

INSPECTION REPORT

WYKEHAM PRIMARY SCHOOL

Hornchurch, Essex

LEA area: Havering

Unique reference number: 131787

Headteacher: Mr Martin North

Reporting inspector: Mr Michael Raven
3961

Dates of inspection: 5 - 9 March 2001

Inspection number: 230191

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

© Crown copyright 2001

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

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

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Rainsford Way
Hornchurch
Essex

Postcode: RM12 4BP

Telephone number: 01708 448187

Fax number: N/A

Appropriate authority: The governing body

Name of chair of governors: Mr A Boden

Date of previous inspection: N/A

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
3961	Michael Raven	Registered inspector	Mathematics Music English as an additional language	What sort of school is it? How high are standards? a) The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
13807	Christine Haggerty	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
25344	Joe Peacock	Team inspector	Science Physical education Religious education	
27240	Tony Hooper	Team inspector	Design and technology	
21992	Jean Newing	Team inspector	English Foundation stage	How good are the curricular and other opportunities offered to pupils?
15236	Morag Thorpe	Team inspector	Geography History Equal opportunities	
1224	Graham Todd	Team inspector	Information and communication technology Art Special educational needs	

The inspection contractor was:

Cambridge Education Associates Ltd

Demeter House
Station Road
Cambridge
CB1 2RS

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	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?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	19
HOW WELL IS THE SCHOOL LED AND MANAGED?	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	23
PART C: SCHOOL DATA AND INDICATORS	24
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	28

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Wykeham Primary School opened in September 1999, following the merger of the former Wykeham Infant and Junior schools. It caters for 610 boys and girls aged from four to 11 years. It is much larger than the average primary school. Almost all pupils come of white United Kingdom heritage and only seven pupils are learning English as an additional language. Twenty two per cent of pupils have special educational needs, which is about the same as the national average for primary schools. Most pupils' special needs relate to specific learning difficulties. The attainment of children when they start school is broadly in line with what is usually found nationally at this age. There is little unemployment in the area and the percentage of pupils eligible for free school meals is well below the national average, at just under seven per cent

HOW GOOD THE SCHOOL IS

The school's effectiveness is satisfactory. Standards in English, mathematics and science are in line with national averages by the time pupils are aged seven and by the time they leave the school at the age of 11. Standards in information and communication technology are lower than those usually found at the ages of seven and 11. The quality of teaching is good throughout the school and there is a higher proportion of good or very good teaching than the national average. The headteacher provides very good leadership and management, although the management role of key staff such as the subject co-ordinators is in need of further development. The governing body fulfils its responsibilities very well. The school offers satisfactory value for money.

What the school does well

- The leadership and management given by the headteacher are very good, ensuring clear educational direction for the school.
- The school promotes good attitudes and behaviour in its pupils.
- Teaching is good, overall.
- The provision for pupils who have special educational needs is a strength of the school, enabling them to make good progress.
- The reception classes give children a good start to their education.
- The governing body knows the school well and provides very good support for school improvement.

What could be improved

- Standards in information and communication technology.
- The role of subject co-ordinators in managing their subjects so as to raise standards.
- Procedures for assessing pupils' attainment and progress and the use of assessment information to guide teachers' planning.

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

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English			D	E	well above average A above average B average C below average D well below average E
Mathematics					
Science			D	E	

There are no results available for mathematics, for reasons beyond the school's control.

Compared to all schools nationally, standards in the Year 2000 national tests and assessments for 11-year-olds were below average in both English and science. Compared to similar schools, that is to say those with a similar proportion of pupils eligible for free school meals, standards were well below average in both subjects. Standards have risen since then and the inspection finds that pupils' attainment in English, mathematics and science is now in line with the national average by the age of 11. In conjunction with the local education authority, the school has set appropriately challenging targets for pupils to reach in the Year 2001 national tests and assessments in English and mathematics. Standards in information and communication technology are lower than those usually found nationally at the age of seven and 11. Standards in design and technology are also lower than those usually found nationally at the age of 11. Standards in the other subjects of the National Curriculum are either in line with or above what pupils of this age usually achieve. Standards in religious education exceed the expectations of the Locally Agreed Syllabus. The children under five and pupils aged between five and 11 achieve satisfactorily and this is reflected in generally satisfactory standards. Pupils who have special educational needs are well provided for and they achieve well, making good progress. The standards achieved in reading by pupils aged seven in the Year 2000 national tests and assessments were above the national average. They were average in writing. Standards remain average in writing but they have fallen in reading because less time is now spent hearing individual pupils read and they are now average. Standards in mathematics were below average in last year's tests but they have risen to an average level this year, due to the effects of the National Numeracy Strategy and the good teaching which pupils receive. Standards in science have also risen since last year and they are now in line with the national average by the time pupils are aged seven.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are interested in their lessons and come to school happily. They listen carefully to their teachers and join in activities enthusiastically.
Behaviour, in and out of classrooms	Good. Pupils behave well in lessons and around the school, including at playtimes and in the dining hall.
Personal development and relationships	Good. Pupils get on well together and with the adults who work with them. There are good opportunities for pupils to take responsibility; for example, as monitors and prefects.
Attendance	Satisfactory. Too many pupils are taken out of school for family holidays in term time.

Many new initiatives have been successfully introduced this year to improve behaviour at playtimes and dinner time, such as the provision of interesting activities for pupils both in the playground and in the school hall.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	good	good

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

The quality of teaching, including teaching the basic skills of literacy and numeracy, is good. Taking the school as a whole, 75 per cent of the teaching is good or better. This is a higher proportion than that found nationally. Twenty one per cent of the teaching is satisfactory and four per cent is unsatisfactory.

The small proportion of unsatisfactory teaching takes place with the pupils aged between seven and 11 years. It is mainly associated with unsatisfactory class control and behaviour management. The good teaching promotes pupils' learning well and has helped raise standards in the basic subjects since last year. The needs of all pupils, both boys and girls and those who are learning English as an additional language, are successfully met. Pupils with special educational needs in particular are well taught and helped to make good progress towards the targets set for them in their Individual Education Plans. Eighty per cent of the teaching for the children under five is good and this gets them off to a good start in school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is broad and balanced and meets statutory requirements. Sex education is provided and pupils are taught about substance misuse.
Provision for pupils with special educational needs	Good. There are good Individual Education Plans for pupils who have special needs and they are given full access to the curriculum and to extra-curricular activities.
Provision for pupils with English as an additional language	Satisfactory. The few pupils learning English as an additional language are given full access to the curriculum in common with their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The provision for pupils' spiritual, moral and social development is good and there is satisfactory provision for their cultural development.
How well the school cares for its pupils	Satisfactory. There are good procedures for child protection and ensuring pupils' welfare and their personal development is monitored and supported well. The whole school use of assessment to inform subsequent planning is unsatisfactory.

The school works hard at its partnership with parents and is gradually establishing effective links with them. The requirements for pupils' health and safety are conscientiously met. There has been appropriate whole-staff training on child protection procedures and careful records are kept of any child protection concerns. Procedures for monitoring and improving attendance are unsatisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher offers very good leadership and management, clearly directed towards school improvement. The management role of other key staff, such as subject co-ordinators, is in need of further development.
How well the governors fulfil their responsibilities	Very well. The governing body takes care to know the school well through regular formal and informal contacts with the headteacher and other members of staff, such as the subject co-ordinators. They play an important role in guiding school development and improvement.
The school's evaluation of its performance	Satisfactory. A programme of monitoring the standards of pupils' work and the quality of teachers' planning has been established and there are

	appropriate plans for the systematic monitoring and evaluation of the quality of teaching.
The strategic use of resources	Good. The governing body plans and uses its money well. In particular, funds allocated for the education of pupils with special educational needs are very well used to provide them with the support they need; for example, through the employment of skilled learning support assistants.

There is an appropriate number of trained and experienced teaching and support staff to meet the needs of the pupils and teach the full range of the National Curriculum and religious education. Resources are generally good and the accommodation is adequate to its purposes. The role of subject co-ordinators in managing their subjects is poorly defined and underdeveloped. Responsibilities for managing subjects are not always clear, for example where two or more members of staff share the co-ordinator role. The school takes care to secure good value for money in obtaining goods and services.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • They would feel comfortable about approaching the school with a question or problem. 	<ul style="list-style-type: none"> • The range of activities provided outside lessons. • Behaviour in the school. • Information about how their children are getting on. • The school's working relationship with parents. • The amount of work their children are given to do at home.

The inspection team agrees that the pupils like school and that it would be easy for parents to approach the school with a question or problem. It is true that there are too few activities for pupils outside lessons, especially for younger pupils. The information for parents about how their children are getting on is unsatisfactory because annual reports do not give a clear picture of what pupils know, understand and can do and what they need to do to improve. The school is working hard to improve its relationship with parents. The school sets appropriate amounts of work for pupils to do at home but not all pupils complete this and not all parents encourage their children to do so. The inspection team found that pupils are well behaved.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the Year 2000 national tests and assessments for 11-year-olds, standards in English were below average compared to all schools nationally and well below average compared to similar schools. In science, results were also below average compared to all schools nationally and well below average compared to similar schools. Results for mathematics are not available. Inspection evidence shows that standards have risen since last year in English and science. Standards in English, mathematics and science are all in line with national averages by the time pupils are aged 11. Standards have risen because of the good teaching which is now to be found throughout the school. Setting pupils by ability for English and mathematics lessons has also contributed well to rising standards.
2. By the time they are 11, pupils of average ability identify the key features of a story. They extract information from text and understand the difference between simple and complex sentences and can change a simple sentence to a complex one. Pupils know what an autobiography is and are familiar with the autobiographies of Roald Dahl and Thomas Eddison. They write newspaper reports; for example, reporting events from the story of Macbeth, such as "King Duncan Dead in Bed". Pupils know what a simile is.
3. In mathematics, most 11-year-olds can measure angles with reasonable accuracy, to within a degree or two. They identify acute, obtuse and reflex angles. They gather and analyse data; for example, on the number of hours spent watching television and the number of laps completed in a race. Pupils simplify fractions and order positive and negative numbers.
4. In the Year 2000 national tests and assessments in reading, standards achieved by seven year olds were above average compared to all schools nationally but below average compared to similar schools. Standards in writing were average compared to all schools nationally but well below average compared to similar schools. Standards in mathematics were below average compared to all schools nationally and well below average compared to similar schools. The proportion of pupils achieving the level expected nationally in Teacher Assessments of science was average, although fewer than the average proportion of pupils reached the higher level of the National Curriculum.
5. Inspection evidence shows that, overall, standards in English achieved by pupils aged seven are in line with national averages. Reading is not as good as it was in the Year 2000 assessments because less time is devoted to hearing individual pupils read, with the introduction of group reading as part of the National Literacy Strategy. Standards in writing remain average. In mathematics, the good teaching and the introduction of the National Numeracy Strategy have caused standards to rise and these are now in line with the national average. In science also, standards remain in line with the national average by the time pupils are aged seven.
6. In English pupils aged seven know about "magic e" and how it modifies the vowel; for example, 'tim/time, pin/pine, hid/hide' and so on. Their handwriting is satisfactory as they begin to use a joined-up script. They write both fiction and non-fiction, as when writing about feeling upset and about animals. Pupils are aware of alphabetical order. They write their own poems using rhyming couplets and enjoy reading some of the poems of famous authors, such as A. A. Milne.
7. In mathematics, pupils aged seven count on and back from a given number in tens and twenties and order numbers from one to 100. They measure using centimetres; for example, around their wrist and ankle. Pupils identify simple fractions of shapes; for instance, colouring in one half of a square and a rectangle.

8. Standards in information and communication technology are below what is usual by the time pupils are aged seven and also when they leave the school at the age of 11. Since the introduction of the computer suite pupils are making good progress and rapidly catching up but there are still large gaps in their skills, knowledge and understanding.
9. Standards in religious education exceed the expectations of the Locally Agreed Syllabus. These standards reflect the good quality of the teaching and the knowledge and experience of the subject co-ordinator. Standards in physical education are higher than those usually found nationally at the ages of seven and 11 and again reflect the good quality of the teaching and the good knowledge and enthusiasm of the subject co-ordinator. Standards in design and technology are similar to those found nationally at the age of seven, but they are lower than usual at the age of 11. This reflects the fact that there is no subject co-ordinator for the subject in the juniors and so teachers lack guidance on what to teach and when. Standards in art and design, music, geography and history are similar to those found nationally at both seven and 11. The children in the reception classes, aged between four and five, are well on course to reach the Early Learning Goals expected nationally by the time they are five in: personal, social and emotional development; communication, language and literacy; mathematical development; and the other areas of learning for children of this age. In conjunction with the local education authority, the school has set appropriately challenging targets for pupils aged 11 to reach in the Year 2001 national tests and assessments in English and mathematics. Pupils who have special educational needs are well taught and helped to make good progress towards the appropriate targets set for them in their Individual Education Plans.

Pupils' attitudes, values and personal development

10. Pupils' attitudes, behaviour, personal development and relationships are good. No pupils have been excluded from the school in the past year. The attendance of pupils is satisfactory. Pupils under five and those aged from five to 11 have good attitudes to learning. They listen carefully and join in practical activities enthusiastically. Pupils behave well in lessons and around the school.
11. Pupils have good attitudes to learning. They concentrate well and stay on task, particularly during practical activities. In Year 1, pupils thoroughly enjoyed a literacy lesson, standing up and sitting down to make AY words, using flash cards. They listen carefully to the teacher and answer questions enthusiastically. Pupils' attitudes are very good when lessons are well planned and the activities are well matched to the pupils' abilities. This has a positive effect on the standards achieved. However, on occasions when the activities do not challenge pupils, their attention wanders and they begin to chat to each other and lose their concentration. The older pupils generally have good attitudes to learning. For example, during a mathematics lesson, the pupils and the teacher were having great fun with numbers when using the ten times table to multiply by eleven. This has a positive effect on pupils' progress and attainment. Pupils of all ages listen carefully and are keen to ask and answer questions, making valuable contributions to lessons. When questions are targeted to the different ability groups and good prompts are used, pupils respond well to the teaching and take an active role in the lessons. The attitudes of pupils with special educational needs are very good.
12. Overall, the behaviour of pupils is good. This has a positive effect on learning and the standards achieved. Behaviour in and around the school is very good. Pupils behave very well at lunchtime, lining up in an orderly queue, with no pushing or jostling. They sit in friendship groups within their year groups and enjoy a pleasant, social occasion. Pupils play well together during breaks, although there can be some boisterous behaviour at lunchtime. In response to the concerns expressed by many parents about behaviour in the playground, the school has recently introduced a range of activities and clubs for the older pupils. There are no extra-curricular activities for the younger pupils. The playground has designated areas for ball games, hockey and hoops. This has had a calming effect on pupils, but there are still a number of accidental injuries, where pupils run into each other when playing ball games or play fighting becomes a little too boisterous. However, there was no malicious behaviour seen during the inspection. Pupils report that there is no real bullying but there is an occasional fight. They report that midday assistants and teachers always listen and take action if there are reports of bullying. However, they also reported that

pupils do not always tell staff. Pupils show respect for the grounds, the buildings and the furniture. There is no graffiti or vandalism. The behaviour of pupils in assembly is good and in the classroom pupils work well in pairs and in groups, co-operating with each other. Staff have high expectations of behaviour and pupils respond appropriately to this.

13. Pupils' personal development and relationships are good. Pupils' responsibilities increase as they move up through the school. The youngest pupils are encouraged to become independent learners; they are responsible for getting out and putting away their books and pencils at the beginning and end of lessons. There are rotas for pupils to help with tidying different areas of the classroom and to take the registers to the office. In a Year 1 lesson, pupils were seen working independently and quietly, when not under direct teacher supervision. This has a positive effect on pupils' personal development. The older pupils have a wide range of responsibilities. House Captains and Prefects regularly help the youngest children and are responsible for getting out and putting away the games equipment. Pupils are encouraged to speak about their work at assembly and there is clear progress in pupils' confidence as they move through the school. One pupil played the flute at assembly, much to the delight of other pupils and staff. Pupils support a number of national and international charities, which gives them an awareness of the outside world. The relationships between pupils and between staff and pupils are good. Staff act as good role models: generally they speak to pupils with respect and pupils respond to this. Pupils are polite and welcoming to visitors and they are keen to talk about the school and to show their work. In lessons, pupils are keen to contribute answers, confident that their views will be listened to. Pupils respect the feelings, values and beliefs of others. This was particularly evident during a religious education lesson when pupils discussed openly and maturely hurtful memories and people whom they could trust. Pupils were not afraid to speak up with their own ideas. Pupils with special educational needs are fully integrated in the life of the school. The good relationships contribute positively to the personal development of pupils.
14. Overall, the attendance of pupils is satisfactory. It is broadly in line with national averages and the unauthorised absence figure is below the national average. This has a positive effect on pupils' progress. There were, however, ninety seven weeks' schooling lost last term due to holidays in term time. This is unsatisfactory and has a negative effect on the progress and attainment of those pupils who miss school. There is some minor lateness that is recorded, but the time pupils arrive is not always logged. Registration is carried out quickly and efficiently.

HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching is good. Taking the school as a whole, 75 per cent of the teaching is good or better. This is better than the proportion of good or better teaching usually found nationally. Twenty one per cent of the teaching is satisfactory and four per cent is unsatisfactory. The unsatisfactory teaching is found in the junior part of the school. The overall good quality teaching is contributing to improving standards, so that pupils are doing better in English, mathematics and science by the age of 11 than they did in the Year 2000 national tests and assessments.
16. The quality of teaching in English is good throughout the school. Teaching in mathematics and science is also good. There is good teaching in information and communication technology, although there are weaknesses in teachers' knowledge and skills in some areas of the curriculum. The teaching in art and design is good, as it is also in physical education and religious education. The good teaching promotes good learning and is contributing to rising standards, for example in English and science at the age of 11, where standards now are better than they were in last year's national tests and assessments. The good teaching in religious education and physical education contributes to high standards in these subjects. There is too little evidence to judge the quality of teaching in geography, history and music, as too few lessons were observed. In design and technology the quality of teaching is good for pupils aged from five to seven and satisfactory overall for the older pupils.
17. Teachers' knowledge and understanding of the subjects they teach is good and this enables them successfully to pass on knowledge, skills and understanding to their pupils. Very good subject

knowledge and understanding was evident, for instance, in religious education lessons in Year 2, where the teacher's very good knowledge of Judaism and Christianity enabled her to promote pupils' learning about religion very well, as they sensitively discussed the idea of trust in God. Good subject knowledge in information and communication technology was also seen, for example, in Year 6 and this enabled the teacher to give clear explanations and demonstrations of how to search for different web sites. This well informed teaching is helping pupils to catch up with their skills in information and communication technology. There are, however, some gaps in staff knowledge and understanding of information and communication technology, concerning teaching data handling, use of the Internet, use of e-mail and the digital camera.

18. Basic skills in literacy and numeracy are well taught, enabling pupils to make good progress in their learning. Teachers in the reception classes, teaching the children aged four and five, have a secure understanding of the Early Learning Goals for children under five, informed by helpful advice on planning an appropriate curriculum which the school has sought from external advisors. For example, the teaching of early writing skills in the reception classes is good, as the children write their own sentences using their knowledge of letter sounds, starting to form their letters correctly and read back what they have written to the teacher. The teachers' good knowledge of how to teach phonic skills to young children was seen, for example, in a reception class lesson where the children were each given an appropriate object, such as a jigsaw, sock, scissors or spoon to identify the initial letter sound. This imaginative activity helped the children to learn letter sounds well, so promoting their early reading skills. The children are also helpfully taught to use the pictures in reading books and the context of the story to help them read unfamiliar words. As they grow older, pupils are taught to blend letters together to help them as they read and write, seen, for instance, in a very good lesson in Year 1, and this helps them tackle unfamiliar words in their reading and spelling independently. Pupils in Year 1 are also taught to understand some of the properties of numbers, such as 'larger than' and 'smaller than' and to recognise odd and even numbers and this promotes their mathematical development well. The seven-year-olds are taught to use commas, for instance, to help them in developing their writing skills. The oldest pupils are given good opportunities to develop their skills in mental calculation, for example as they work out in their head and give the squares of numbers from one to 12.
19. Teachers of the youngest children plan work for children well, reflecting the advice they have had on this aspect of their work. Their good planning enables them to ensure good coverage of all the six areas of learning for children under five, in personal, social and emotional development; language, literacy and communication; mathematical development; knowledge and understanding of the world; physical development and creative development. Teachers' planning for the lessons for the older pupils is satisfactory overall. The frameworks provided by the National Literacy and Numeracy Strategies are used well to plan work in English and mathematics. Teachers take care in these subjects to spell out clear and appropriate purposes for lessons and to detail what it is pupils will do and what they are expected to learn. In many lessons teachers take care to see that the pupils understand what they are going to be doing and what the purpose of the lesson is. The weakness in planning is that it does not always build on an assessment of what pupils already know, understand and can do. So, for example, in a Year 6 mathematics lesson on calculating the sum of angles in a triangle, the teacher was not aware at the outset that one group of pupils had done the set activity in another class.
20. Teachers have high expectations of what the children under five can achieve and this encourages them to work hard and do their best, promoting good learning. This is seen, for example, when teachers promote the children's personal development well as they give them the responsibility of dressing themselves to get ready for play time. Expectations of the older pupils are satisfactory and generally promote satisfactory learning. Teachers' expectations of pupils with special educational needs are appropriately high. They set appropriately challenging targets for these pupils in their Individual Education Plans and use these well to guide their teaching, so promoting good learning.
21. Teachers use a range of appropriate teaching methods to meet pupils' learning needs. The oldest pupils are appropriately divided into sets by ability for their work in literacy and numeracy and this enables teachers to match work closely to pupils' needs. Lessons usually start with whole-class

or whole-set teaching, which enables teachers to set out the purpose of the lesson and explain the main lesson content. Pupils then work in small groups or individually and usually appropriately come together again as a class at the end of the lesson to briefly discuss what they have been doing and what has been learned.

22. Teachers have good class control and management skills and this means that in most lessons pupils behave well, concentrate on what they are doing and so learn well. The small proportion of unsatisfactory teaching, all of it in the junior part of the school, is associated with less skilled class management. So, for example, in music and design and technology lessons in one of the Year 6 classes the teacher failed to get the attention of the full class before starting the lesson, so that pupils were unclear about what was expected of them and the lessons were slow to get underway and many pupils were uninvolved and inattentive, leading to unsatisfactory behaviour on their part.
23. In most lessons time is used well. Lessons start promptly and full use is made of the time available for teaching and learning. In the few cases where the pace slackens pupils become bored and inattentive and their behaviour deteriorates, seen, for example, in a design and technology lesson in Year 6. Skilled support staff are deployed well to help pupils learn. They have had some helpful training in their role and they give particularly valuable support to pupils who have special educational needs, helping them to make good progress in their learning and reach the targets set for them in their Individual Education Plans. The school has many good resources for learning and these are used well to help pupils learn and understand. But resources are not always to hand when needed. For example, a music lesson in Year 6 was seriously hampered because there were no musical instruments available, these all being in use in other classes at the same time – a fact of which the teacher had been unaware when she planned the lesson. The school has a new information and communication technology suite and good use is being made of this to improve pupils' knowledge and skills.
24. In the reception classes teachers mark children's work well. Much of this 'marking' is appropriately done alongside pupils as they work, informally, and it enables teachers to give the children good immediate feedback on their work and on what to do to improve, so motivating them well and promoting good learning. In the rest of the school, marking is satisfactory overall and helpful suggestions are sometimes made about what pupils need to do to improve, although this is not consistently the case.
25. Appropriate homework is set to reinforce what pupils have learned in school. For the youngest pupils this appropriately consists mainly of taking a reading book home. The oldest pupils are set appropriate regular homework tasks, relating mainly to English and mathematics, with sometimes science, but not all pupils complete all the work set and the school feels that more parental support for homework would be helpful.

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

26. The school provides a curriculum that is broad and relevant and fully meets statutory requirements, covering all subjects of the National Curriculum, including religious education in accordance with the Locally Agreed Syllabus. However, personal, social and health education is underdeveloped; there is no structured co-ordinated programme yet.
27. The school has successfully implemented the National Literacy Strategy and the Numeracy Strategy. There have been many recent initiatives put in place to raise standards in these subjects.
28. This is a socially inclusive school; all pupils, including those who have special educational needs and those learning English as an additional language, have full access to the curriculum and

achievement and effort are recognised and valued within lessons and within the school as a whole through 'sharing' and 'achievement' assemblies.

29. The teaching of religious education is good at both key stages and this gives pupils an insight into the beliefs of others. Pupils have a clear understanding of right and wrong. There is always a stimulating religious education display linked to the time of the year. Assemblies also make a strong contribution – they are concerned with the Christian calendar as well as people from other faiths, for example, Anne Frank.
30. The school publishes its expectations of behaviour in class and around the school in a very clear, explicit document, which is shared with pupils, parents and governors. It highlights the responsibilities of teachers, pupils and other adults working in the school to provide a good learning environment. The school's Code of Conduct is regularly referred to in assemblies. All classes have school rules, which have been agreed between teachers and pupils.
31. Policies and schemes of work have been updated and at present are being audited by subject co-ordinators to ensure that pupils build on their knowledge, understanding and skills as they progress through this new primary school.
32. The monitoring of the curriculum by subject co-ordinators is a weakness that has been recognised by the school and the new head teacher has appropriate plans to clarify the roles and responsibilities of co-ordinators and to provide training for them to carry out their duties effectively.
33. Provision for pupils with special educational needs is good.
34. All pupils are given responsibilities within the classroom and these are taken seriously. Older pupils have a range of responsibilities, including helping to supervise younger pupils at wet playtimes and lunchtimes, patrolling the cloakrooms and stairs, keeping the libraries tidy and putting out and putting away the lunchtime equipment. They also help to get the hall ready for assembly and operate the overhead projector and the music centre.
35. The school has developed satisfactory links with the community; the police make a regular input into the curriculum helping pupils to keep safe; the school nurse undertakes health checks and takes part in the sex education programme. Personnel from local churches participate in assemblies.
36. The school has satisfactory links with its partner institutions. There are good links with the main feeder playgroup and effective links with the local secondary school. Year 6 pupils visit and spend a day working in the school. Teachers from the secondary school come and work in the primary school in the term before transfer.
37. Provision for pupils' spiritual, moral, social and cultural development is good overall. Spiritual development is fostered well. Good teaching in religious education and the above average standards achieved in this subject by pupils throughout the school have a significant impact on spiritual development. Good quality assemblies make a strong contribution to this area. They are relevant to the pupils' age and understanding and varied in style. Teachers are beginning to look for opportunities within the curriculum to develop spirituality.
38. Provision for pupils' moral development is good. The School Code of Conduct helps pupils to regulate personal and social behaviour. Teachers effectively implement the school behaviour policy. Praise is used well to reward effort and achievement. Most teachers have high expectations of behaviour and manage pupils well. Pupils know it is their responsibility to come to lessons with the necessary equipment so that they can be active learners. Rewards and sanctions are used fairly and pupils are well aware of both.
39. Provision for social development is good. Many lessons give pupils opportunities to work in pairs and small groups to share ideas before working independently. Many pupils are keen and confident to share their ideas and express their opinions. There are good opportunities for pupils

to take responsibilities and these make a good contribution to their personal development. The oldest pupils have a range of responsibilities, which they take very seriously. However, there are too few interesting activities for pupils outside lessons, especially for younger pupils.

40. Provision for cultural development is satisfactory. Religious education teaches pupils Christianity and other faiths and traditions and these are referred to as appropriate, for example, Eid and Chinese New Year. The library has a good range of books. In literacy, pupils study stories from their own and other cultures. History, art and geography all provide opportunities for pupils to learn about world diversity. Assemblies make a positive contribution to this area.
41. Pupils have equality of access to the curriculum and enjoy equality of opportunity. For example, pupils for whom English is an additional language and those with special educational needs are given well-structured support which enables them to participate fully in lessons. The results of national tests are monitored by gender and previous levels of attainment and, as a result, the school has identified pupils who are underachieving. This has resulted in booster classes for English and mathematics and additional literacy support where necessary. There is also good provision for higher-attaining pupils by the setting arrangements for English and mathematics in Years 5 and 6 and the wide range of activities on the 'enrichment days'.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. Teachers display a caring approach to the pupils and are well supported by efficient learning support assistants, who know pupils well and use this knowledge to provide good day-to-day support for all pupils.
43. The school has good procedures for child protection, pupils' health and safety and welfare. The procedures for child protection are good. All staff have attended training programmes on child protection awareness. Any concerns are passed to the headteacher, who keeps written records, and there are clear monitoring procedures in place. The new headteacher is the named person for child protection and he is waiting for a new course to update his training on child protection as the named person. The headteacher and special educational needs co-ordinator attend all case conferences. The school follows the local authority guidance for child protection. Procedures for first aid are very good. There are two fully qualified first aiders and all staff have attended a one day first aid course. Incidents are dealt with appropriately and staff always wear disposable gloves when dealing with body fluids. First aid boxes are sufficient in number and quantity. The high number of first aid incidents which have been recorded reflect some of the boisterous play during lunch times. The school is reviewing its procedures to ensure class teachers are kept informed of any pupils involved in such incidents. Procedures for dispensing medication are good. The school liaises regularly with outside agencies to ensure that appropriate support is available to pupils. Parents report that staff are very helpful and supportive when there are concerns about a child. The conscientious site manager ensures that legal requirements are met with all electrical and fire tests. He makes regular risk assessments of the building and carries out any minor repairs. The headteacher and site manager meet weekly to discuss and address any site related issues. The health and safety governor and the headteacher make termly risk assessments of the buildings.
44. The school's procedures for monitoring and promoting attendance are unsatisfactory. Parents are requested not to telephone the school on the first day of a pupil's absence but to send in a note when the child returns. This is unsatisfactory. The school records the names of pupils who arrive late but the time they arrive is not always recorded. There is no certificate to reward a pupil with one hundred percent attendance. The school has, however, recently introduced new procedures. Parents are sent a monthly attendance and punctuality sheet when there are concerns about attendance, with targets for improvement. A further letter is sent to parents when the attendance or punctuality of pupils improves. The Educational Welfare Officer visits the school regularly.
45. The procedures for monitoring and promoting good behaviour are good and improving. All staff generally act as good role models. They have high expectations of good behaviour and pupils generally respond to this. The whole-school policy is used consistently to reward and recognise

good behaviour and effort. In addition to this, some teachers have tailored class rules to address specific issues such as team-building by awarding table points. This is proving to be successful. The school is constantly monitoring behaviour and adapting its procedures to bring about improvements. For example, they have recently introduced a range of games and clubs at lunch times to help improve pupils' behaviour. Midday supervisory assistants now award stamps to older pupils who have been particularly good or helpful at lunchtime. Six stamps can then be exchanged for a prize. Procedures for monitoring and eliminating oppressive behaviour are good. The midday supervisory assistants record any incidents and information is passed to class teachers, who then monitor the number of aggressive incidents that pupils have been involved in. The school is currently reviewing these procedures to ensure there is careful monitoring of all pupils involved in incidents. The school also keeps a central record of any racist incidents and the action taken by the school. Pupils of all ages understand the rules and comment that games at lunchtime have improved the behaviour of pupils.

46. Procedures for monitoring and supporting pupils' personal development are good. Staff have a very good knowledge of pupils and provide necessary support on a day-to-day basis. Staff also monitor pupils' personal development through the rewards and sanctions policy and through information gained from parents during parent-teacher consultation meetings. Class teachers meet with parents at an early stage if there are concerns; if there is no improvement, then the headteacher meets with parents. When there are concerns about a pupil's behaviour parents are consulted at an early stage. The progress of pupils with special educational needs is monitored through the progress they make towards the targets in the Individual Education Plans. Teachers are well supported by the special needs co-ordinator and learning support assistants. They share information on a formal and informal level to ensure effective support and monitoring of pupils' personal development.
47. There are some good examples of the assessment of pupils' attainment and progress and the use of assessment information to help teachers plan their next steps in teaching. In the reception classes there is very effective monitoring and recording of academic progress. The procedures for monitoring the attainment and progress of pupils with special educational needs are also very good. However, in the core subjects of English, mathematics and science and particularly in the other subjects of the curriculum there is a lack of consistency in the way in which assessment information is used. The information that is collected about pupils' attainment and progress does not always have an impact upon the planning of lessons. So, for example, in a Year 6 mathematics class the teacher did not know that a group of pupils had already completed the task she set. The school has not yet managed to establish a whole-school approach and practice in assessment. Not all teachers are confident about judging National Curriculum levels. Without this, there can be no informed consensus about the attainment of pupils and what needs to be done to remedy shortcomings in the planning of lessons and homework.
48. The identification of pupils with special educational needs is effective and the provision for them is good. The considerable amount of staffing devoted to this is one aspect of the school's provision for ensuring that these pupils have equality of access to the curriculum. The school's register of gifted and talented pupils and its awareness of higher-attaining pupils ensures that they are well catered for in the set English and mathematics groups and during the enrichment activities.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. A significant proportion of parents who attended the parents' meeting and completed the parents' questionnaire are unhappy with quite a lot of aspects of what the school does and achieves. Parents raised a number of concerns, which the inspection team did not agree with, but the inspectors do support the views of parents about the quality of information about pupils' progress and the range of activities offered outside lessons.
50. The school's partnership with parents is satisfactory overall and improving. The quality of information provided by the school is satisfactory. The school provides parents with a wide range of information. The new headteacher has introduced monthly newsletters that keep parents up to date on all the forthcoming events; a pupil recently contributed a report on their football match and

the Friends of Wykeham also provided information. The prospectus and governors' annual report are informative and well written. They contain good quality information on the school's routines, which is helpful to parents. There have been a number of helpful meetings this term to provide parents with additional information about the national tests and assessments to be taken by the seven and 11-year-olds in the summer term and about managing behaviour and raising standards. This enables parents to have a better understanding of what goes on in school. There are two parent consultation meetings per year and an open day in the summer term. Parents are invited to meet the teachers to discuss annual reports at the end of the academic year only if they have concerns about their child. Information provided to parents of pupils with special educational needs is very good and, on occasion, excellent, with regular meetings between the special needs co-ordinator and parents. Pupils' annual reports do not give details of what pupils know, understand and can do. Information on pupils' progress in subjects other than English, mathematics and science is sometimes poor. For example, in one class, the information was based on subject coverage and the comments against each pupil's name were identical. This is unsatisfactory. In response to parental requests, the school will be providing advance information to parents on the topics that children will be studying from next term. Parents appreciate the availability of the headteacher and staff to talk to them at the beginning and end of each day.

51. Parental involvement in their children's learning is satisfactory. The school is working very hard at involving parents in their children's learning; for example, through the curriculum information evenings which are being held. But parents do not always take advantage of such opportunities which the school provides. For instance, the special educational needs co-ordinator organised a workshop for parents of pupils in Years 1 and 2 on how they could help their child with reading. Just nine parents attended what was a very informative session. Few parents help in classes. Home-school diaries are used for an exchange of information but some diaries have few comments from parents. Many parents do help regularly with homework and hearing their child read at home but not all parents co-operate in encouraging their children to complete the homework which is set. The hard-working Friends' Association organises a number of social and fund-raising activities each term, which are well supported financially by parents. The parents of pupils with special educational needs are fully involved in their children's learning, through regular meetings with the special educational needs co-ordinator when targets are discussed together and set. The school has a very effective partnership with these parents, who are supplied with worksheets and instructions on how to help their child improve. This has very positive effect on their learning and progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The leadership and management offered by the headteacher are very good and provide very clear educational direction for the school, appropriately directed towards raising standards. Inspection evidence shows that this is already having a positive effect, after the headteacher has been in post only half a school year. The staff share with the governing body and headteacher a clear commitment to school improvement. The main priorities for school development appropriately relate to raising standards in the basic subjects, especially in writing, and also in information and communication technology. The main priorities for school improvement have been the subject of two profitable school improvement conferences, with staff, governing body and parental involvement. The school has an appropriate set of aims, concerned with the creation of a happy, secure and stimulating environment in which all members of the school community can grow in self-esteem and develop their full potential. These aims are substantially met in the work of the school.
53. The deputy headteacher has some appropriate delegated responsibilities, such as the identification of staff training needs and related staff development. She is an effective mentor for the newly qualified teachers and has been involved in setting performance targets for them, assessing their progress towards these targets and arranging appropriate support for their professional development. She plays a part in budget setting and has a pastoral responsibility for both staff and parents.

54. The management group consists of the headteacher, the deputy headteacher and three senior teachers. The new headteacher and the governing body have recognised that the group as presently constituted does not make for the effective monitoring and evaluation of work of the school. There is little representation from the lower part of the school. The governors have approved the streamlining of this group into a slimmer senior management team and the implementation of this plan has been appropriately set as a performance target for the headteacher.
55. The role of subject co-ordinators is in need of further development. Their role in monitoring the quality of teaching and learning in their subjects with a view to raising standards is at a very early stage of development and there is not yet a regular programme of systematic and rigorous monitoring and evaluation of the quality of teaching and learning. There has been no recent classroom observation by co-ordinators, although they have usefully looked at teachers' planning in English, mathematics, science and information and communication technology. Teachers' planning is not regularly scrutinised by the subject co-ordinator in other subjects, such as music, and in design and technology there is no one with responsibility for the subject in the upper part of the school, a fact which is reflected in poorly organised resources and low standards.
56. The governing body is very effective in fulfilling its responsibilities and helping determine the direction of the school. Governors are well informed about the school, what goes on there and its strengths and weaknesses. Members of the governing body hold helpful regular meetings with the whole staff. They visit classes and a few governors have had useful whole day visits to classes; for example, working alongside teachers and pupils in Year 6. The outcomes of such visits are helpfully reported back to full governing body meetings. All members of the governing body have links with subjects of the curriculum and they meet with the appropriate subject co-ordinator for that subject at least annually. The governors know about the standards achieved by pupils in national tests and assessments; for example, by examining published results and through reports to the governing body given by the headteacher. The work done with pupils who have special educational needs is monitored by members of the governing body and there is one member with a particular interest in and responsibility for this aspect of the school's work.
57. There are a number of appropriate committees of governors, such as the finance committee which meets at least twice each term to monitor the workings of the budget and compare spending against financial allocations. The bursar plays a key role in monitoring the budget and keeping governors informed about its progress. The governing body is appropriately involved in careful financial planning which is geared to support priorities for school improvement. Governors hold an annual budget planning day, to which the headteacher and bursar present a draft budget plan for consideration and approval. Members of the finance committee are developing the skill to consider different models for expenditure and challenge the proposals put forward by the headteacher and bursar. This is an important development in the role of the governing body, acting as a 'critical friend' to the school.
58. The very good leadership provided by the headteacher and the effectiveness of the governing body mean that the school is well placed to improve the standards achieved by pupils and the quality of education offered.
59. Day-to-day financial administration is very good, overseen by the skilled bursar. Recent audit reports show that the finances are kept in good order; any recommendations made in audit reports are swiftly and fully acted upon. Specific grants made to the school, for example for the education of pupils with special educational needs, are used effectively for their intended purpose. This helps pupils to make good progress in their learning. Effective use is made of new technology, including e-mail, in the day to day administration and financial management of the school. The school takes good care to secure value for money in obtaining goods and services.
60. There are adequate numbers of teachers and educational support staff to teach the full National Curriculum and meet the needs of all pupils. The teaching staff has a balance of youth and experience and the support staff have had some good quality training to help them play their part more effectively.

61. The accommodation is adequate for the teaching of the National Curriculum. Currently, there are two staff rooms, two medical rooms, two libraries and a computer suite. All classrooms are of sufficient size for the grouping of pupils for a range of practical activities. There is no toilet for disabled pupils. The amalgamation of the infant and junior schools into a primary school has led to plans being approved for a substantial refurbishment of the buildings, including a new building with a staff-room large enough to accommodate the whole staff and an office, which will effectively join the two schools. There are sufficient hard and soft play areas for a range of outside activities, including a separate area for the under fives. The building is well maintained overall and teachers work hard to produce colourful and interesting displays.
62. Resources overall are good, both in quality and quantity, although the school needs to develop further resources for information and communication technology in classrooms. Resources for physical education are very good and resources for geography, music and the children under five are satisfactory.
63. The design and technology resources are adequate for pupils aged from five to seven but for the older pupils, although the resources are satisfactory, they are disorganised. Pupils have easy access to resources in the classrooms but there is a lack of classroom storage space. The staff generally make appropriate use of available books, equipment and tools. There is a good selection of books for all pupils and this helps promote positive attitudes to reading through the range of books about poetry, myths, legends and other popular fiction.
64. The school's policy for performance management is in place and is very good. Governors have set appropriate targets for both the headteacher and the deputy headteacher after taking appropriate advice from an independent adviser. All teaching staff have targets for performance management and procedures are in place to monitor progress on targets through lesson observations and work scrutiny.
65. The induction of new staff to the school and the effectiveness of provision for training new teachers are very good. The induction of new staff to the school and the mentoring of newly qualified teachers are well supported by the deputy headteacher. Staff support new members and year group teachers meet weekly to discuss their lessons and planning together. The new staff reported that in-service training has been most helpful in understanding the school's policies and routines. The school has tailored the career entry profile for one newly qualified teacher over two years to suit a job share. The school has one graduate in teacher training this year and students from a university complete part of their teaching practice at the school.
66. The headteacher and governing body are committed to equality of opportunity and therefore high levels of inclusion for all pupils. This is reflected in high quality monitoring: by ability, gender, previous levels of attainment and ethnicity; of pupils for whom English is an additional language and those with special educational needs; and in the identification of gifted and talented pupils.

SPECIAL EDUCATIONAL NEEDS

67. This inspection was part of an Ofsted initiative to find out about the quality of provision for pupils with special educational needs in mainstream schools. Under national guidelines, the school has identified 135 pupils with special educational needs; this is around the national average. Nine pupils have a Statement of Special Educational Need. The majority of pupils with special educational needs are making good progress towards their literacy and numeracy targets. Learning support assistants keep good records of pupils' progress and these are invaluable when staff meet to review their Individual Education Plans.
68. The quality of teaching for pupils with special educational needs is good. It is well structured to meet their individual needs. The majority of teachers make good use of the targets on Individual Education Plans when planning their lessons. Learning support assistants work very closely with teachers; they have clearly identified roles and most are well trained. They provide effective

support in class and also when pupils are withdrawn for more intensive help to develop their language or literacy skills.

69. Pupils with special educational needs have equal access to the curriculum along with their peers and the majority are making good progress in English, mathematics and science, when measured against their prior knowledge and understanding of these subjects. In most classes, the curriculum is adapted and modified effectively to take account of their learning difficulties. The school is implementing the Code of Practice well and all identified pupils have very good individual education plans. The targets on the plans are written in consultation with the special educational needs co-ordinator; they are well thought out and are a very useful tool for monitoring pupils' progress. The identification and assessment procedures for pupils with special educational needs are very good and fully meet the requirements of the Code of Practice. Pupils' records are well organised and kept up to date. The school receives effective help from the local education authority in the form of psychological advice and assessment for individual pupils, support for learning and behaviour and the training of teachers and learning support assistants. However, a small number of pupils are not receiving the speech therapy specified in their statements. This is unsatisfactory.
70. The school works very well with parents of pupils with special educational needs. They are fully involved in the reviews of pupils' Statements and Individual Education Plans.
71. The special educational needs provision is very well managed. The co-ordinator ensures that pupils are assessed very well. She liaises effectively with staff, keeping them well informed about pupils' individual learning needs. The training she has been providing for learning support assistants has been of high quality and, as a result, their support of pupils has become more effective. Statutory requirements for the pupils with Statements of Special Educational Need are fully met. The funding received by the school for identified pupils is well spent, the majority being used to fund staff. The special educational needs policy is a useful document for professionals but is not a very friendly document for parents.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

72. In order to raise standards and improve the quality of education offered, the governing body, headteacher and staff should now:
- (a) through staff training and development, improve the quality of teachers' skills in teaching information and communication technology and so raise standards; (paragraphs 8, 130)
 - (b) clarify and develop the role of subject co-ordinators in managing and raising standards in their subjects; (paragraphs 56, 95, 102, 109)
 - (c) put in place whole-school, consistent procedures for assessing pupils' attainment and progress in all subjects and see that teachers use the information gathered to help them plan their teaching. (paragraphs 47, 100, 108)

The school should also attend to the following less significant weaknesses:

- improve the quality of annual reports to parents on pupils' progress, so that they clearly set out what pupils know, understand and can do in each subject and what pupils need to do to improve; (paragraph 50)
- improve procedures for promoting good attendance; (paragraph 44)
- provide a wider range of activities for pupils outside lessons. (paragraph 39)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	96
Number of discussions with staff, governors, other adults and pupils	58

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	20	55	21	4	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		610
Number of full-time pupils known to be eligible for free school meals		41

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		8
Number of pupils on the school's special educational needs register		119

English as an additional language	No of pupils
Number of pupils with English as an additional language	7

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	22

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	5.4	School data	0.2
National comparative data	5.2	National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	43	48

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	43	37	42
	Girls	45	43	40
	Total	88	80	82
Percentage of pupils at NC level 2 or above	School	97 (N/A)	88 (N/A)	90 (N/A)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	40	42	39
	Girls	41	42	42
	Total	81	84	81
Percentage of pupils at NC level 2 or above	School	89 (N/A)	92 (N/A)	89 (N/A)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	48	43

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	33	0	37
	Girls	34	0	32
	Total	67	0	69
Percentage of pupils at NC level 4 or above	School	74 (N/A)	0 (N/A)	76 (N/A)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	34	35	37
	Girls	33	35	35
	Total	67	70	72
Percentage of pupils at NC level 4 or above	School	74 (N/A)	77 (N/A)	80 (N/A)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	5
Black – other	5
Indian	1
Pakistani	1
Bangladeshi	1
Chinese	2
White	521
Any other minority ethnic group	4

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	24.2
Number of pupils per qualified teacher	25.2
Average class size	26.5

Education support staff: YR – Y6

Total number of education support staff	21
Total aggregate hours worked per week	294

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
----------------	-----------

	£
Total income	1248235
Total expenditure	1197259
Expenditure per pupil	1865
Balance brought forward from previous year	95845
Balance carried forward to next year	146821

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	610
Number of questionnaires returned	226

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	47	44	7	2	0
My child is making good progress in school.	39	50	8	3	1
Behaviour in the school is good.	20	47	19	9	5
My child gets the right amount of work to do at home.	22	59	13	5	0
The teaching is good.	34	53	5	4	4
I am kept well informed about how my child is getting on.	18	53	24	5	0
I would feel comfortable about approaching the school with questions or a problem.	46	43	10	1	0
The school expects my child to work hard and achieve his or her best.	37	53	5	0	4
The school works closely with parents.	19	52	20	7	3
The school is well led and managed.	21	47	13	5	14
The school is helping my child become mature and responsible.	28	57	7	3	5
The school provides an interesting range of activities outside lessons.	6	29	26	18	21

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

73. Children's attainment on starting school is similar to that usually found nationally at the age of four. Most children have had pre-school experience in local playgroups. An appropriate curriculum, covering all the areas of learning, is provided, through which the children develop knowledge and skills in all areas, especially personal, social and emotional development, communication, language and literacy and mathematical development.
74. Children start school in the September of the year in which they become five, so there can be nearly a year's difference in the ages of children starting in the reception classes. Children and parents visit the school in the summer term and are invited to the school's open day, and this helps to build confidence and enable the children to settle into school easily. One of the teachers in the reception classes maintains close links with the main feeder playgroup and this helps teachers identify early any particular needs which children may have, including special educational needs.
75. Strengths of the education of the children under five are:
- the secure knowledge of all the teachers of good practice for this age group;
 - the shared philosophy of the teachers;
 - consistent expectations in all classes;
 - good management of young children.
76. Teaching is consistently good in all three classes. All the teachers and the teaching assistants work well together and act as good role models for the children. This effectively promotes children's personal, social and emotional development. The quality of adult interaction with the children is good and this makes a significant contribution to communication, language and literacy. All adults working at this stage treat children in the same way so that they feel safe and secure and this provides a good learning environment. The teachers have good expertise in teaching young children. Their ability to make learning fun and give children opportunities to investigate and experiment results in well-motivated learners.
77. Many of the children are achieving the Early Learning Goals, which children are expected to reach by the age of five in personal, social and emotional development, communication language and literacy and mathematical development, and are working towards Level 1 of the National Curriculum.

Personal, social and emotional development

78. Most children have established good relationships with their teachers and other adults who work alongside them. They have their own room in which to eat their lunch with the same person supervising them each day. Lunchtime is often a frightening experience for young children starting at a large school and this is good provision. The children have frequent opportunities to share and co-operate in all areas of learning; for example, taking it in turns to play musical instruments, working in groups on different pieces of physical education apparatus in the hall, playing with the wheeled toys and following the roadway signs in the playground. Children are encouraged to be independent; putting coats on, undressing and dressing for physical education and washing hands before lunch. The children are provided with stimulating activities to make learning fun; for example, making jelly when learning the 'j' sound. The next day the children were so excited about eating the jelly and the occasion provided good opportunities for personal, social and emotional development as well as communication, language and literacy. The quality of teaching for personal, social and emotional development is good. The teachers have high expectations and within a term and a half children listen to teachers and to each other, put their hands up rather than call out and work together in pairs; for instance, on the computer and playing games to learn the letter sounds. Routines are well established and children are well

managed; this gives them confidence and enables them to make good progress and achieve the Early Learning Goals in this area.

Communication, language and literacy

79. Communication, language and literacy are well promoted in all classes. Many practical activities and games are provided, through which children are learning early reading skills; for example, when learning that letters are associated with sounds, appreciating that pictures can be used as clues in reading, as well as learning a basic sight vocabulary. Children enjoy sharing books with adults and with each other. When sharing the book 'That's Mine' with an inspector the child identified the initial sound of 'tiger', 'tongue', 'elephant', 'trunk', 'crocodile', 'bear', 'snake', 'monkey', 'parrot' and 'lion' and could suggest other words that began with these sounds. Through the sharing of Big Books the teachers model reading well and children learn that print is always read from left to right and top to bottom. As a result of this good teaching, the children are keen and enthusiastic and this helps them make good progress in their learning. They understand that letters make words, words make sentences and sentences make stories. Most children display good pencil control, draw detailed pictures and write many letters correctly. Most speak confidently to the rest of the class talking about their experiences and sharing their ideas. Many have already achieved the Early Learning Goals and the younger children are on course to do so by the end of the year.

Mathematical development

80. The children have a daily session of mathematics when they are provided with varied opportunities to count and learn the early concepts of 'taller/shorter', 'bigger/smaller' and 'more/less'. The teaching of this daily session is good and this helps the children make good progress, so that, by the age of five, most children reach the Early Learning Goals. The children play a variety of games to reinforce these concepts. They are learning to write numbers correctly. They enjoy singing and acting number rhymes associated with subtraction; for example "1,2,3,4,5, once I caught a fish alive". Many of the children can add two groups of objects together, for example, $2+3=5$, and the more able understand and can record subtraction, such as $4-1=3$. Most children can recognise the most commonly used coins and know that 5p is worth five pennies. They can recognise and explain the characteristics of a square, circle, rectangle and triangle.

Knowledge and understanding of the world

81. The children are working on the 'Senses' topic this term and during the week of the inspection they were thinking about what they can do with their hands. Activities in all areas of learning have contributed to this topic. The children looked carefully at their hands through a magnifying glass and drew what they could see. The teaching assistant working with this group interacted very well with the pupils and extended their vocabulary. In response to good questioning by the teacher the children think of many ways in which they use their hands; eating, painting, modelling, holding hands and so on. When a large block of ice was brought into the classroom and they had the opportunity to feel it and hold it they were fascinated and this very interesting activity stimulated much valuable discussion. The next morning when the ice had disappeared they talked about what had happened and why? The role-play area is 'The Gardener's Shop' and children are responsible for looking after the growing plants. By sharing high quality books and effective discussion with teachers and other adults the children are beginning to understand that life is not the same for them, their parents and their grandparents. These young children have a weekly session in the new computer suite and are developing good mouse skills. They can select different objects from the menu, select different colours and use the paintbrush. Many children are very confident; others less so, but all enjoy the session and are making good progress. They behave very well, ask sensible questions and are well-motivated learners. As a result of good teaching and good resources the children are achieving the Early Learning Goals.

Physical development

82. Children have opportunities to play outside three times a week; these sessions are well organised and the teaching assistant interacts very well with the children. They also have the opportunity for a more formal physical education lesson in the hall and the standard achieved in these lessons is above that usually found at this age. Children move with confidence and with very good control and co-ordination. They climb and balance on various pieces of equipment and show good awareness of space when using the large equipment. They are taught to get this out safely and they follow instructions carefully when they undertake this task. Most pupils have good pencil control as a result of the varied opportunities with which they are presented. They are set interesting, challenging tasks when playing with the construction toys and malleable materials and this, along with teachers' high expectations and the good use of trained teacher assistants, enables children to achieve the Early Learning Goals by the end of their reception year.

Creative development

83. Children are presented with frequent opportunities to explore materials, paints, crayons and chalks. They have opportunities to cut and stick when making the attractive collage pictures, which are on display to support their learning in literacy. They sing familiar songs from memory and learn how to play percussion instruments to accompany many of the songs. They have opportunities to express their ideas through a variety of modelling materials. Teachers and other adults interact well with children in the role-play areas and in the outside play sessions when children act out being police officers, fire officers and ambulance drivers. These satisfactorily planned opportunities enable the children to achieve the Early Learning Goals by the end of their year in the reception class.

ENGLISH

84. In the Year 2000 national tests and assessments standards were below average at the age of 11. At seven pupils achieved standards in reading above the national average and standards were average in writing.
85. Inspection evidence shows that standards are beginning to rise due to recent initiatives, for example, setting, booster classes, increased learning resources and good provision for pupils with special educational needs. This results in standards at the age of 11 being in line with the national average. In writing and reading at the age of seven they are also in line with the national average; standards in reading have fallen a bit since last year because children are no longer heard to read as frequently individually.
86. Pupils' skills in speaking and listening are satisfactory throughout the school. Pupils build on the good start they receive in the Foundation Stage. Pupils are provided with frequent opportunities to speak in front of the class, sharing their ideas and their work. Many pupils speak confidently but some need more encouragement to speak loudly enough so that they can be heard. Pupils listen attentively while the teacher is explaining or demonstrating new work, and listen very well to stories in assemblies. They follow instructions carefully; for example, in physical education. Plenary sessions in many of the Literacy Hours provide good opportunities for pupils to develop speaking and listening skills.
87. In the infants, reading skills are taught well during very well-organised guided reading sessions and teachers assess pupils' acquisition of skills and keep careful records. However, pupils have insufficient opportunities to practise these skills and have them monitored on an individual basis
88. There is underachievement in reading among pupils in the lower juniors. The school has invested heavily in new stimulating books, but many pupils are reading texts which are too easy. Teachers do not monitor the reading of these books as well as those used for guided reading and move pupils on quicker if they are reading fluently and with understanding. In a Year 3 class, pupils' reading skills are developed effectively by the teacher modelling reading very well when reading the story of 'The Pied Piper', encouraging pupils to use their voices expressively and to be

aware of punctuation. The reading skills of the average and above average pupils at the top of the school are sufficiently well developed to allow them to extract information from a variety of sources across the curriculum. They talk about books they have read and enjoyed and their favourite authors. In Year 5, pupils are being taught to scan non-fiction text to identify key words in order to answer questions. During inspection week, the oldest pupils were studying a story by Arthur Conan Doyle and most pupils read the text, answered comprehension questions and discussed the characters in the story. Pupils with special educational needs have positive attitudes to reading, although their skills are not sufficiently high to enable them to learn effectively in other subjects dependent on reading.

89. Writing for the majority of pupils is below the expected standards, although the above average pupils are achieving the required standard. The whole school is concentrating on writing and the good teaching seen, along with the pupils' good attitudes, is expected to result in higher standards. The school has invested heavily in good quality resources to enable teachers to prepare interesting lessons and set challenging tasks which capture and sustain pupils' interest. Average and above average pupils in Year 2 are learning to use more interesting conjunctions other than 'and' in their writing. They are also being encouraged to use a variety of adjectives when, writing a poem about a giraffe. As Year 3 pupils read the story of 'The Pied Piper' their vocabulary was extended by identifying the verbs used to describe how the rats moved, 'scuttling and scampering'. Year 4 demonstrate a good understanding of how adjectives are used in descriptive writing; for example in writing the poems 'Witches' Kitchen' – 'gloomy, slimy, massive, bubbling'. Year 5 pupils explain what homophones are and are beginning to use them in their story writing. The oldest pupils identify the key features of report-writing and understand that they have to answer the questions 'what happened?', 'why?', 'when?', 'where?' and 'how?' about an event. During the inspection all the pupils in Year 6 were reading and writing about mystery genre through studying a Sherlock Holmes story. They were building on their report-writing skills and the more able pupils were learning about complex sentences and trying to use them in their writing. Work was well matched to pupils' prior learning and the setting arrangements give good opportunities to meet the learning needs of all pupils. Good progress was therefore seen in all sets, although attainment in the lower sets was below average.
90. Standards in handwriting are good in pupils' handwriting books. However, this standard is not found in work across the curriculum. Pupils begin to learn to join letters in Year 2 and continue in Years 3 and 4. Many teachers model handwriting very well when using the board and the overhead projector but this is not consistent throughout the school.
91. Spelling is satisfactory throughout the school. When pupils join Year 1, most know the sounds letters make and can read many common words and this is built upon well in Years 1 and 2. Spellings, linked to pupils' prior learning, are taught throughout the school and appropriately given to pupils to learn for homework. They are tested regularly and records show that many pupils gain good marks in spelling tests but pupils' written work contains frequent spelling errors indicating that teachers' expectations are not sufficiently high and that pupils are not taking sufficient pride in their work.
92. Teaching in the infants is consistently good. It is also good in the juniors. The good teaching pupils receive enables them to make good progress in their learning and is leading to rising standards by the time they are aged 11. Teachers across the school have a secure knowledge of how to teach reading and writing. Teachers in Years 1 and 2 build well on the achievements children make in the reception class. Pupils' work is valued and displayed well. A good start has been made in individual target setting and not just for those pupils who have special educational needs. Pupils are aware of their targets and have them out on the desk when they are working. For pupils aged from seven to 11 the very good teaching features high expectations of what pupils can do and achieve; class management is effective and the pace of lessons is brisk. Planning identifies clear purposes for lessons, which are shared with the pupils at the beginning of the lesson and reviewed at the end. In the good lessons, planning is thorough, lessons have a clear structure and the tasks set are well matched to pupils' prior learning. In the satisfactory lessons, only some of these good features are present: sometimes expectations are not sufficiently high, the pace slows and management of pupils is not secure.

93. Pupils with special educational needs are making good progress as a result of good teaching and very effective support in the classroom. The special educational needs co-ordinator identifies their needs clearly and writes good quality Individual Education Plans, which teachers use well in their planning. Teachers value the achievement of these pupils and give them good opportunities to share their work with the rest of the class. Pupils learning English as an additional language are well supported and given appropriate tasks which meet their learning needs well. They therefore make good progress in their learning.
94. There are many good opportunities for pupils to use their literacy skills in other subjects of the curriculum, as when they write accounts of their visit to a Tudor mansion in history classes and write up the results of their investigations in science.
95. The management of English is satisfactory. At present there are three co-ordinators, whose roles and responsibilities are not sufficiently clearly defined. Since the arrival of the new headteacher there have been good initiatives put in place to raise standards – setting, booster classes, extra teaching assistants and a large investment in resources. But there is at present no systematic programme of monitoring and evaluating the quality of teaching and learning by the subject co-ordinators in order to raise standards. Co-ordinators are auditing the scheme of work to ensure that pupils build on their knowledge, understanding and skills as they progress through this new primary school.

MATHEMATICS

96. By the time pupils are aged 11, standards are in line with national averages. The results of the Year 2000 national tests and assessments for 11-year-olds are not available, due to reasons beyond the school's control. In the Year 2000 national tests and assessments for seven year olds, standards were below average. Inspection evidence shows that standards are improving and are now in line with the national average. Standards have risen this year thanks to the implementation of the National Numeracy Strategy and as a result of the good teaching which pupils receive.
97. The 11-year-olds are taught in ability groups and this practice is also adopted for pupils in Year 5. This is very helpful in the drive to raise standards. It enables teachers to match the work closely to the needs of pupils and ensures that they can experience success. This arrangement is especially helpful for pupils who have special educational needs and enables them to make good progress in their learning. It is also good for the most able, who are encouraged to achieve beyond the nationally expected level in the upcoming national tests. The setting arrangements ensure that pupils have good access to the full curriculum, at an appropriate level for their capabilities. The school is also good at providing booster classes to raise standards and special enrichment classes for those who may be able to achieve the highest levels in the tests.
98. By the age of 11 pupils of average ability can calculate the area of irregular shapes. They gather and analyse data, such as the number of hours spent watching television and the number of laps run in a race. They add and subtract numbers involving thousands, hundreds, tens and units. They order and add positive and negative numbers and use brackets in solving problems. Pupils simplify fractions to express them in their lowest terms. They know the properties of a number of different three-dimensional shapes, such as a cube, cuboid and prism. They convert fractions to percentages, showing, for example, that $\frac{1}{4} = 0.25 = 25$ per cent. The level of knowledge and understanding reached by most pupils is similar to that found nationally in pupils of this age. During the inspection the oldest pupils were all working on the measurement and calculation of angles. By the end of the week most pupils knew the difference between acute, obtuse and reflex angles. They understood that a straight line angle measures 180 degrees and that a right angle is 90 degrees. They knew that all the angles in triangle add up to 180 degrees and that a full turn equals 360 degrees. Pupils with special educational needs were well supported and helped to make good progress learning about angles. The most able were given more challenging tasks

than the average, such as calculating missing angles around a point. They responded well to the challenge and made good progress in their learning.

99. By the age of seven, pupils of average ability add three numbers to total to ten. They measure in centimetres; for example, round their wrist and ankle. Pupils order two-digit numbers, such as 34,35,36,37 and know the number bonds to 20, such as $0+20$, $19+1$, and so on. They add sums of money to total 20 pence and multiply by 10. They know about simple fractions; for example, identifying and colouring in half of a shape such as a square. All this attainment is similar to that usually found nationally at this age. Pupils know about the properties of two dimensional shapes, such as a rectangle, square and hexagon. They read the time using analogue and digital clocks, counting in five minute steps. They can read half-past and quarter-past the hour.
100. The teaching is good overall. More than one third of the teaching is very good and two lessons seen were unsatisfactory. The best teaching features very good subject knowledge and understanding on the part of the teacher, seen, for example, where the subject co-ordinator was teaching a high ability Year 6 group. This good subject knowledge enables teachers to explain and demonstrate things clearly, so promoting pupils' learning well. Class control is good and teachers have good relationships with pupils. This makes the pupils want to behave well and do their best. The tasks selected are challenging, so that pupils are stimulated by what they are given to do and consequently they work hard. The best planning for lessons is based closely on the National Numeracy Strategy framework. It sets out clearly the purposes for lessons and what it is pupils will do and learn. The unsatisfactory teaching seen, in the junior part of the school, was unsatisfactory mainly because the tasks set were inappropriate to pupils' needs. In one case the task was too difficult for the group of pupils with special educational needs and they did not understand what to do. In the other case a group of pupils in the set had already done the task in another class and the teacher was unaware of this. This shows that the assessment of pupils' attainment and progress had not been taken into account in planning the lesson. Teachers give pupils many good opportunities for mental arithmetic, usually at the start of lessons, which gets lessons off to a brisk and stimulating beginning. As a result of good regular practice, pupils develop their mental calculation skills well.
101. Pupils are given some good opportunities to use their mathematical skills in other subjects of the curriculum, for instance as they measure and weigh objects they use in their investigations in science.
102. The subject is managed well. There are two co-ordinators, with one appropriately taking the lead. The co-ordinators have analysed the results of national tests and assessments to identify strengths and weaknesses. They have then planned the teaching and grouping of pupils so as to overcome the weaknesses identified. This is an effective strategy and it is helping to raise standards. The co-ordinators are helpfully involved in planning the curriculum and they provide advice on planning and teaching for colleagues as necessary. The senior co-ordinator has had appropriate training in classroom observation and monitoring the quality of teaching but there is as yet no formal programme of monitoring. Helpful training has been provided for colleagues on the National Numeracy Strategy and some good use has been made of external specialists to provide demonstration lessons.

SCIENCE

103. Standards by the ages of seven and 11 are in line with national averages and pupils make good progress in their learning. The good level of subject knowledge and practical approach adopted by teachers, their detailed lesson planning with clearly identified purposes for every lesson and the introduction of booster classes have been instrumental in raising standards.
104. The Year 2000 Teacher Assessments in science for seven year olds showed that the percentage of pupils reaching the nationally expected level or above was close to the national average but the percentage reaching the higher level was below the national average. When pupils' performance is compared to that of schools in similar circumstances, their results are well below the average for

those achieving the expected level and below average for the higher levels. Inspection evidence indicates that standards have improved, with most pupils on course to achieve standards in line with the national average by the end of Year 2. However, only a few are reaching the higher levels of the National Curriculum – fewer than usually found nationally, at this age. This is partly because the quality of assessment information varies from class to class and lesson content is not always successfully linked to the prior attainment of all pupils.

105. In the Year 2000 national tests and assessments for 11-year-olds standards were below the national average and when compared to similar schools, pupils' performance was well below average. Inspection evidence shows that standards by the age of 11 have improved overall, with more pupils achieving at the higher level. The practical approach in many lessons and good level of resources mean that pupils are developing sound investigational skills and a secure scientific knowledge. Pupils with special educational needs are provided with good support and they too make good progress.
106. By the age of seven, pupils carry out simple investigations. In a Year 2 class, for example, most pupils could complete an electrical circuit and explain why the brightness was affected when a second bulb was added. In their work on magnets, pupils carefully describe what happens when magnets come into contact with objects made from a range of materials. They know, for example, that metal is attracted to magnets and that plastic and wood are not. Higher ability pupils are learning how to make predictions and classify and record the results of experiments using simple sentences. However, there was little evidence of computers being used in lessons to record information in tables or produce graphs showing their results. Work completed earlier in the year indicates that overall, pupils in Year 2 have a satisfactory understanding of sound, changes to materials such as butter, sugar, chocolate and eggs when they are heated and the conditions needed for seeds to grow successfully.
107. Pupils continue to make satisfactory progress in the juniors, further developing their scientific knowledge and skills. This is because teachers provide pupils with good opportunities to work together in groups when conducting investigations. In a lesson observed in Year 4 on transparent and opaque objects, for example, pupils understood the importance of recording information carefully as they shone their torches at a range of materials. They demonstrated the ability to carry out scientific tests by controlling all variable elements carefully, such as the distance of the torch from the material. Pupils in Year 5 showed a good understanding of the functions of the internal organs of the body and remembered many facts about the human eye, ears and brain. Work completed previously indicates that by the time they are 11, pupils know that plants disperse seeds in different ways; they understand the properties of a range of different materials; and classify living and non-living things according to specific criteria. Pupils are developing good skills in scientific enquiry as much emphasis is placed on actually conducting experiments or investigations for themselves. They are regularly required to present and evaluate evidence. A scrutiny of completed work shows pupils have weighed objects in air and water, tested the strength of paper and separated mixtures of different substances.
108. Overall, the quality of teaching is good. In one lesson on the human body in a Year 5 class the quality of teaching was very good. The teacher effectively revised pupils' previous knowledge and had a very good relationship with pupils, allowing them to enjoy exchanging humorous comments on the function of internal organs such as the bladder without its affecting the class discipline. Good use was also made in this lesson of computers as pupils researched information from the BBC website about the human body. In most of the lessons observed, the quality of learning was good because pupils were given clear explanations and opportunities to take a full and productive part in lessons. Teachers and classroom support assistants provide pupils with special educational needs with good support and this enables them to make the same level of progress as others. Lesson planning does not always take full account of pupils' prior knowledge and this sometimes results in some middle and higher ability pupils not being provided with sufficient challenge. It also means that some pupils are not achieving their full potential. This happens because of weaknesses in the application and use of assessment of pupils' attainment and progress. Teachers carefully mark pupils work but not all include, as a matter of routine, helpful

comments on how to further improve the quality of their work. The use of homework is satisfactory, overall. It usually involves pupils in finishing assignments from lessons.

109. The management of science is satisfactory, overall. The school has successfully incorporated the latest national guidelines to support its Programmes of Work for science and to guide teachers' lesson planning. The headteacher carefully monitors all teachers' planning and the two science co-ordinators monitor standards, analysing the results of national tests and pupils' completed work on a termly basis. However, the role of co-ordinators in monitoring the effectiveness of teaching during lessons is unsatisfactory as no time is planned for this at present. Assessment procedures are unsatisfactory. They are inconsistent throughout the school and fail to provide adequate information about pupils' progress. As a result, the use of assessment information to guide teachers' planning is also unsatisfactory. There is a strong commitment to improve and the school has already identified in its management plan areas such as assessment and the monitoring role of co-ordinators for improvement. At present there is no regular, systematic programme of monitoring and evaluating the quality of teaching and learning and this is unsatisfactory.

ART AND DESIGN

110. By the age of seven and at 11 pupils attain standards similar to those usually found nationally at this age. The majority of pupils make good progress. There are a small number of examples where they attain standards above those usually found at this age; for example, their drawings of crab apples.
111. By the age of seven, pupils develop their skills well. They enjoy looking very closely at a wide range of Victorian artefacts, drawing them in pencil and using oil pastels to colour their pictures. The work is closely linked to a visit the previous week to Valence House in Dagenham and related to work in history. The work of more able pupils shows good attention to detail. Good work about texture in the environment is displayed in classrooms. Pupils had taken rubbings, drawn and painted different textures and then used clay to make textured tiles.
112. Pupils are taught to appreciate the work of great artists. In one lesson the pupils listened carefully whilst the teacher talked about the effect of light on water. This helped pupils to express their opinions about the different colours; the effect of light and shade and objects such as trees, the images of which are reflected in the water. They were motivated when the teacher showed them a print of Monet's work about a lily pond. They thought carefully about how to make their picture represent contrasting shades of water with different coloured tissue paper. Pupils learning about the work of Clarice Cliff were planning a design for a plate or saucer. They talked confidently about bold colours and were encouraged by the teacher to consider the advantages and disadvantages of using different types of media. By the time they are 11, pupils' skills have improved. In Year 6, pupils make good progress in understanding single point perspective. The most able quickly understand what the teacher means by the vanishing point and, from rectangular shapes, develop a New York style skyline. Less able pupils are very enthusiastic and good support enables them to achieve creditable results.
113. The four lessons observed during the inspection were all good. Work is carefully planned in year groups, with good organisation and use of resources. The best teaching helps pupils gain an insight into how further improvements can be made to their work. Pupils choose from a wide range of materials. In all classes, the work of well known artists such as Van Gogh, Duffy, Kandinsky and Kokoschka are used effectively to motivate and inspire pupils. Pupils' work is suitably displayed around the school and demonstrates that they explore line, pattern, colour and shape appropriately.
114. The co-ordinators encourage links with other subjects; for example, the work in history about Greek and Egyptian art. The school has still to complete the linking of topic work to the scheme of work. There is no time allocated for the co-ordinators to monitor teaching and assess the quality of work or track pupils' progress through the school. The school acknowledges that there

are few planned opportunities for the use of information and communication technology in this subject.

DESIGN AND TECHNOLOGY

115. Standards by the age of seven are similar to those found nationally at this age. They are lower than usual by the age of 11. There is no significant difference in the achievement of pupils with special educational needs or English as an additional language. The teaching of pupils aged from five to seven is good but that for pupils from seven to 11 is unsatisfactory, overall. Teaching is not as good for the older pupils because there is no subject co-ordinator for that age range and teachers lack guidance on what to teach, when and how. This results in lower standards and poorer progress and lower standards in the seven to 11 age range.
116. The younger pupils have opportunities to generate their own designs and work with a range of recycled materials, card, textiles and construction kits, developing their skills of cutting, sticking and joining. In Year 1, pupils draw and cut out card puppets and use levers, pivots and sliders to create movement. There is a comprehensive photographic record of recent work, which clearly shows the range of work. In an attractive display of puppets made by Year 2 groups, it was clear that pupils had spent time working to achieve a good standard of finish.
117. The older pupils further develop their design and making and evaluation skills but progress from Years 3 to 6 is not marked enough. In Year 3, a good lesson was observed which made the pupils aware of constraints on their design, introduced the concept of a design brief and was well linked with work in literacy, history and science. However, in Year 6 lollipop sticks were still being used as a construction material and pupils were using paper triangles to reinforce the corners of structures. In a Year 6 lesson during the inspection pupils were asked to design a structure using art straws and pipe cleaners. The task set was insufficiently challenging for the group and the pupils were not motivated to take it seriously. Much of the teaching at this stage fails to strike a satisfactory balance between preliminary discussion and pupils drawing up a range of plans and resolving problems. There is little instruction in the techniques that are needed to work with a range of tools and materials. Consequently, pupils are unable to make informed choices in the selection of these. This reflects the fact that teachers lack confidence in their own grasp of the subject.
118. Pupils work in a co-operative and supportive manner and are aware of safety issues. This reflects the ethos of the school and effective teaching in these areas. There is no formal system of assessment or monitoring of pupils' work and pupils are not really aware of what progress they are making. The subject co-ordinator for the infants has been in post for four years. However, since the resignation of the juniors' co-ordinator there is no member of staff with an overview of the whole subject. The school has adopted the government-approved scheme of work for this subject and has chosen topics for the appropriate year groups. There are sufficient resources for the younger pupils and these are kept in a convenient location. For the older pupils there are adequate resources but it is clear that these are not used systematically and the room is not organised in a way that would make it easy for teachers to find the resources that they might need. Much of the equipment needs replacement, especially the bench hooks, as they are no longer effective aids to accurate cutting. The shortcomings in the organisation of resources contribute to the lower than usual standards seen in the junior part of the school. The use of information and communication technology to support pupils' learning in this subject is underdeveloped.

GEOGRAPHY

119. Only one lesson was observed during the inspection but additional evidence was taken from a detailed analysis of pupils' work, teachers' plans and discussions with pupils and the co-ordinators. The standards reached by pupils by the ages of seven and 11 are typical of those

found in most schools. Pupils, including those with special educational needs, learn and make progress at a satisfactory rate.

120. By the time they are seven, pupils know many geographical features of the locality. They go for walks near the school and draw the routes they have taken. By looking at a set of photographs of the area near school, they consider the use of different buildings and how this has changed over time. They identify a range of buildings and their uses; for example, the church, petrol station, sports centres and supermarkets. Learning is made relevant to them as they describe their routes from home to school. Their early understanding of plans and side views of objects such as a piece of a construction toy, light fittings and classroom equipment is extended to matching plans of everyday objects in the home and plans of the classroom. Pupils' early understanding of 'near' and 'far' in terms of distances of buildings from the school is well developed and they classify homes according to styles; for example, terraced, detached and semi-detached houses, bungalows and caravans. They are introduced to using atlases by identifying the countries of the United Kingdom, the countries of the world and the countries where particular foods are grown. This reflects good cross-curricular work, incorporating literacy, science and geography. However, there are insufficient opportunities for geographical studies.
121. By the time they are 11, pupils have extended their learning to identifying many countries of the world and the capitals of some of these countries. In their study of a contrasting region, India, pupils compare and contrast homes in India with those in Britain, the populations, weather patterns and geographical regions; for example, pupils know some of the counties of the United Kingdom and some regions of India, for example Kashmir, the Punjab and Bengal.
122. As they progress from Year 3 to Year 6 pupils develop an appropriate awareness and understanding of geographical knowledge and they identify directions and progress from Year 3, where they locate areas on a pictorial map of Manor Park, to Year 6, where they study regions from the contrasting country. In Year 4, pupils identify regions of the United Kingdom and Europe and they extend their understanding of seasonal change in the United Kingdom to knowledge of world climates, for instance, polar, equatorial, tropical and Mediterranean. As they grow older, pupils develop an awareness of environmental issues ranging from rivers to the study of climates and how to improve the environment of the school. The Year 4 topic on water has been well developed to include details about many rivers in the United Kingdom and pupils identify and understand many features of rivers; for example, tributaries, meanders, mouth and estuary. Pupils' detailed explanations reflect understanding of processes of erosion and deposition, the water cycle in nature with reference to evaporation and condensation and the domestic water cycle, following the path of the water from rivers to reservoirs, to cleansing for use in homes and other buildings and to the waste materials
123. Too few lessons were observed to make a judgement on teaching. However, the analysis of pupils' work shows that geographical facts are taught well and there is consistent planning across each year group. However, there are insufficient opportunities for independent recording and research, an unsatisfactory level of planning for different ability groups and insufficient challenge for higher-attaining pupils. There is a curriculum co-ordinator for each stage and at present the revised National Curriculum in terms of content has been developed and there are clear guidelines about the progress from one topic to another. The co-ordinators ensure that all classes in each year group are covering the same topics. However, the identification and progression of geographical skills, especially independent research for all pupils and more challenging work for higher-attaining pupils, have not been fully addressed. The co-ordinators have benefited from attendance at a course on the introduction of the new curriculum and the budget for the subject is managed well. The co-ordinators have ensured that pupils are using up-to-date atlases. However, the resources have not yet been fully audited; teachers do not have a list of those available and there are insufficient information and communication technology resources. There is an up-to-date policy and the requirements of the revised curriculum are being met; there are plans to develop a full scheme of work related to this school when geography becomes part of the School Development Plan. However, at present the school lacks an overview of the subject throughout the school in terms of the smooth progression of geographical skills from Year 1 through to Year

6. There is no systematic monitoring of the quality of teaching and learning, directed at raising standards.

HISTORY

124. Although three lessons were observed for the pupils aged from seven to 11, no lessons were observed with the younger pupils and judgements are therefore based on an analysis of pupils' work and discussions with pupils, teachers and the curriculum co-ordinators. By the ages of seven and 11, pupils' attainment is similar to that usually found nationally. A little of the work observed was better than this and had good features in pupils' investigations and independent writing. Particular strengths are in pupils' investigative skills, their understanding of the fundamental features of history, such as changes occurring over time, and their deep understanding of the differences between fact and opinion and using this in written accounts.
125. By the time they are seven, pupils gain a detailed understanding of the passage of time and changes that occur over time. This is reflected in their ability to sequence events and identify the uses and changes of everyday objects over the years. Good examples include a timeline of lights ranging from a candle to the lights of today and the style and materials used for ancient homes and the development from these to present-day buildings. Pupils' historical studies are very effectively enhanced by visits to a toy museum and a historical house. These enhance their understanding of chronology and their ability to experience what it was like to learn, play and dress in different periods. These visits extend their understanding and their ability to compare the present with the distant past and also with the recent past.
126. By the age of 11 pupils have good chronological understanding of ancient civilizations. These include the Greeks and Egyptians, people who invaded and settled in Britain, the Tudors and knowledge about the 1930s and events leading up to the Second World War. They have a good level of understanding about the changes in ways of life, technological equipment, battles and inventions. In particularly good lessons about the Tudor period, pupils developed high levels of understanding of the difference between fact and opinion about Henry VIII and his wives. In the lessons observed, pupils used their literary skills well to find information in books and used their information and communication technology skills well when researching using the Internet.
127. Although the quality of pupils' learning was good in the majority of lessons observed, and in Years 3 and 5 especially, it is satisfactory overall. Pupils' quality and rates of learning are directly related to the quality of teaching. Pupils with special educational needs make satisfactory progress because of well-chosen resources. Although there are examples of high quality learning, especially in research, understanding of historical facts and applying literacy and numeracy skills, there are pockets of inconsistency, especially for the younger pupils.
128. Too few lessons were observed to make a judgement on teaching. However, the analysis of pupils' work shows that pupils have increasing opportunities to research and acquire a deeper sense of curiosity about the past. In two of the lessons observed, pupils had increasing opportunities to research, develop independence and differentiate between fact and opinion. Analysis of pupils' work shows that there is inconsistency in the quality of teaching, especially in the opportunities given for pupils to use the available evidence well to research, observe and draw conclusions. Where there is challenge and variety in activities, this is reflected in pupils' high levels of interest, excitement and independence in learning. The quality of presentation, especially by the pupils aged from seven to 11, is good. Worksheets are effectively used to enhance pupils' learning, especially in giving them opportunities to observe and identify similarities and differences and changes over the years.
129. The two curriculum co-ordinators are particularly committed to the development of the subject and to pupils' progress. Because of their dynamic involvement as co-ordinators, history has a high profile in the school, which impacts on the quality of experiences for pupils and their understanding. There is very good development from the two visits for the younger pupils to an increasing number of enriching visits as pupils progress through the school. Very good features

include the visits of performers in the role of ancient Greeks for pupils in Year 3 and Romans for pupils in Year 4. Year 5 pupils benefit by visiting a Tudor house where they have to dress in Tudor style and then participate in a day of Tudor life. Year 6 pupils take part in a history trail focusing especially on a 1930s-style parade of shops in Hornchurch and also the Horn Church. The co-ordinators have amassed a wide range of resources, which is very supportive for both teachers and pupils. They have produced detailed guidance for teachers about the topics and also the progression of historical skills. This enhances consistency in teaching between classes. The present arrangements for the introduction of the revised National Curriculum are good in terms of topics and investigations and visits. Resources are audited, well organised and easily accessible. Although some information and communication technology resources are used, the subject co-ordinators have identified the need for more. The school community and the local area contribute well to providing artefacts which enhance pupils' learning. The co-ordinators have attended an appropriate level of training and, although the subject is on the Schools' Improvement Plan for development, a great deal has already been achieved and this contributes to pupils' quality of learning. The school is now well placed to progress further, with pupils reaching higher levels of attainment. The leadership and management of the subject are the contributory factors to the wealth of historical experiences available and the very good contribution of the subject to pupils' moral, social and cultural development.

INFORMATION AND COMMUNICATION TECHNOLOGY

130. Information and communication technology is a developing subject. Since the appointment of the new headteacher, a computer suite has been introduced, which is improving pupils' access to computers and helping them to make good progress. However, at the ages of seven and 11 the attainment of a substantial majority of pupils is below that usually found nationally. This year when pupils leave for secondary school the majority will not be competent users of information and communication technology.
131. The new resources are very well used and are already having a positive impact upon pupils' progress. By the age of seven, pupils are gaining familiarity with the word processor and paint programs. They point and click on icons to find images of different animals and then write short sentences to describe their features. In a lesson observed, pupils drew an island and coloured the land and sea before drawing trees, mountains, rivers and houses. Pupils using a simple data handling program for the first time enjoyed entering and amending information in a database. More able pupils display bar, pie and line graphs and quickly realise how much easier it is to analyse data when it is displayed in graphical form. Less able pupils are much more reliant on staff help when interpreting information.
132. By the age of 11, pupils develop their skills when using the Internet. One class searches for revision papers for the forthcoming national tests, whilst in another lesson, pupils look at several different web sites to find out who invented the oboe. A small number of pupils who have Internet access at home have good skills and can search methodically and soon locate the information required. Pupils of average ability persevere well. They find the task challenging but make good progress. At both key stages, pupils' mouse skills are satisfactory but keyboard skills are weak. Pupils with special educational needs are well supported by teachers and learning support assistants.
133. In the lessons observed, teaching was good, overall. It was good in five lessons and satisfactory in the other two. In the best lessons, good management and secure subject knowledge enabled effective help to be given and ensured that time was well used, so promoting good learning and helping pupils catch up with their skills. Most teachers have high expectations. However, an analysis of their skills shows that many require further training in the use of CD-ROMs, data handling, control technology, digital cameras, electronic mail and the Internet. The school is well aware that the subject needs to be established as an integral part of the school's curriculum. There is a little evidence of it being used in different subjects; for example, work about the Tudors and researching for information about Clarice Cliff's designs in art. However, in the majority of classes, this aspect of the work is not well planned.

134. Subject co-ordination is satisfactory. The co-ordinators are enthusiastic and anxious to move the subject forward. Identified areas for development are further staff training; completing and fully implementing the scheme of work; and ensuring compatibility of hardware in classrooms throughout the school. Currently, no time is allocated for the development and monitoring of this subject or the assessment and evaluation of pupils' progress and development of their skills.

MUSIC

135. Standards in music are similar to those found nationally at the ages of seven and 11. The teaching is enriched by the employment of specialists from outside the school; for example, to teach singing to the juniors and to give instrumental tuition in woodwind and strings.
136. The seven-year-olds listen attentively to the background music as they learn a song from another part of the world (Africa). They notice that the choir sings unaccompanied and that there are solo lines. Pupils then perform the new song as a group, with enthusiasm. They can all clap in time with the beat of the music and notice and describe differences between two different versions of the same song. Most sing showing a sense of melody and shape. Pupils readily answer questions about tempo and the meaning of the words.
137. Pupils in Year 4 have weekly singing lessons with a visiting teacher. They thoroughly enjoy these sessions and sing well and with great enthusiasm. The songs they sing are chosen carefully to appeal to the pupils and they carefully reflect their cultural heritage. Pupils enjoy singing in parts, with the group divided into two. In Year 5, pupils listen to music carefully and enjoy identifying bright/dull, fast/slow and loud/soft sounds. They then sensibly take turns at playing percussion instruments to produce contrasting sounds. Their skills in listening to and appraising music are similar to those usually found at this age. Only one music lesson was seen in Year 6. Unfortunately, there were no musical instruments available for this lesson, as they were all in use elsewhere in the school, although the teacher had not been aware of this when she planned the lesson. Instead, pupils made sounds with different parts of the body, such as whistling, banging on the table and stamping their feet. Because class control was insecure, there was a lot of silly behaviour and too much noise and so the learning in this lesson was unsatisfactory.
138. The subject is co-ordinated by the deputy headteacher. It has not been a priority for the school in recent years, with the emphasis appropriately being on the basic subjects. There is no formal programme of monitoring the quality of teaching, although the co-ordinator occasionally sees colleagues teach. There has been no recent staff training in music and there is no scheme of work for the older pupils. Good use is made of external specialists to provide musical experiences for pupils, such as visiting strings and brass players.

PHYSICAL EDUCATION

139. Standards by the ages of seven and 11 are above those found in most schools and pupils make good progress. This is largely because the two co-ordinators who share responsibility for the subject, have produced a detailed policy which reflects the recent amalgamation of the infant and junior schools and covers in detail the curriculum for gymnastics, games, dance, athletics and swimming for all year groups. As a direct consequence, the quality of teaching in all the lessons seen during the inspection was either good or very good.
140. The provision for swimming is satisfactory. Pupils in Year 5 have a weekly session each term at a nearby indoor pool. Those who are unable to meet the required standards are given additional swimming lessons when they are in Year 6. Standards in swimming are good. The school reports that by the time pupils are ready to leave the school, almost all pupils achieve the required standards in the National Curriculum for swimming.
141. By the age of seven pupils know the importance of warming up before exercise and the effect of exercise on their heart and muscles. Pupils are confident in their movement and demonstrate a satisfactory level of control and co-ordination in gymnastics when performing rolls or balancing using apparatus. They follow instructions well and take good care of their own safety and that of others when, for example, lifting out or putting away large items such as benches. In a Year 2 dance lesson, pupils were clearly enthusiastic and enjoyed dancing. They develop their traditional dance skills successfully. In games, both boys and girls are keen to do well and demonstrate a strong determination to improve their ball-dribbling skills. Pupils readily evaluate the performance of one another and skills are generally better than those normally seen for pupils of their age.
142. As they move up through the school, pupils continue to make good progress in their gymnastic, games and dance skills. They behave well in lessons, listening to their teachers' instructions carefully and responding immediately when their attention is needed. In a Year 4 gymnastics lesson, for example, pupils willingly demonstrated a sequence of controlled movements using apparatus such as benches or taller boxes. They varied their speed well, including rapid movements, as part of their sequence to add variety. In games, Year 5 pupils work hard to practise and improve their football skills outside on the playground. Many pass a ball accurately using the side of their foot and work well in groups to improve their attack and defence skills when moving with the ball. By the age of 11 Year 6 pupils demonstrate a consistently good level of control and fluency of movement when performing a street dance sequence. They work well in groups using steps and action patterns observed on the video recording of street dancers shown at the beginning of their lesson. Pupils confidently use technical terms such as 'body isolations' and understand the role of choreographers. Pupils, including those with special educational needs, demonstrate skills which are better than those usually found at this age.
143. Overall, the quality of teaching is good, with one third of the lessons seen being very good. Teachers' knowledge of all aspects of the subject is good and they plan lessons carefully so that the basic skills are covered well. Good use is made of support staff and resources. The organisation of lessons and plentiful resources provides pupils with a good range of opportunities to develop physical skills, working either individually or in groups. Health and safety issues are fully complied with. During a lesson for the youngest pupils, for example, they were provided with appropriate skills training to help them to lift heavy equipment properly and appropriate clothing and footwear are worn by all pupils for their lessons. Teachers have high expectations of pupils and discipline and control in all the lessons seen was good. In the best lessons, where the quality of teaching was very good, the teachers motivated pupils well, set challenging tasks and maintained a good pace throughout. Pupils in these lessons responded to the teachers' obvious enthusiasm and effective use of praise by giving 100 per cent effort.
144. Subject management is satisfactory, overall. The latest National Curriculum guidelines have been successfully incorporated into the very good policy statement to give clear guidance for teaching all aspects of the curriculum. Teachers' planning is carefully monitored by the headteacher each half term but the role of the subject co-ordinators has not been sufficiently developed to include

any involvement by them in this monitoring process. Moreover, the opportunity for the co-ordinators to monitor the quality of teaching is not yet routinely provided. The co-ordinators' role in monitoring and evaluating the subject's performance is therefore unsatisfactory, overall. The assessment of pupils' progress is currently unsatisfactory, as there is not a consistent approach throughout the school. Assessment opportunities are not identified in teachers' medium term planning and consequently teachers are unable to reliably use any assessment information to guide their future planning.

145. The provision of extra-curricular sporting activities for the seven to 11 year olds is satisfactory, with boys and girls regularly taking part in football and netball training, skipping and competitive matches against nearby schools. However, provision is unsatisfactory for younger pupils, as there are no lunchtime or after-school sporting activities organised for them.

RELIGIOUS EDUCATION

146. Standards by the ages of 7 and 11 exceed the expectations set out in the Locally Agreed Syllabus. Pupils, including those with special educational needs, make good progress in the subject. Policy guidelines give teachers clear guidance on what to teach for each year group. The two hard-working subject co-ordinators have attended many training sessions and kept their colleagues fully informed about any new developments and ideas.
147. By the age of seven pupils show a good knowledge of people and stories from the Bible, such as Joseph, David, Goliath and Daniel. They can explain the importance of Christmas and Easter to Christians and appreciate the importance of Harvest Festivals. They know that not all people are Christians and can explain some of the traditions of the Hindu faith, such as the celebration for Diwali, and know the story about Rama and Sita. Their knowledge of the Jewish faith is also good. Pupils in a Year 2 class behaved very well in the lesson observed, listening attentively to the story about Daniel in the lion's den and discussing afterwards the concept of trust. They showed a good level of knowledge and understanding as they keenly responded to questions and related incidents from their own lives which illustrated their trust of their parents, particular friends or God.
148. Pupils' good progress continues from seven to 11 and they show a high level of care and consideration for others. Human values and beliefs, such as a sense of belonging, sharing and appreciating others, are effectively promoted in assemblies, along with Bible stories and a sound knowledge of the main features and ceremonies associated with other world religions such as Sikhism, Judaism and the Hindu faith. Pupils know about the Sikh story about Guru Nanaak, for example, and many Old Testament stories from the Bible, such as Abraham and Isaac, Moses and the temptation of Jesus in the wilderness. In two lessons observed in Year 6, both about Jesus' entry into Jerusalem on Palm Sunday, pupils showed much interest and concentrated well when asked to work independently of the class teacher to prepare a newspaper article about the event, assuming they were there at the time. Pupils discussed their contributions to the article sensibly and maturely.
149. Overall, the quality of teaching is good throughout the school. On occasions, the quality of teaching is very good. Lessons where teaching of this high quality occurred were in Year 2 and Year 6 classes. The key features were high expectations of pupils, carefully prepared resources and interesting tasks which held pupils' interest and motivated them to produce work of a high standard. Teachers plan their lessons very carefully and, as a result, pupils acquire a good level of knowledge and understanding, working with interest on the tasks set for them. This was especially true in the lessons about Palm Sunday seen in Year 6. Teachers demonstrate a good subject knowledge and teach the basic skills and knowledge well to pupils. The guidance provided by subject co-ordinators in the revised policy statement and programmes of work give good support when lessons are being planned. Teachers make effective links with other subjects such as history, geography, English, art and design and technology. When studying Hindu festivals, for example, pupils successfully locate India on a world map and employ design skills

when making a Rakki bracelet to wear. Writing skills are used extensively but because of a shortage of suitable programs, the use of computers to support learning is unsatisfactory.

150. Management of the subject is satisfactory overall. The two co-ordinators work very well in co-operation and have conscientiously identified a list of priorities to improve the quality of the curriculum for all pupils and to improve standards. The programmes of work for each year group have been revised and improved and provide pupils with a broad and balanced curriculum which complies fully with the requirements of the Locally Agreed Syllabus. Pupils' progress is assessed at the end of each year but a consistent approach has yet to be established for all age groups. Assessment procedures and the use of assessment information by teachers to plan future work and make sure all pupils build effectively on their previous knowledge are currently unsatisfactory. Teachers' planning is closely scrutinised by the headteacher but the role of the co-ordinators in monitoring the standard of work and in monitoring and evaluating the quality of teaching is unsatisfactory at present. These areas along with an improvement in computer programs for use in religious education are included on the co-ordinators' list of priorities. They form the basis of a clear and continuing commitment to improve standards. Assemblies are well planned and make a good link with many aspects of the subject. The level of resources is good for all aspects of the curriculum and all teachers make very good use of these to make the subject more interesting. Visits are often arranged to the local church and the school is successfully developing its range of religious artefacts.
151. The annual calendar includes lessons about religious festivals such as the Chinese New Year, Diwali (Hindu), Eid and Ramadan (Muslim) and Hanukkah (Jewish), to further enhance pupils' knowledge and appreciation of other faiths. Overall, the subject makes a good contribution to pupils' spiritual, moral, social and cultural development.