortage in resources.
120. The quality of teaching and learning is good in both key stages. Of the lessons seen, teaching was good in three lessons and satisfactory in one. Teaching is good where lessons are well structured and where there is an appropriate focus on the skills to be developed. A good example was seen in a Year 2/3 lesson where pupils were being challenged at appropriate levels to investigate and evaluate toy cars and to apply their knowledge and skills in a range of practical tasks. The teacher developed pupils' understanding of the importance of planning before making. Another good example was seen in a Year 1 lesson where the very good relationships motivated pupils to question and answer. In this lesson the learning objectives identified the skills to be developed. Teachers throughout the school enjoy secure knowledge of the subject and prepare their lessons and resources well. They manage their pupils well and motivate them to learn. As a result, pupils enjoy the subject and their attitudes to work are good. These good attitudes contribute effectively to their learning. Pupils are keen to discuss their work and work well together. Boys and girls work equally well on tasks, and pupils with special educational needs and those who speak English as an additional language participate fully in lessons.
121. The recently appointed co-ordinator is effectively promoting the subject and has clear plans for its future development. She has attended a training course for design and technology co-ordinators and, as a result, has written a useful policy. There are, however, no consistent whole-school assessment procedures to support teachers in targeting pupils' skill acquisition.

GEOGRAPHY

122. The pupils at the end of Key Stage 2 achieve standards that are below the national expectations. This is the case for the majority of the pupils. The higher-attaining pupils, however, do achieve standards that are in line with the national expectations in some aspects of the subject, for example, when they explain their views about environmental issues such as siting of a supermarket on green fields. The pupils at the end of Key Stage 1 also achieve standards that are below the national expectations. However, standards are average in some aspects of the subject, for example, pupils' awareness of localities beyond their own.
123. Year 1 pupils are developing knowledge and understanding of local geography, for example, describing features which they find on their way to school. Year 2 pupils draw and learn about the geographical features of an imaginary island. The quality of learning and achievement is good as a result of teaching that has several good features, for example, structure and sequence of activities, and skilful use of questioning that involves most boys and girls irrespective of their differing learning

needs. However, whilst pupils have a sound understanding of some aspects of the subject, the overall development of their geographical vocabulary, fieldwork skills and their use of secondary sources is unsatisfactory.

124. Lower juniors make sound progress, learning about countries that were involved in World War II. Upper juniors learn about the importance and uses of water and about the amount of rainfall in various parts of the world, draw a bar graph and interpret it. However, their breadth of knowledge of the subject is limited and a majority have unsatisfactorily developed skills, such as the use of secondary sources, fieldwork skills and the use of ICT to gain access to additional knowledge. The quality of learning varies from very good to satisfactory; frequent good use of questioning provides good opportunities for all boys and girls to participate in discussion and acquire new learning. Occasional immature attitudes of a few pupils distract them from tasks and restrict their learning.
125. The overall quality of teaching is satisfactory. Within the key stages, it is good in Key Stage 1 and satisfactory in Key Stage 2. Teaching in one out of five lessons is very good. Strengths in teaching comprise good use of questioning that evokes good pupil responses, for example, developing weather word vocabulary. Lesson objectives are often carefully planned to promote learning. Good lesson structure and management of pupils ensure that pupils engage in learning productively. The good spread of questions informs teachers how well the pupils are learning. The effectiveness of learning is reduced by factors such as exclusion of 'non-white' commonwealth countries in discussion about the geographical location of countries that were involved in World War II. Occasionally, there is inefficient use of a part of the lesson time, for example, when pupils spent too long trying to interpret rainfall data. Insufficient opportunities to use ICT and allowing pupils to go to the toilet whenever they choose, even when key ideas are being discussed and explained, also reduce the effectiveness of teaching and learning.
126. The leadership and co-ordination of the subject is good. The school has adapted the national guidance to create its own scheme of work. Where necessary, it has been modified to make learning more effective; for example, the school has placed a greater focus on Africa than India. The school makes good use of visits, such as to the model Ghanaian village of Aklowa, and opportunities such as these bring the subject to life and enrich the pupils' learning experiences. Monitoring and evaluation of teaching and of pupils' work is in progress, but requires more systematic and rigorous approach to secure improvement in teaching and learning. The use of ICT to enhance pupils' learning is underdeveloped. The policy provides good support for the subject and makes a good contribution to pupils' moral and cultural development.

HISTORY

127. At both Key Stage 1 and Key Stage 2, standards, overall, are below those typically found in most schools. In Key Stage 1 pupils are introduced to the concept of the passage of time by looking at the changes in their own lives. In a Year 1 lesson, the concept of chronology was made easier for pupils to understand by a well-chosen practical activity relating to the changes seen as a baby grows. The majority were able to identify food that would be eaten by babies and young children, and some were able to offer suggestions why some foods would be unsuitable. The teacher's interaction with the pupils as they examined and discussed the different foods was purposeful and pupils were encouraged to explain their reasoning. This resulted in satisfactory gains in pupils' knowledge and an emerging sense of chronology. By

contrast, in a Year 2 class, the pupils could recall some key facts from a previous lesson about George Stevenson and they drew on their knowledge to sequence pictures of trains, from the oldest to the newest. However, the task that followed did not challenge the majority of pupils sufficiently and provided very little opportunity for pupils to further their knowledge and understanding. An examination of the work completed by pupils who were in Year 2 last year indicates that the work was often of a similarly undemanding nature to that seen in this lesson, and at the end of Year 2 standards were below those expected at the age of seven.

128. In Key Stage 2, the curriculum is planned to provide opportunities for pupils to find out about famous people and events from the past. The pupils' skills of historical enquiry develop appropriately and they are competent in finding information on a particular topic from reference books. For example, pupils in a Year 5/6 class increased their knowledge about the Vikings as a result of their search through a range of books. They were, however, much less skilled in using the information to draw conclusions about the past, and their understanding of how British society was affected by the Viking settlement was weak. Examination of the teachers' planning and of the work completed last year by pupils in Years 3, 4, 5 and 6 indicates that too little attention is given to teaching pupils to recognise why events happened and to their impact on society. As a consequence, standards are below average by the end of the key stage.
129. Most lessons begin with oral work, and pupils enjoy joining in and offering their opinion. They are mostly confident when speaking and they are developing and using an appropriate vocabulary associated with the passing of time. The discussions in these sessions are effective in developing the pupils' understanding of some of the moral and social issues of past societies. Their awareness, for example, of the issues surrounding evacuation during World War II was heightened through their discussions and a role-play exercise, while the pupils in a Year 5 class demonstrated empathy as they talked about the lives of working children during the Victorian era.
130. The overall quality of the teaching seen was satisfactory, but in some lessons the strengths and weaknesses were finely balanced. In the one lesson where weaknesses significantly outweighed the strengths, the quality of teaching was poor because the task was too easy and did not extend the pupils' learning sufficiently. The teachers are secure in their knowledge of the subject and their clear explanations and responses to the pupils' questions generally result in sound learning. The pupils are interested and listen well to the teacher and to each other in class discussions. They enjoy searching books for information and are confident to do this independently. However, the teachers do not always encourage pupils to use the sources with a degree of critical awareness and consequently, the pupils do not always understand that evidence can lead to different interpretations. The pupils are not as confident about producing written work. In an older pupil class, the pupils sought constant reassurance when they had to put the outcomes of their research on the Viking longboats into writing. Throughout the school the standard of written work is low. Expectations for its quality and quantity are not high enough. The teachers do not capitalise on the opportunities that history presents to foster and extend pupils' vocabulary nor to get them to write from different perspectives and for different audiences.
131. The staff have given much consideration to how they can organise the curriculum to ensure that pupils in the mixed-age classes do not repeat work already covered the year before. Their long-term planning addresses this matter appropriately, and makes effective use of national guidance as a framework. A strong feature of the curriculum

is the way in which visits, in the locality and beyond, are planned to link with particular topics and so enrich pupils' learning.

132. In planning their lessons, the teachers identify the skills and knowledge they intend the pupils to learn. Activities usually focus on these learning objectives, although in the one lesson where pupils' learning was unsatisfactory, this was not the case, and the task was inappropriate. A common weakness across the school is that teachers do not give enough attention to how the activities are to be modified to cater for the range of pupils' competencies in the class. The activities are usually suitable for the pupils in the middle range, and the deployment of the classroom assistant to work with those pupils who are slower learners or who have special needs is effective in enabling them to complete the tasks and progress at the same rate as their peers. The potentially higher attainers fare less well; too often the tasks are not significantly different from the rest of the class and they do not always achieve to their potential.
133. The co-ordinator's role and responsibilities for the quality of provision and the standards achieved are not sufficiently clear. At present, monitoring of teaching and pupils' work is too infrequent and not specific enough to reveal the undemanding level of work for the brightest pupils or to identify weaknesses in some aspects of planning and in the standards of written work.

INFORMATION AND COMMUNICATION TECHNOLOGY

134. The standards that the pupils achieve at the end of Key Stage 2 are below the national expectations. The standards are close to the average in the use of ICT to add, edit and combine a range of information from different sources. For example, pupils add appropriate clip art to enhance the effect of their writing and presentation of stories. Standards in areas such as the use of e-mail, exchanging and sharing information, controlling events in pre-determined manner, sensing physical data and use of ICT-based models and simulations to explore patterns and making predictions about the consequences of their decisions, are below the levels expected of eleven-year-olds. The standards that pupils achieve at the end of Key Stage 1 are also below those expected nationally. The standards are close to the expectations in recording work and making text more interesting by inserting pictures. However, the standards are below expectations in areas such as generating work in a variety of forms, for example tables, using ICT to investigate real and imaginary situations, classifying information and entering, saving and retrieving work. The main reasons for the standards being below the national expectations in both Key Stages 1 and 2 are lack of access to e-mail, absence of whole-class learning using computers, some teachers' insecure subject knowledge, and insufficient opportunities for using ICT to support pupils' learning in other subjects.
135. Year 1 pupils understand basic modelling, for example dressing up the 'Pingu'. They recognise that many everyday devices respond to signals and instructions, for example using a camera. The more able pupils explore simulation games. Year 2 pupils are developing their capability of creating images and filling in colours applying different techniques. They manipulate text in order to make it more interesting, for example inserting appropriate adjectives. The teachers' good use of questioning motivates and inspires pupils and enhances their participation in discussions. Repeating questions helps slower learners to absorb new knowledge effectively. Good management of pupils, and often brisk pace, maintain productive learning. Clear sharing of what pupils are to learn promotes curiosity and enthusiasm. However,

insufficient opportunities in other subjects is restricting pupils' ICT capability and development.

136. Years 3 and 4 pupils use ICT tools to imitate African art. They know how to alter font and change size and colour of text. They are becoming more confident at creating charts using stored information. They are developing a sound grasp of how their decisions when using ICT- based simulations help them to find things out and solve problems. Aspects of teaching such as clear explanations and confident demonstrations generate interest and excitement and promote good learning.
137. No ICT teaching was observed in Years 5 and 6. Evidence gathered through analysis of pupils' work and a discussion with them show the standards to be below those expected nationally. Pupils use ICT to save information and to find and use CD-ROMs to make straightforward lines of enquiry, for example, finding information on mammals and checking spellings. Many pupils record and edit text. However, lower-achieving pupils cannot sequence steps to change font and colour. The use of sequences of instructions to control devices and achieve specific outcomes is at an early stage of development. For example, pupils only employ one step at a time when using a screen turtle to draw a face or floor turtle to negotiate obstacles in a room.
138. Although some good teaching was observed during the inspection, the overall quality of teaching is satisfactory in both key stages. The majority of teachers have a secure grasp of the subject but there are weaknesses in teachers' subject knowledge of the range of programs that the school has. Team teaching, model lessons and specialist teaching by the subject co-ordinator is effective in overcoming the weaknesses in some teachers' subject expertise but is not addressing the overall problem. Some elements of good teaching include good planning and the sharing of objectives verbally, as well as by writing them on the board. This ensures that pupils understand what they are expected to learn during the lesson. Clear explanations help pupils to grasp new knowledge, for example, the making of choices and consequences of these when solving problems. Direct whole-class teaching and skilful use of questioning generate enthusiasm, sharing of knowledge and attending to the pupils' misconceptions, for example, when solving problems in ICT-based simulations. Demonstrations ensure that pupils acquire the skills to perform certain tasks efficiently, for example, flood filling of colours when composing images. Teachers and support assistants working together make sure that pupils learn productively. However, immature attitudes of some pupils hinder their acquisition of new knowledge and skills. Most boys and girls, including those with English as an additional language and those with special educational needs, work well together and benefit from the provision equally.
139. The leadership and co-ordination of the subject is good, for example, providing professional support to colleagues who feel insecure in the subject. The policy provides good support for the subject. The sound curriculum planning and monitoring shows that the school is steadily moving towards implementing the revised National Curriculum. Monitoring and evaluation of teaching and of pupils' work are in progress, but require a more rigorous approach for follow-up work in order to secure improvements in the quality of teaching and learning. The cross-curricular provision for enhancing pupils' ICT capability is unsatisfactory and is a principal reason for the below average attainment in the subject. Only a few lessons made use of computers during the inspection. Whilst the number of computers is adequate in the school, shortage of space in some classrooms is restricting their fuller use.

MUSIC

140. By the age of eleven pupils have made satisfactory progress in the subject and are achieving standards in line with national expectations. Pupils with special educational needs and those with English as an additional language receive good support and make satisfactory progress.
141. Pupils enjoy music. They concentrate well during lessons, enjoy the challenge of new musical experiences and work hard to improve their performance. This is particularly the case with recorder playing which is taught to all pupils during class music lessons. The playing of the older pupils is much appreciated during the school's sharing assembly. The quality of singing in classes and in assemblies is satisfactory, with pupils having clear diction. However, most singing is unaccompanied, as the school does not use a regular pianist. This results in pupils not developing their singing range, with much of the singing being in a limited number of keys. Despite this limitation, younger pupils enjoy a good range of songs, many of which have actions to stimulate their interest. Older pupils are developing a good understanding of pitch and tempo through their musical appreciation lessons. This was clearly evident when they described the impact of these two elements in Vivaldi's 'Four Seasons' that had been incorporated into a nature video.
142. The quality of teaching is satisfactory overall. The great majority of teachers take their own class music lessons. Some teachers do not yet have sufficient subject knowledge to be totally confident in the teaching of the subject but the school uses a good range of commercial resources to support pupils' learning. Pupils behave well in lessons, generally enjoy the challenge of their work and most sustain full concentration. Pupils develop confidence in performing when playing to their peers but some of the benefit of this work is lost when the teacher does not ensure all pupils are listening.
143. Keen musicians benefit from individual music tuition from outside teachers for string and keyboard. The school, at present, does not have a choir. The subject co-ordinator has only been in post for two weeks but in that time has monitored teachers' planning and has begun to build up an inventory of what support teachers will need from her in the future to deliver all aspects of the curriculum competently. A carefully constructed draft policy outlines the development of music through the school, using national guidelines, and these clearly identify how the subject contributes to pupils' social and cultural development. The subject is well resourced and has benefited further from the recent acquisition of more tuned instruments.

PHYSICAL EDUCATION

144. Standards of attainment at the end of both key stages are above those found nationally for pupils aged seven and eleven. Teachers and support assistants provide a very wide range of extra-curricular sports clubs that are very well attended by pupils and enhance their attainment in the subject. Pupils enter the school with a wide range of attainment and soon begin enjoying a broad curriculum that is clearly designed to promote their physical development and social interaction. All aspects of physical education are taught through the year; as a result, pupils achieve well in all strands of the subject.
145. Lessons in games, dance and swimming were observed during the inspection. Extra-curricular provision in gymnastics, dance, hockey and netball were also seen.

All pupils attend swimming lessons and they make very good progress. By the end of Key Stage 2 all pupils exceed the expected standard of swimming. Year 6 pupils are provided with opportunities for outdoor and adventurous activities during their annual residential trip with other Key Stage 2 pupils. All pupils have full and equal access to the curriculum.

146. By the end of Key Stage 1, guided by knowledgeable and challenging teaching, pupils have increased their confidence in physical control and mobility. They perform a range of movements involving running, balancing and are gaining an appropriate awareness of space. They plan and perform simple skills safely, and show control in linking actions together. In games lessons, pupils develop elements of games play that include running, throwing, catching and control using hands and feet. In dance, they explore moods and feelings and develop their response to music by using rhythmic responses and contrasts of speed, shape, direction and level. Pupils know how to exercise in safety, and describe the effect on their bodies during different activities. In swimming, they move themselves in the water with confidence, using various swimming aids, arm and leg actions, and basic strokes.
147. Pupils enter Key Stage 2 with a good basis for further development. They are developing good ball skills, and are applying these effectively in small-sided games. They practise and improve skills of sending, receiving, striking and travelling with a ball. Pupils show an increasing ability to evaluate their performances. For example, in a Year 5/6 dance lesson, pupils were very effectively comparing and improving their performances and techniques when devising complex sequences in response to music. In swimming they employ a range of recognised strokes together with personal survival skills.
148. Good teaching supports the quality of learning in both key stages. Of the five lessons seen during the inspection, one was very good, two were good and two were satisfactory. Teachers and teacher assistants have very good knowledge of the subject, and plan their lessons with clear learning intentions. Lessons are well paced and structured to include warm-up and cool-down sessions. Pupils are well motivated by the teaching and are ambitious to succeed. Skills are progressively taught and teachers' high expectations ensure a sustained effort by pupils. A specific example of this was seen in a swimming lesson, where organisation, pace and expectation ensured very good progress in pupils' learning. Teachers and their assistants have developed very positive relationships within their classes. As a result, pupils enjoy their lessons, behave extremely well and work together safely and co-operatively. They appreciate each other's efforts and recognise each other's achievements. Teachers are aware of the needs of less able pupils and this helps to ensure their learning and good progress. Assessment of pupils' abilities is effectively used in lessons and this supports the learning of all pupils.
149. The subject co-ordinator is enthusiastic and effectively promotes the subject throughout the school. The scheme of work offers good advice to teachers and supports planning for different ages and abilities. It helps to ensure continuous progress as pupils pass through the school. There is a satisfactory range of equipment that is readily accessible to pupils and efficiently used. The accommodation, both indoor and outdoor, is very well used for lessons and extra-curricular activities. The subject makes a strong contribution to pupils' social development and sense of achievement. The school regularly takes part in inter-school competitions. Pupils' success in these competitions reflects their attainment in the subject.

RELIGIOUS EDUCATION

150. Pupils attain standards that match the requirements of the locally agreed syllabus by the end of each key stage. Pupils with English as an additional language and special educational needs are given appropriate support and also attain satisfactory standards.
151. By the end of Key Stage 2, pupils have a sound understanding of the beliefs, traditions and symbols of Christianity and Judaism, and are given sufficient opportunities to compare these religions. Pupils are aware of the significance of Christian festivals such as harvest and Christmas, and know about some of the religious objects and rituals in other religions such as Islam. Pupils can make connections between religious books and specific religions such as Christianity and Judaism and are beginning to recognise how belonging to a faith affects believers' lives. Some Year 6 pupils show they recognise that there are many aspects to the individual when they express religious values such as thoughtfulness and concern for others. This is evident from letters written to accompany little books of Bible stories they made, using ICT. Pupils with special educational needs are well supported and make satisfactory progress.
152. By the end of Key Stage 1 pupils have a satisfactory understanding of Christianity and knowledge of other religions. They are aware of festivals from different religions. They can recall stories from the Bible such as the parable of the sower and are beginning to think about the lessons to be learned from such stories. They recognise the different seasons and cycles in nature when they talk about seeds growing in good or poor soil. They are aware of the positive feelings associated with celebrations such as harvest and Christmas and the Hindu festival of Diwali. They know about some of the different rituals and religious practices in the Jewish, Islamic and Hindu religions.
153. Teaching is good at Key Stage 1 and pupils, including those with English as an additional language and special educational needs, make good progress in learning about the knowledge and values of religion. When pupils are given opportunities to learn across the seven strands of the agreed syllabus, the work on display shows a wide range of effective learning taking place. For example when pupils make their own scrolls with their class rules such as, 'Only Say Kind Things To Another' (sic) they are learning to express religious values as well as learning about the Torah. When they produce Mendhi hand-patterns for Diwali, sparkly prayer mats when they learn about Islam, draw, write and talk about weddings, christenings and places of worship, they are making good progress in deepening their knowledge of different religions and cultures. When they write about the Moslem ritual in which 'Dad puts honey on baby's tongue – he whispers words from the Koran' and talk about the reasons for this, they are learning about the values as well as the traditions of different faiths.
154. Teaching is at least satisfactory and sometimes better at Key Stage 2 and all pupils, including those with special educational needs and English as an additional language, make sound progress in learning. Pupils make good progress when teachers plan work across the different strands of the agreed syllabus. For example, when pupils visit places of worship such as the church and are encouraged to reflect on the stillness of the place or the beauty of the stained glass windows, they make good progress in learning implicit values as well as explicit knowledge. Pupils also make good progress when teachers give time for pupils to reflect on meanings and make

links with their own experiences. For example, pupils in Year 3 made good progress when they were learning about the importance of the home in Judaism and the Torah as a holy book. Pupils were encouraged to think about the importance of rules in their own daily lives, so they made good progress in learning. They could talk about implicit values as well as the explicit knowledge of the Jewish faith. However, in classes where much of the evidence for pupils' learning is contained in a range of carefully coloured worksheets, it is not possible to assess the attainment and progress of the pupils as satisfactory. The time that the school allocates for the teaching of religious education is below average. In classes where teachers keep a good pace going yet also use opportunities for stillness and reflection, pupils make the most progress.

155. A clear policy is in place and the scheme of work is based on the locally agreed syllabus. Literacy skills are appropriately developed through speaking and listening and through stories. Pupils communicate their knowledge and ideas in a range of ways. The co-ordinator is conscientious and committed and monitors the subject through teaching different classes and providing informal support to staff. Resources are sufficient and are being developed in view of the increased numbers of pupils in the school. The co-ordinator is aware of the need to develop her monitoring role and add to the portfolio of work assessed against the syllabus. The subject is enriched through visits to places of worship, through assemblies which celebrate pupils' achievements, through the natural environment and through the pupils' care of school pets; it makes a good overall contribution to pupils' spiritual, moral, social and cultural development.