

INSPECTION REPORT

**ALL SAINTS CHURCH OF ENGLAND PRIMARY
SCHOOL AND NURSERY**

BISHOP'S STORTFORD

LEA area: HERTFORDSHIRE

Unique reference number: 117472

Headteacher: Mrs. V. A. McHarrie

Reporting inspector: Mr. G.J. Yates - 2465

Dates of inspection: 14th - 17th January 2002

Inspection number: 230458

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Voluntary Aided

School category: Infant and junior

Age range of pupils: 3-11

Gender of pupils: Mixed

School address: Parsonage Lane,
Bishop's Stortford,
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Appropriate authority: Governing body

Name of chair of governors: Miss J. Beardwood

Date of previous inspection: 20th March 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2465	Geoff Yates	Registered inspector	Mathematics; Information and communication technology; Physical education; English as an additional language.	What the school should do to improve further? How high standards are.
13418	Jacquelyn Darrington	Lay inspector		Pupils' attitudes, values and personal development; How well the school works in partnership with parents/carers? How well the school cares for its pupils?
11922	Judith Watkins	Team inspector	Foundation Stage; Geography; History; Music; Equal opportunities.	How good curricular and other opportunities are?
7979	Anthony Calderbank	Team inspector	English; Science; Art and design; Design and technology; Physical education; Special educational needs.	How well pupils are taught? How well the school is led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

All Saints CE School is a below average size primary school with a nursery and caters for the needs of boys and girls aged three to eleven years. It is situated in Bishop's Stortford in an area of mixed private and public housing. There are 211 pupils on roll and 26 pupils in the nursery. Two pupils are of Black-African heritage, one pupil is of Black-Caribbean heritage, one pupil is of Indian heritage and three are Pakistani. All speak English well. Two other children are at an early stage of learning English as an additional language, having recently joined the school from Korea. Twenty-six pupils have been identified as having special educational needs, which is below the national average for primary schools. There are seven pupils who need higher levels of support, mostly for moderate learning difficulties. Two children have statements of special educational needs. Currently, very few pupils are known to be eligible for free school meals. Attainment on entry is within the average range.

HOW GOOD THE SCHOOL IS

This is a good school with well above average standards of attainment in English, mathematics and science by the time pupils leave. It is very well led and managed by the headteacher, deputy headteacher and governors. There is a strong commitment to maintaining current successful practice and raising standards further, especially at Key Stage 1. A high proportion of teaching is good and most children are enthusiastic learners. The school provides good value for money.

What the school does well

- Standards in English, mathematics and science are well above average by the time pupils leave.
- The headteacher and deputy headteacher provide very good leadership. The governing body carries out its responsibilities very effectively.
- The quality of teaching is good overall and, as a result, most pupils are enthusiastic and interested in their work and behave very well.
- Curriculum planning, and the use of assessment information to improve the quality of work in English, mathematics and science are very good.
- The pupils' spiritual, moral, social and cultural development is very good overall.
- The school provides pupils with very good opportunities to learn to play orchestral instruments.

What could be improved

- The reading and writing skills of the more able pupils in Years 1 and 2. [This issue has already been recognised by the school as being in need of improvement.]
- The opportunities for pupils to use the library to research for information.
- The presentation and display of pupils' work in some classes.
- Resources for information and communication technology.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Good improvements have been made in the short time since the school was last inspected in March 2000. The quality of teaching is better and there are no significant weaknesses. The measures adopted to raise achievement continue to be successful in most areas. However, more needs to be done to improve writing standards in Key Stage 1 for the more able. Pupils with learning difficulties are now set appropriately challenging targets. Although the school has improved the range and quality of information and communication technology equipment, more resources are still needed. The school's behaviour management policy is very successful and as a result most pupils behave very well. Effective use is now made of assessment data in English, mathematics and science.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	Year-99	Year-00	Year-01	Year-01
English	A	A	A	A
Mathematics	A	A	A	B
Science	A	A	A	A

Key

Well above average A
 above average B
 Average C
 Below average D
 Well below average E

The school's demanding target for 94 percent of pupils to achieve level 4 in National Curriculum tests in English and mathematics was met in English and only narrowly missed in mathematics. Higher attaining pupils achieved well above average results in mathematics and science. In English the percentage of pupils achieving above average standards in National Curriculum tests was in the top 5 per cent in the country. Inspection evidence shows that the well above average standards in English, mathematics and science have been maintained. The school is well placed to achieve the targets of 97 percent of pupils to achieve level 4 and above in the 2002 end of Year 6 National tests in English and mathematics.

The attainment of the children entering into the nursery class is average. They are given a sensitive and caring introduction to the school. Most children will achieve the early learning goals by the end of the Reception year, with a significant minority exceeding the expectations for the age group in all areas of learning.

The average National Curriculum scores for pupils aged 7 in 2001 were in line with the national average in reading and writing and above the national average in mathematics. Inspection evidence shows that these standards have been maintained. However, higher attaining pupils do not make the progress they should in reading and writing. When results are compared with those in similar schools they are below average in writing and well below average in reading because of the low percentages of pupils in both subjects that achieve the higher levels. In mathematics standards are in line with those found in similar schools.

It is not possible to make any judgement in music because not enough evidence was available. Standards in religious education are to be assessed as part of the denominational inspection of the school that is reported separately. In information and communication technology and in all other subjects inspected, standards by the ages of 7 and 11 are similar to those found in most schools.

Pupils with special educational needs make good progress; the school uses assessment information well to set attainable targets. Minority ethnic pupils make good progress overall and are fully integrated into all aspects of school life. However, the school does not have within its own resources the necessary expertise or staffing to ensure that the three pupils who are an early stage of learning to speak English are supported well in all lessons. Outside support from other agencies is only available for two mornings each week.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils' attitudes to school are very good. They are enthusiastic and enjoy their work.
Behaviour, in and out of classrooms	Very good. Most pupils behave sensibly and play and work together co-operatively.
Personal development and relationships	Pupils are responsible, sensible and considerate towards each other. Relationships are very good.
Attendance	Very good. Pupils enjoy coming to school.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	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 and learning is good overall and no unsatisfactory teaching was observed. This is an improvement since the last inspection. Examples of very good or better teaching were observed in both the infants and the juniors. Both the literacy and numeracy strategies are taught well in most classes. However, not enough opportunities are provided for the more able pupils to extend their reading and writing skills in Years 1 and 2. The school has recognised the need to improve standards in both these aspects of English. Investigative skills are taught well throughout the school in science. In all classes the teaching of information and communication technology skills is never less than satisfactory and often good. However, the lack of sufficient equipment means that pupils have to wait a long time for their turn to practise their newly acquired skills.

Teaching in the Foundation Stage is satisfactory overall. In the Nursery, teaching is of a good standard. At the time of the inspection the reception teacher had only been in post for a week but had made a sound start. Children learn new skills and explore the many and varied well-planned activities. Good

opportunities are provided for them to explore and learn for themselves in the nursery. As a result the quality of learning is good in all areas of learning. In the reception class planning in all areas of learning does not emphasise sufficiently the use that could be made of outside areas.

In most classes the management of pupils' behaviour is very good. Lessons are well planned and prepared. As a result pupils' learning is moved on. Whilst pupils in most classes take a pride in their work, in some classes teachers do not always ensure that work is well presented. Pupils with special educational needs learn well because they are given effective support to meet the targets set for them.

The three pupils who are at an early stage of learning to speak English as an additional language do not always get the support they need in order to make sustained progress. The school has recognised this and is doing all it can to get additional support for these pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good: the school provides a broad and rich curriculum. It has effective strategies to promote social inclusion and equal opportunities for its pupils are provided with a good range of learning experiences. A satisfactory range of extra-curricular activities and visits add to the quality. Instrumental music provision is a strength of the school.
Provision for pupils with special educational needs	Good; targets for improvement are set and regularly reviewed for each pupil. Learning assistants provide effective support.
Provision for pupils who speak English as an additional language	The school is doing all it can with the resources available to support the children who are at the early stages of learning English. However, in some lessons pupils are not given the support they need.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good: pupils are encouraged to take responsibility for their own actions and to understand other people's view points. The daily acts of collective worship make a very good contribution to pupils' spiritual development.
How well the school cares for its pupils	Very good: pupils are well cared for by all staff. Procedures for checking on pupils' academic progress are very good. Assessment information is used very well in English, mathematics and science to plan the next stage of learning.

The school's partnership with parents is good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides decisive leadership and is very effective in shaping the direction of the school. She is very well supported by the deputy headteacher. There is a shared commitment to maintain high standards and continuous improvement.
How well the governors fulfil their responsibilities	Governors fulfil all their legal responsibilities and have a very good understanding of the school's strengths and weaknesses.
The school's evaluation of its performance	Very good. Effective procedures have been developed for checking how well the school is doing. The quality of teaching and learning in subjects is analysed and appropriate and challenging targets for improvement are set.
The strategic use of resources	The school plans very carefully for improvement and ensures that the best resources available support priorities. All monies allocated to the school for such areas as special educational needs are used effectively.

Staffing levels are satisfactory. Resources are satisfactory in most subjects but, despite recent improvements, remain unsatisfactory in information and communication technology. The accommodation provides a good environment for learning but the quality of display of pupils' work is variable. Best value for money principles are applied to all purchases.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The children like school. • The school is well led and managed. • Children are expected to work hard and as a result make good progress. • The teaching is good. • Children behave well. • The school helps children to become mature and responsible. 	<ul style="list-style-type: none"> • The amounts of homework children are given. • The information they receive about how their children are getting on. • The school's working relationship with them.

The inspection team agrees with the parents' positive views. Homework is given regularly but the policy is not clear enough. School reports on pupils' progress and the recently introduced curriculum newsletters for parents ensure that they receive adequate information. The school does all it can to work closely with parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Inspection evidence shows that pupils enter the nursery with broadly average attainment and by the time they leave the school at the end of Year 6 standards are well above average in English, mathematics and science. Most pupils achieve very well and make very good progress in these subjects by the time they leave. In all other subjects progress for most pupils is never less than satisfactory. The major contributory factors in the very good progress pupils make is the very good leadership of the headteacher, good teaching and the very good use made of assessment information in setting targets for improvement. Throughout the school pupils make good use of their numeracy and literacy skills in most other subjects.

2. The previous inspection found that the Foundation Stage provided a good basis for learning to take place and this continues to be the case. Overall progress during the Foundation Stage is satisfactory. By the end of the Reception Year most children are expected to attain the Early Learning Goals in each area of learning. A significant minority will exceed them.

3. Children's personal, social and emotional development is good overall. In both the Nursery and Reception children settle quickly into established routines of the school, responding well to the high expectations of the adults. In the Nursery newly admitted children benefit from the example set by older ones. They know there are rules relating to the number of children who can take part in any one activity and learn to share and take turns at an early stage. Consequently by the time they reach the Reception Class most are able to participate amicably in group activities, such as counting games. In both classes children concentrate well and complete whatever tasks are set. Pupils develop both their literacy and numeracy skills well and most will achieve the expected standard. Most listen attentively to stories. The majority of children in Reception are confident to speak to adults in the classroom. Children talk readily about the characters in their reading books and can recognise some of the key words. The more able pupils have already begun to read simple stories and can write sentences without adult help. Numeracy skills are developed well in both classes. In all other areas of learning, children are on target to achieve the early learning goals.

4. In 2001 the school's results in national tests at the end of Year 2 were not as good as in the previous year. In writing and reading standards were in line with those found nationally and in mathematics above those found nationally. However, when comparisons are made with similar schools results were well below average in reading and below average in writing. In mathematics standards were in line with those found in similar schools. The school analysed the results and realised that the more able pupils were not achieving the higher levels. Inspection evidence shows that this is still the case. The school has started to address the problem and there is evidence from Year 1 that standards are rising in writing. However, more needs to be done in providing opportunities for the more able pupils to use their reading and writing skills. Pupils have very good scientific skills in both classes and speak and listen well in all subjects inspected.

5. In the 2001 National Curriculum tests for pupils at the end of Year 6, results were well above the national average in English, mathematics and science. Inspection evidence shows that these high standards have been maintained. Pupils have very good numeracy and literacy skills. They not only have a very good scientific knowledge but also of how to apply that knowledge in practical science lessons. Reading standards are very good but pupils need more practice in using their referencing skills in the

library. The good writing quality found in their exercise books is not replicated in the range of writing on display around the school. In some subjects, for example, geography, opportunities are missed for pupils to use their writing skills. In some classes work is not presented well enough.

6. Pupils in both key stages have satisfactory information and communication technology skills and use them well in other subjects. However, the quantity of hardware available means that pupils have sometimes to wait for a long period of time before being able to use their acquired skills. No overall judgement can be made about standards in music but singing standards are high. Inspection evidence demonstrates that most pupils are attaining at the expected levels for their ages by the end of Years 2 and 6 in all other subjects inspected.

7. Evidence provided during the inspection shows that pupils with special educational needs make good progress overall. The individual education plans are clearly targeted to guide teachers' planning and to help them meet these pupils' needs. Most pupils from ethnic minority groups make good progress but the small number of pupils who are an early stage of learning to speak English do not always receive the support they need to make sustained progress.

Pupils' attitudes, values and personal development

8. In both the nursery and reception classes children demonstrate good levels of concentration and an ability to remain on a task until it is completed to their satisfaction. In all the lessons observed the children were very well behaved and showed very positive attitudes to school and their learning.

9. Most pupils in both key stages are very eager to attend school, arriving punctually and starting the day in a purposeful manner. Overall, pupils have very positive attitudes towards lessons and learning and as a result they make good progress. Many pupils take part in the satisfactory range of activities provided by the school, both within and outside the curriculum and in particular there is a very good response to the instrumental music provision which is a strength of the school.

10. The behaviour of almost all pupils is now very good as a result of the introduction of a whole-school system for the promotion of positive behaviour. Bullying or oppressive behaviour is rarely experienced and it is swiftly and effectively dealt with when it does happen. Pupils have a clear understanding of the school rules and are involved in the drawing up of class codes of conduct. They are courteous and trustworthy, and demonstrate respect both for their own and the school's property. Almost all pupils are very polite, caring and friendly towards one another, staff and other adults. They know the difference between right and wrong, and show respect for each other and a willingness to listen to each other's points of view.

11. Pupils have progressive roles of responsibility as they move through the school and they respond very well to these opportunities. Younger pupils perform simple tasks, such as the return of the attendance registers to the school office, whilst older pupils undertake a greater range of responsibilities, some of which include responsibility for caring for younger pupils, during the lunch period. All pupils, including the very youngest, have the opportunity to take part in the School Council, which enables pupils to demonstrate initiative and to acquire direct experience of a democratic system. They display a sense of pride in the responsibilities that they have undertaken and perform their roles within the school with commitment and a sense of fairness. For example, at a School Council meeting it was evident in planning for a pupil-initiated charity fund-raising activity that pupils had a heightened sense of fairness and of equality of opportunity for all.

12. Pupils are very supportive of each other. In lessons, they work together very well, sharing equipment when required and they are equally at ease working in pairs or larger groups when requested to do so. They relate very well to one another and mutual respect between pupils and staff is very clearly evident. Pupils respond very well to the opportunities provided for growth in personal development, independence and the experience of communal living, such as in the Year 5 residential visit to the Isle of Wight. They are able to evaluate the social skills learnt during these experiences.

13. Overall levels of attendance are very good. The attendance rate during the last reporting year being well above the national average and the rate of unauthorised absence is broadly in line with the national average.

HOW WELL ARE PUPILS TAUGHT?

14. The quality of teaching is good overall and no unsatisfactory teaching was observed. This is an improvement since the last inspection. In the lessons observed, all the teaching was satisfactory or better, of which 72 per cent were good or better and 17 per cent was very good or excellent. In Key Stage 1, 78 per cent of the lessons were good or better and 14 per cent very good. In Key Stage 2, 72 per cent were good or better and 20 per cent very good or excellent. Care should be taken when interpreting these percentages as each lesson represents almost two percentage points. Examples of very good and excellent teaching were observed, especially in Years 5 and 6.

15. Teaching is satisfactory overall in the Foundation Stage. In the Nursery, teaching is of a good standard. At the time of the inspection, the Reception teacher had only been in post for a week but she had already established a good rapport with the children. In both classes independence is developed well and children display very good levels of behaviour. Through sound teaching children learn new skills and explore many well-planned activities. For example, speaking and listening skills are well developed and the use of captions and labels in the Nursery promote language development effectively. Through play and good direct teaching mathematical skills are taught well. In the Nursery good quality teaching enables children to engage in questions about why things happen and how things work. In Reception appropriate opportunities are provided for children to find out about the past. Children's physical and creative skills are soundly taught in both classes. Assessment information is used well to take children's learning further. However, more needs to be done to ensure that planning of outdoor provision is included in all areas of the curriculum for Reception children. There is scope to improve the physical environment of the reception class by drawing on the good practice that exists in Nursery. These findings are similar to those made at the time of the last inspection when it was reported that a good foundation for later learning was being laid in the early years.

16. Teaching in both Key Stages 1 and 2 is good overall and ensures that the pupils make at least satisfactory progress. It ensures that pupils learn the basic skills in reading, writing, number and science. However, it is not as effective in ensuring that higher attaining pupils are suitably challenged in their reading and writing in Key Stage 1. For example, in reading pupils do not have enough opportunities to use reference material for different purposes. Teachers have worked hard successfully this year to develop writing. The quality of some of the work being produced is now good in Year 1 and shows that standards are rising. Throughout the whole school good opportunities are provided for pupils to discuss their work and this is successful in developing their listening and speaking skills. A common strength in all subjects is the emphasis placed upon ensuring that skills are taught alongside knowledge. During the inspection, most teachers made good use of computers during lessons to extend pupils' learning and to help them gain greater keyboard facility. In some classes teachers do not always make sure that work is presented well.

17. The teaching of literacy and numeracy is good overall with particular strengths in the teaching for pupils in Years 5 and 6. All teachers have good knowledge in how to teach the basic skills in reading, writing, spelling, grammar, punctuation and number. Teachers plan conscientiously and their planning draws on the guidance for teaching the National Literacy and Numeracy Strategies. They ensure that lessons are interesting and meet the needs of pupils of all attainment levels. Teachers share the learning objectives with the class and check that pupils understand very clearly what new skills they are going to learn and what work they are expected to do. Where teaching is less effective, but nevertheless satisfactory the teacher's expectations with regard to the presentation of work are not high enough. When teaching is very good as in Year 6, expectations are particularly high and the teacher's enthusiasm, explanations and knowledge have a very positive effect on standards and progress. In both key stages teachers make very good use of the information from assessments in English and mathematics to ensure

that the work they set is suitably matched to pupils' prior attainment.

18. Good features of teaching in mathematics include ensuring that pupils finish demanding work within a set time. The quality of mathematics teaching in Year 6 during the week of the inspection was outstanding. The teacher made excellent use of assessment information to explain to a small group of pupils something they had problems with.

19. Science teaching is good and as a result standards are high. Teachers have a good knowledge of the programmes of study for science. They use relevant scientific terminology, explain tasks clearly and provide pupils with opportunities to investigate and find out information for themselves.

20. Despite the limitations of only having a 14 inch screen on which to demonstrate new skills information and communication technology teaching in both key stages is of good quality overall. Planning and the involvement of information and communication technology in the curriculum are good, especially in literacy and numeracy.

21. It is not possible to make an overall judgement about the quality of teaching and learning in art and design in Key Stage 1. In Key Stage 2 the quality of teaching is good overall. Lessons are well planned and teachers provide pupils with good opportunities to develop and practise their skills. Teaching is good in design and technology with some very good teaching observed with Year 5. Clear instructions are given so that pupils fully understand what they are expected to do and a good emphasis is placed on the development of important skills such as measuring accurately.

22. The quality of teaching and learning in geography is effective, because tasks are appropriately matched to pupils' attainment levels. The practice of pupils working in pairs or groups in both key stages contributes positively to their social development. Good teaching in physical education ensures that pupils are learning appropriate skills and attitudes. The quality of learning is better when pupils are provided with opportunities to evaluate. Lessons are well organised and the management of pupils and equipment is good.

23. It was not possible to make a judgement about the quality of teaching in music because only one lesson was taught during the inspection. Religious education was the subject of a separate inspection.

24. Class control is good overall and has improved since the time of the last inspection. The very good quality of relationships between the staff and pupils makes a valuable contribution towards the quality of the learning and the standards achieved. Most pupils respond positively to the quiet but firm authority of their teachers.

25. The work of the support staff is good. They play a vital role in managing the pupils and guiding them in activities. All have very good relationships with the pupils and they offer unobtrusive support for pupils with special educational needs who make good progress. In working with the pupils, the teachers and support staff give good feedback about progress and achievement. This has a positive impact on pupils' self-esteem. The small number of pupils in Key Stage 1 who are at an early stage of learning English make good progress when they are being taught by the EMAG teacher or the special needs co-ordinator. However, in some lessons they do not have any support at all and at these times their progress is unsatisfactory because they do not understand what is expected of them.

26. Work is marked conscientiously in most classes and sometimes pupils are given targets to aim for in order to improve their next piece of work. However, inconsistencies in marking exist in two classes. The quality of display in some classes does not do justice to the standard of work the pupils produce in their books, especially in writing. Teachers set appropriate homework that makes a valuable contribution towards pupils' progress.

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

27. The quality and range of the curriculum are good. The previous inspection reported that more time could profitably be given to the foundation subjects. This has been addressed. Some subjects are 'blocked' for a period of half a term to enable in-depth study. The school now provides a broad and rich range of learning opportunities and has recently received a School Improvement Award. Effective strategies are in place to promote social inclusion and equal opportunities for its pupils. Boys and girls have equal access to all school-based activities.

28. The curriculum for the Foundation Stage makes good provision for children to attain the Early Learning Goals by the end of the Reception year. It addresses the six areas of learning recommended nationally and provides appropriate transition for children to begin working on the National Curriculum. A good level of emphasis is given to the development of children's personal, social and emotional development. Learning through play and the development of independent skills are valued and good account is taken of pupils' differing attainment levels in order to take their learning further. Elements of the National Literacy and Numeracy Strategies are introduced at an appropriate level in both the Nursery and Reception classes. However, more needs to be done to ensure that planning for outdoor provision is included in all areas of the curriculum for Reception children. Good links are maintained across the Foundation Stage and there is some sharing of resources despite difficulties posed by the geography of the school. The Nursery and Reception members of staff plan for joint topics and this provides for continuity in opportunities for learning.

29. The curriculum for Key Stages 1 and 2 is relevant, broad and balanced and complies with the requirements of the National Curriculum. All subjects have a policy and scheme of work and this provides good guidelines for medium and short-term planning. In many subjects the school includes, where appropriate to the needs of its pupils, the most recent guidelines from the Qualification and Curriculum Authority. Good attention is paid to the progressive development of skills. Planning is detailed and well matched to the ability range.

30. In accordance with the governors' policies, the school makes good provision for personal, social and health education, including sex education and drug awareness, through an appropriate programme of study. There are effective links with other subjects, for example science and religious education. Year 5 pupils are offered a residential visit to the Isle of Wight, which helps to develop their social skills. In addition pupils in Years 4 and 5 have lessons in conversational French and there are very good opportunities for pupils in both key stages to learn to play musical instruments. The school offers a satisfactory range of extra-curricular activities, including French, music and competitive sport. All classes normally have some swimming lessons and the school has participated successfully in the local schools' gala. However, during the week of the inspection the local pool was out of action.

31. The implementation of the National Literacy Strategy is very good overall. However, higher attaining pupils in Key Stage 1 do not make the progress they should in reading and writing. The National Numeracy Strategy has been implemented very effectively, and this reflects in the well above average standards attained by the end of Key Stage 2. Pupils develop good skills in mental arithmetic. Good emphasis is given to numeracy both as a subject in its own right and as an integral part of other subjects, such as geography. Teachers' planning is securely based in the national guidelines in both literacy and numeracy and this provides a consistency of approach. Appropriate use is made of information and communication technology within the limited resources available to promote both literacy and numeracy.

32. The school makes good provision for pupils with special educational needs. Procedures are well organised. The requirements of the Code of Practice for special educational needs are fully met. The special educational needs co-ordinator works effectively with all members of staff. Since the previous inspection appropriately challenging targets are included in pupils' individual education plans and are used well by teachers to inform planning. Parents are appropriately involved in reviews and target setting. All pupils on the school's special educational needs register have full access to the curriculum. Occasionally, pupils are withdrawn from lessons for additional support and the school endeavours to make sure that the same lessons are not missed by rotating the timetable. Statements of special needs are reviewed regularly to monitor each pupil's progress towards the learning targets and to set new ones.

33. Pupils from ethnic minorities are generally well integrated into all aspects of school life. The school is doing all it can with the resources available to support the three children who are at the early stages of learning to speak English as an additional language. However, in some lessons a lack of support limits their progress.

34. Overall very good provision is made for pupils' spiritual, moral, social and cultural development. As was found at the previous inspection, this aspect is a strength of the school.

35. Provision for spiritual education is good overall. A very good contribution is made to pupils' spiritual development through acts of collective worship. In addition there are other times devoted to reflection and prayer, for example before lunch and at the end of the school day. Pupils are required to consider aspects of their own learning when setting new targets. There is scope to develop and extend these reflective attitudes within individual subject lessons.

36. Provision for moral education is very good. From a very early age pupils are helped to understand the difference between right and wrong. For example, in the Nursery children quickly understand what is acceptable behaviour. Older pupils are encouraged to make moral decisions when choosing which charities the school should support. In lessons such as geography they recognise and explain a range of environmental issues. The school's moral code is successfully underpinned by Christian values. The behaviour management policy is very successful and most pupils behave very well.

37. Provision for social development is very good, and is reflected in the very good quality of the relationships that exist in the school. Since the previous inspection pupils' approach to learning and behaviour has become more mature and responsible. Strengths of the current provision include a high expectation that pupils will co-operate while engaged in collaborative activities during lessons throughout the school. From an early age they are expected to assist in helpful tasks, such as organising snack time in the Foundation Stage. Older pupils are given additional responsibilities to help with the smooth running of the school, for example operating the audio-visual equipment for assembly. A School Council involves elected representatives from each year group contributing ideas for improvements to the school. Year 5 pupils profit socially from their residential visit. Pupils of all ages derive a social benefit from participating in school clubs, visits to places of interest and participation in school performances. Adults provide good role models. Pupils of all ages are encouraged to think of those less fortunate than themselves by suggesting and organising fund-raising activities in support of local, national and international charities. Year 6 pupils have successfully organised a meal and entertainment for local senior citizens.

38. Provision for cultural development is good. Pupils learn about aspects of their own culture, for example through history and geography lessons where visits and fieldwork contribute substantially to their learning experiences. Developing links with the church involve pupils in a range of activities, which enhance their knowledge of Anglican traditions. These include constructing artistic displays as part of the parochial celebration of Corpus Christi, musical contributions as well as participation in church worship.

They are introduced to other religions and cultures through art and design, geography, history, literature, music and religious education, sometimes in combination. For example, as part of their study of Judaism, Year 5 pupils handled religious artefacts and sang a traditional song in Hebrew. Through their French conversation lessons, which are the product of good links with a local college, pupils are introduced to aspects of French culture. Awareness of life in rural South America is promoted through teacher links with a community in Brazil. A group of Year 6 pupils demonstrated a good understanding of the need for tolerance in order to achieve peaceful co-existence in multi-cultural Britain today when discussing this issue.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The school continues to provide a very safe and caring learning environment for all its pupils. A very good standard of general care is evident and provided by caring class teachers with very good support from classroom assistants and midday staff. Good liaison and support arrangements with welfare and health services enable all pupils to be appropriately supported. Effective administrative procedures and systems enable all staff to be fully aware of any changes in individual pupils' needs.

40. There are very sound systems and procedures in place for the regular monitoring and maintenance of general health and safety requirements and first aid provision, including a number of staff who are qualified in first aid. The systems in place for advising all staff of individual pupils' medical needs are good. Likewise the arrangements for ensuring pupil care and minimising potential risks in the school building are very good. Equipment is routinely tested and very well maintained. Safe storage areas are provided for hazardous equipment, cleaning fluids and pupils' medication. Pupils are instructed appropriately in the safe use of equipment.

41. The whole-school approach to monitoring and promoting positive behaviour and the elimination of bullying is very effective, and as a result of the consistent application of this policy pupils behave very well. The school has put in place good procedures for monitoring and improving pupils' attendance and punctuality.

42. Procedures for monitoring and supporting pupils' personal development are satisfactory overall. Most teachers know their pupils well. They use this knowledge to track pupils' personal progress. However, as there is no whole-school policy or approach to monitoring pupils' personal development, each class teacher has an individual approach to this. Some teachers record progression for each pupil effectively whilst others adopt a more informal approach and pass on information to the next teacher orally.

43. Teachers use time effectively when pupils sit in a circle to discuss issues and make good use of the registration period. They have a genuine interest in the everyday development of the pupils for whom they are responsible. Pupils are also provided with many useful opportunities to practise their social skills both in the classroom and around the school. For example, younger pupils carry out simple tasks, such as returning the attendance registers to the school office whilst older pupils act as monitors for a variety of tasks. All pupils have the opportunity to participate in the School Council.

44. Procedures for assessing pupils' attainment and progress are very good. The school assesses attainment on entry to Nursery and then monitors the progress of each pupil continuously. The use of assessment has improved significantly since the previous inspection.

45. Nationally recognised tests, together with optional national tests and the Statutory National Tests in English, mathematics and science are carried out at the appropriate time. The assessment system and the use made of the information gathered has successfully contributed to the raising of standards. The information is collated and analysed to support the tracking of pupils' progress, and the setting of targets. In the case of literacy pupils help to choose their own individual targets, which are set each half term. Appropriate procedures are in place to assess and record progress in information and communication technology and each pupil has an individual computer diskette to record this.

46. As a result of assessment information the school has a good knowledge and understanding of the performance of boys relative to girls and has used this information to raise standards. For example, by successfully inviting good male role models, such as policemen and firemen, to promote the reading skills of under-achieving boys.

47. In subjects other than English, mathematics and science, individual teachers successfully relate assessment to learning objectives in order to plan future lessons. Sketchbooks are an effective means of assessment in art and design and are used to demonstrate pupils' progress. Marking of pupils' books in some subjects was found to be inconsistent in two classes but good in others.

48. The available academic and personal achievement records follow pupils throughout their years in the school. There is appropriate liaison between teachers to discuss the transfer of pupils between classes, which sometimes involves the moderation of targets previously set. Pupils with special educational needs are well supported. There are good systems for the regular assessment of pupils with statements of special needs. Individual education plans contain appropriate targets, which are informed by detailed assessment of pupils' difficulties. This information is used effectively to plan appropriate work and has a positive effect on pupils' progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. The school has maintained its good links with parents since the last inspection. Parents feel that the school is well led and managed that teaching is good and that children are expected to work hard and as a result make good progress. Parents are less happy with the amounts of homework that pupils receive and there is insufficient information on the expectation of the amount, type and timing of homework. In addition, some parents feel that they do not receive sufficient information on their children's progress and would like to see an improvement in the school's working relationship with them.

50. Evidence from the inspection indicates that the school has developed effective links in a range of ways in order to keep parents fully informed. There are regular, informative letters and newsletters written in an accessible style which include both whole-school information and curriculum-linked information on class visits and events. The introduction of detailed information on topics to be studied in each area of the curriculum during the forthcoming academic year has enabled parents to be more fully informed and to be able to support their children's learning. However, the information on homework is much less detailed containing some unexplained terminology, such as 'core subjects', and does not provide consistent clearly defined information on the expectation of homework each week, particularly in respect to timing and quantity. The school offers open access to parents outside of lessons and teachers meet parents at the classroom door each day, remaining there to ensure that all pupils leave safely and for ease of accessibility by parents if required. The annual governors' report to parents and the school brochure are informative and useful.

51. A significant number of parents and volunteers help regularly within the classroom and on other tasks in the school building and grounds. The Parent Teacher Association continues to provide a number of varied social and fund-raising events each year, which raise significant funds for the school. These additional funds are very much appreciated by the school, and are used to enhance and extend resource provision and to fund specific projects. Parents are very supportive of school productions and events and they are consulted about major decisions concerning the life of the school.

52. Individual pupil reports provide detailed information on progress and achievement, and include targets for each pupil to work towards. Opportunities are provided for parents to discuss the reports, and formal consultation evenings are held each term. Parents are fully involved when pupils are identified as having special needs and they have regular opportunities to discuss progress, both formally and informally. They are involved fully in reviews of statements of special educational need as well as in reviews of pupils' individual educational plans.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The overall standard of leadership and management provided by the headteacher and deputy headteacher is very good. The headteacher provides decisive leadership and is very effective in shaping the direction of the school. The school ethos is strong and evident in all aspects of its daily life. Children come to school looking forward to work, and are relaxed and confident learners. The school has a set of appropriate aims and successfully implements them in every aspect of its daily life. All members of staff consciously reinforce social inclusion and praise achievement.

54. Since her appointment the headteacher has brought a clarity of purpose to the school and ensured that the quality of education the school offers has improved. She is very well supported by the deputy headteacher. Increased responsibility has successfully been delegated to subject co-ordinators to manage their subject areas. There have been considerable staff changes since the previous inspection. The combination of staff experience and expertise successfully meets the demands of the curriculum. Staff are dedicated and conscientious and work effectively as a team.

55. Good progress has been made in addressing the issues raised in the last inspection report. The quality of teaching is better and there are no significant weaknesses. The steps taken to raise standards continue to be effective in most areas. However, more still needs to be done to improve pupils' reading and writing in the infant classes for the more able. Pupils with learning difficulties are now set appropriately challenging targets. Although the school has improved the range and quality of information and communication technology equipment, more resources are still needed. The school's behaviour management policy is very successful and most pupils behave very well. Very good use is now made of assessment data in English, mathematics and science.

56. The governors provide committed support for the school and are involved effectively in all aspects of school life. They fulfil their responsibilities and have a very good understanding of the school's strengths and weaknesses. The governing body receives regular reports from the headteacher about the work of the school including the outcomes of monitoring, any training that has been undertaken and the focus of staff meetings. All governors are appropriately involved in discussing the end of key stage test results and the setting of targets. The curriculum committee evaluates the levels of pupils' achievements in far more depth and detail by comparing the school's results with similar schools and looking at the attainment of specific groups of children. Individual governors are linked to subject areas and some have been into school to monitor what is going on in their specified subjects. Written reports of good quality have been produced and presented to the full governing body.

57. The procedures for monitoring the implementation of policies and the quality of provision are very good. Effective procedures have been developed for checking how well the school is doing. The headteacher ensures that the quality of teaching and learning in subjects is analysed and appropriate and challenging targets are set to improve provision and standards. For example, the school identified writing as an area for development in Key Stage 1 because the more able pupils were not being sufficiently challenged. As a result of the action taken, standards are getting better. The school is also aware that the reading standards for the higher attaining pupils' need to improve. It has put in place very good procedures for assessing pupils' achievements in English, mathematics and science and makes very effective use of all the information to plan strategies in order to improve standards. This was a weakness identified at the time of the last inspection and has been fully addressed.

58. The role of co-ordinators in the monitoring of standards and the quality of teaching and learning in their areas is good. For example, they monitor teachers' medium-term planning to ensure the curriculum is being planned in line with the agreed schemes of work. Co-ordinators also undertake work sampling to assess whether the children are covering the work planned. In addition, co-ordinators for English,

mathematics and science and priority subjects carry out classroom observations. Findings are reported back to all teaching staff and changes made to the curriculum if necessary.

59. The School Development Plan is appropriately focused on the raising of standards. It is based upon a thorough review of the strengths and weaknesses in the school's performance. All staff and governors have had the opportunity to contribute ideas. The structure of the plan includes effective systems for monitoring, reviewing and evaluating the progress made towards targets. Priorities are linked appropriately to specific targets that have deadlines for completion and criteria by which to measure success. The allocation of responsibilities for taking the necessary action is clear.

60. Arrangements for the professional development of staff are very good and take due account of teachers' personal needs and the objectives identified in the School Development Plan. Aspects for development are appropriately discussed during the Performance Management process. The good procedures for the induction of staff new to the school ensure that they are fully briefed on routines, curriculum planning and resources.

61. Financial planning and management are good. The headteacher, secretary and governors conscientiously follow clear financial procedures. There are effective systems in place for ordering materials and handling monies. The office staff is very efficient and ensures that the school's administrative arrangements are of a very good quality. The governors are aware of the need to obtain value for money on all purchases and follow agreed procedures to ensure they get the best deal for the school. Money is being appropriately held in reserve in order to fund an information and communication technology suite. All the recommendations made in the last audit report have been put into practice. The school does not receive any additional grants from local or national initiatives.

62. Funding for special educational needs pupils is supplemented from the school's own budget and is managed and used well. All staff work closely with the co-ordinator who ensures that they are made aware of all procedures. Parents are kept well informed and invited to all reviews. Good records are kept of individual educational plans and recommendations made in relation to annual reviews. There is a governor designated as a responsible person who oversees special educational needs. The overall arrangements for special educational needs are effective and fit well into the arrangements for teaching the literacy and numeracy lessons. These pupils make good progress.

63. The school has a sufficient number of teaching staff who are suitably qualified and experienced to meet the demands of the National Curriculum, foundation stage and religious education. However, it has been difficult to find a permanent teacher for the reception age group and the school is doing all it can to address this issue. The school benefits from a staff with a range of experience and length of service. They work very well together as a team. Classroom assistants and lunchtime welfare assistants support teachers effectively and ensure the well-being of the pupils. However, pupils who are at the early stages of learning English do not always have sufficient support in some lessons.

64. The accommodation is good. Most classrooms are of adequate size and bright. Since the previous inspection much has been done to improve the internal appearance of the school. For example classrooms have been carpeted and new furniture bought. The school buildings are kept clean and provide a good learning environment. The school is fortunate to have a separate dining area. Whilst there are some good examples of work being displayed well, some displays are less attractive and do not, for example, reflect the good levels of pupils' writing that can be found in junior exercise books.

65. There is safe access to the outside areas for all classes and appropriate access for the disabled. The playground and surrounding areas are of good size. They have been made very attractive with the addition of flowerbeds and quiet areas for pupils to sit. The adventure playground paid for by the Parent

Teacher Association is a favourite area with all pupils. There is a separate outdoor play area for children in the Nursery. This extends their opportunities for physical, social and creative development. However, children in the Reception class do not have regular access to similar facilities. The whole area, inside and out, is maintained to a high standard by the caretaker and his team.

66. Resources are satisfactory in most subjects and used well but despite recent improvements, remain unsatisfactory in information and communication technology. Good use is made of class computers in other subjects, such as English, mathematics and science, to develop pupils' skills but the school would benefit from better teaching apparatus for the subject. The school is aware of this and has plans to build a computer suite. The library is stocked well, but opportunities are missed to use it to promote higher levels of reading for more able pupils. Good resources can be found in the Nursery. Visits, including a residential and visitors enrich curricular provision.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67. In order to build on the good quality of education the school provides the governors, headteacher and staff should:

- **increase the number of opportunities that more able pupils are given in Key Stage 1 to use and develop their reading and writing skills;**
[See paragraphs 85,87 and 125 in the main report].
- This issue has already been recognised by the school as in need of development.
- **provide more opportunities for pupils to use the library to research for information;**
[See paragraphs 66,86 in the main report].
- **ensure that in all classes work is presented and displayed well;**
[See paragraphs 89,111,121 and 126 in the main report].
- **improve further resources for information and communication technology;**
[See paragraphs 66,133,134 in the main report].

In addition the school should also:

- continue in its efforts to receive additional support for pupils at an early stage of speaking English as an additional language.
- put in place a whole-school approach to the recording of pupils' personal development.
- ensure that the planning for pupils in the Reception class contains information about how the outside environment can be incorporated into all areas of learning.
- improve the quality of information sent out to parents on what homework is expected.

See paragraphs 90,96,42,65,78 and 50 in the main report.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	54
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	7	30	15	-	-	-
Percentage	3	13	56	28	-	-	-

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

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)	26	211
Number of full-time pupils known to be eligible for free school meals	-	0

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	26

English as an additional language

	No of pupils
Number of pupils with English as an additional language	8

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.6

Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	15	16	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC level 2 and above	Boys	11	11	15
	Girls	15	15	15
	Total	26	26	30
Percentage of pupils at NC level 2 or above	School	84 [91]	84 [100]	97 [94]
	National	84 [83]	86 [84]	91 [90]

Teachers' Assessments		English	Mathematics	Science
Number of pupils at NC level 2 and above	Boys	11	14	15
	Girls	15	15	16
	Total	26	29	31
Percentage of pupils at NC level 2 or above	School	84 [97]	94 [94]	100 [91]
	National	85 [84]	89 [88]	89 [88]

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	17	16	33

National Curriculum Test/Task Results		English	Mathematics	Science
Number of pupils at NC level 4 and above	Boys	16	14	15
	Girls	15	15	16
	Total	31	29	31
Percentage of pupils at NC level 4 or above	School	94 [94]	88 [94]	94 [100]
	National	75 [75]	71 [72]	87 [85]

Teachers' Assessments		English	Mathematics	Science
Number of pupils at NC level 4 and above	Boys	15	15	17
	Girls	15	14	16
	Total	30	29	33
Percentage of pupils	School	91 [85]	88 [97]	100 [97]

at NC level 4 or above	National	72 [70]	74 [72]	82 [79]
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Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	2
Black – other	0
Indian	1
Pakistani	3
Bangladeshi	0
Chinese	0
White	187
Any other minority ethnic group	2

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)	8
Number of pupils per qualified teacher	25
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	100

Qualified teachers and support staff: ~~nursery~~Nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	9
Total number of education support staff	1
Total aggregate hours worked per week	17
Number of pupils per FTE adult	5

FTE means full-time equivalent.

Financial information

Financial year	2001/02
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	£
Total income	476927
Total expenditure	508155
Expenditure per pupil	2490
Balance brought forward from previous year	61141
Balance carried forward to next year	29913

Recruitment of teachers

Number of teachers who left the school during the last two years	7
Number of teachers appointed to the school during the last two years	7
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	148
Number of questionnaires returned	47

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	24	4	0	0
My child is making good progress in school.	46	48	7	0	0
Behaviour in the school is good.	43	50	0	7	0
My child gets the right amount of work to do at home.	36	44	13	7	0
The teaching is good.	59	39	2	0	0
I am kept well informed about how my child is getting on.	48	37	9	4	2
I would feel comfortable about approaching the school with questions or a problem.	63	28	2	7	0
The school expects my child to work hard and achieve his or her best.	65	28	4	0	2
The school works closely with parents.	35	50	15	0	0
The school is well led and managed.	54	41	2	0	2
The school is helping my child become mature and responsible.	52	41	2	2	2
The school provides an interesting range of activities outside lessons.	38	49	7	4	2

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

68. Children are normally admitted to the Nursery, which operates on a part-time basis, at the start of the autumn and spring terms. Admission to the Reception Class follows a similar twice-yearly pattern on a date prior to, or very near to a child's fifth birthday. The Nursery teacher, who is also the Foundation Stage co-ordinator, is supported well by a nursery nurse and a new classroom assistant. A classroom assistant supports the newly appointed Reception Class teacher. Children come to school with a variety of learning experiences gained from a range of pre-school settings. Baseline assessments on entry to Nursery indicate that attainment levels are within the average range.

69. Overall progress during the Foundation Stage is satisfactory. By the end of the Reception Year most children are expected to attain the Early Learning Goals in each area of learning. A significant minority will exceed them.

70. The Foundation Stage continues to provide a good basis for later learning as was reported at the previous inspection. Effective assessment leads to early identification of children with special needs. Their requirements are met well and they make good progress.

Personal, Social and Emotional Development.

71. Children in Nursery and Reception settle quickly into the established routines of the school, responding well to the high expectations of the adults in this area of learning. In the Nursery newly admitted children benefit from the examples set by older ones. They soon develop good skills in choosing what they would like to do. They know there are rules relating to the number of children who can take part in any one activity and learn to share and take turns at an early stage. Consequently, by the time they reach the Reception class, most are able to participate amicably in group activities such as counting games. Independence is fostered well. Nursery children show good levels of skill in putting on their own coats and the Reception children manage hand washing and clothing for physical education appropriately for their age. In more formal situations, such as whole-group time in Nursery, they show a willingness to listen to and follow instructions. In special class discussion lessons [circle time] in Reception individual children are encouraged to express ideas and feelings very successfully. In both classes children demonstrate good levels of concentration and an ability to remain on a task until it is completed to their satisfaction. In all the lessons observed teaching was of good quality and the children were very well behaved.

Communication, Language and Literacy.

72. Almost all children are on target to all attain the Early Learning Goals in this area of learning by the end of the Reception Year. In the Nursery many are able to speak confidently to adults they know and a few are willing to enter into conversation with adult visitors. Most listen attentively to stories. Many of the older children can identify their names and other familiar words and phrases. They show an interest in illustrations and print in books. Children observed in outdoor play used talk well to pretend they were in a police station. The younger children in the Nursery make marks to represent their name. Older children have learnt to form the constituent letters correctly and can copy familiar words, such as when making a birthday card. The majority of children in Reception are confident to speak to adults in the classroom. Most listen carefully and follow instructions. They talk about the writing and the pictures in a book, discuss words such as 'content' and 'index' and

respond appropriately to the teacher's questions. Many are able to express themselves using longer phrases or sentences and are developing the vocabulary to explain what they know and understand. They enjoy talking about the characters in the early books of the reading scheme and can recognise a number of key words. Higher attaining children are beginning readers and are able to recognise the names of body parts and use them appropriately to label an outline diagram. In Nursery children record their observations pictorially, for example, how they can make toys move, with the teacher acting as a scribe. In the Reception Year, higher attaining children succeed in writing sentences for themselves related to the term's topic. For example, "Babies like toys that make noise and babies like teddy bears." Joined script is introduced in the Reception class. Most children use the correct pencil grip for writing. In the previous term extensive use had been made of worksheets for phonics and other language work.

73. The quality of teaching is satisfactory overall and there are some good features. For example, in both classes there is good emphasis on the development on speaking and listening skills resulting in high standards. In Nursery captions and labels on children's work and other displays reflect and promote a good learning environment. However, the Reception teacher has not been in post sufficiently long to have yet created a similar ambience in this classroom.

Mathematical Development.

74. The majority of children are on target to attain the Early Learning Goals for mathematics. A significant minority will exceed them. In the Nursery younger children show an interest in number as part of their play, for example, counting candles for a birthday cake, and matching them to the appropriate numeral. Older children, with adult help, count out the required milk cartons, match them with the correct number of straws and organise the biscuits for snack time, which involves them in numbers in excess of ten.

75. In Reception, children's understanding of mathematical concepts is further developed both through play opportunities and direct teaching. Most children demonstrate an understanding of 'more' and 'less' and use comparative vocabulary in the context of measuring and capacity. A group of higher attaining children demonstrated their ability to count reliably to 20. Appropriate emphasis is placed on the correct formation of numerals. Mathematics workbooks are used effectively to make assessments of progress. The quality of teaching is good in both classes and this is reflected in the good progress made by most children.

Knowledge and Understanding of the World.

76. Children in Nursery benefit from the very good use made of the outdoor area on a daily basis. In each season of the year high quality teaching provides new learning experiences ranging from the observation of signs of spring in the garden, to sweeping up leaves in autumn and learning about the need to run about to keep warm on a frosty day. Visits such as from the road safety officer combine well with the subsequent use of the area as a road layout. Activities in the classroom are well designed to give new experiences, for example in the use of computer and other technology and to engage in questions about why things happen and how things work.

77. Satisfactory provision is made in the Reception class for children to develop their knowledge and understanding of the world. They record their own observations of what toys can be made of, using pictures and diagrams and writing according to their attainment levels. Information and communication technology skills are further developed. There are appropriate opportunities for children to find out about past and present events in their own lives. Very good attempts were made by children of all attainment levels in using their own thumbprints as a subject for observational drawings. Teaching is of a good quality in both classes.

Physical Development.

78. The development of these skills is broadly in line with the expectations of children of this age. Children in Nursery enjoy the good opportunities provided in the outdoor area to travel around, under, over and through balancing and climbing equipment. However, children in the reception class have only limited opportunities to develop their skills in the outside area. Both classes make appropriate use of the hall for additional physical activity such as dance. Manipulative skills are successfully developed through the use of tools and equipment in a range of activities in the classrooms. The quality of teaching is satisfactory overall through the Foundation Stage.

Creative Development.

79. Children in both classes have appropriate opportunities to draw, paint and make pictures and models, using a range of colours, texture and shapes. The Nursery is well equipped for them to explore sounds using a range of good quality percussion instruments. Reception children enjoy singing familiar songs and experience the pleasure of listening to and joining in with older children of the school in rounds such as 'Shalom'. The quality of teaching is satisfactory overall. In both classes imaginative play is well promoted and is strength of the teaching.

80. A good range of resources is available. Both classes are well organised and the two new members of staff are becoming well integrated into the effective established 'team.' There are comprehensive arrangements for children to enter Nursery and to transfer from Nursery to Reception. Teaching is satisfactory overall. In the Nursery, teaching is of a good standard. At the time of the inspection the reception teacher had only been in post for a week but had made a sound start. She had already established a good rapport with the children resulting in good relationships in the classroom. The support of parents in their children's learning is recognised and appreciated throughout the Foundation Stage. Children learn new skills and enjoy the many and varied well-planned activities. Assessment information is well used to take children's learning further. Good opportunities are provided for them to learn for themselves. As a result the quality of learning is at least satisfactory in all areas. However, more needs to be done to ensure that planning of outdoor provision is included in all areas of the curriculum for Reception children. There is scope to improve the physical environment of the Reception class by drawing on the good practice that exists in Nursery.

ENGLISH

81. At the time of the last inspection it was reported that the English results at the end of Key Stage 2 reflected good levels of achievement and were well above the national average. The school has maintained these standards. In the 2001 English tests for eleven-year-olds the overall results were well above the national average and the average for similar schools. The school met its target for English and three-fifths of the pupils achieved the higher Level 5, which is a very high proportion. Results over the previous three years show that boys have consistently done better than girls. However, no evidence could be found during the inspection to explain the reasons for this. Inspection findings shows that progress in English in Key Stage 2 is currently very good for most pupils and attainment by Year 6 is well above average.

82. Inspection evidence shows that standards in English are in line with national expectations by the end of Key Stage 1. These findings are similar to those made at the time of the last inspection when it was reported that standards of achievement were at least at the expected standard in English

in all phases of the school. In the 2001 National Curriculum tests for seven-year-olds the percentage of pupils reaching Level 2 and above in reading and writing was broadly in line with the national

average. However, when compared to similar schools the results are well below average in reading and below average in writing. The proportion of pupils attaining the higher Level 3 in reading was above the national average and close to it in writing. When compared to similar schools the school's results were below average in both areas.

83. The school places considerable emphasis on developing speaking and listening skills and as a result pupils make very good progress overall. Standards are above average by the end of Key Stage 1 and pupils are confident and articulate speakers. They participate well in question and answer sessions. Most can express their views clearly and talk about their work. Teachers are good at challenging pupils to use descriptive language. For example, in a literacy lesson pupils were using words such as 'repulsive' and 'hideous' to describe the 'Big Bad Wolf.'

84. By the end of Key Stage 2 standards in speaking and listening are well above average. Pupils are given good opportunities in other subjects to discuss and respond during lessons. For example, in Year 6, pupils were heard using technical vocabulary well in a geography lesson about India. Very good supplementary questioning by the teacher developed and extended the pupils' answers. In Year 5 the teacher allows the pupils to put on his 'story jacket' before they read out a speech they have prepared to the whole class. They enjoy doing this and the strategy works well because it makes them feel special and gives them confidence. In assemblies older pupils are given the opportunity to read prayers and extracts from the Bible. Throughout the school pupils listen attentively to their teacher and one another. They respect others' points of view.

85. Standards in reading are broadly average by the end of Key Stage 1 and most pupils make satisfactory progress. Higher attainers are aware of authors and illustrators and are able to identify the main characters and events in their favourite books. They read aloud with confidence and appropriate expression and confidence. Whilst most higher attainers are aware that information can be found in non-fiction books they need more opportunities to develop and use their skills in locating information in different texts. Average attaining pupils pay attention to the pictures when reading and use them as well as their satisfactory knowledge of letters and their sounds to tackle new words. Lower attaining pupils read simple books with increasing accuracy and understanding. Pupils take books home regularly and family members hear their children read. This has a very positive effect on standards and progress.

86. Pupils make good progress overall in reading during Key Stage 2 and standards are well above average. Most pupils can read a range of texts with a very good degree of fluency and expression. Books are well matched to pupils' attainment and interest level and pupils are very enthusiastic readers. Higher attainers express a preference for different authors and choose books because of particular interest, such as adventure stories. They are able to make deductions and inferences from their reading. Most average attaining pupils can describe the different characters in the stories they have read and explain the key features of the plot. The majority of pupils understand how to use the contents page, the index and glossary in order to get information from non-fiction books. However, pupils do not have enough opportunities to use these skills in the library.

87. Pupils make satisfactory progress overall in writing in Years 1 and 2 and standards are broadly average. By the age of seven, most pupils write in a satisfactory range of forms including stories and poems. Most letters are well formed and pupils are beginning to write in a joined style from an early age. The previous inspection reported that though considerable attention had been given to writing, many pupils at this stage were slow to write and their narrative frequently lacked fluency and organisation. The school has continued to work hard at improving standards in writing and the progress of the younger children is now good. Year 1 children have benefited from working alongside Year 2 pupils and as a result their writing now includes a wider range of vocabulary and

more descriptive words. For example, one child wrote, 'Red Riding Hood lived on the side of a deep dark wood' and another 'Princess Elizabeth is beautiful. She sparkles and smiles. She has blonde hair.' The majority of pupils spell common words correctly and make a good attempt to spell more complex words. Higher attainers mostly observe the rules of punctuation by using full stops, capital letters and speech marks appropriately. However, they need to be provided with more opportunities to write at length in different styles.

88. By the end of Key Stage 2 standards in writing are well above the national average and progress is very good overall. Pupils progressively develop their ability to write for different purposes using a wide range of styles. For example, Year 6 have compared and evaluated the novel and film version of Matilda. Responding to the story of Macbeth, one pupil wrote 'I found that Macbeth was quite hard and confusing to follow as the language was extremely old fashioned.' Writing is usually well organised. Higher attaining pupils are able to use paragraphs, correct punctuation and complex grammatical structures. They use a rich vocabulary to enliven their writing or capture the readers' imagination. A story entitled 'The Unknown Shed' does just this as it begins with the words 'Darkness flooded out and everything went black. Voices echoed through the air.' Throughout the juniors, however, extended writing is less well developed than other aspects and there is little evidence of pupils drafting and redrafting their work in order to edit and improve it.

89. There are inconsistencies in the presentation of work in some classes and work displays throughout the school do not reflect the quality of pupils' writing. Good use is made of information and communication technology to develop pupils' skills and to word-process their writing.

90. Pupils with special educational needs make good progress. Teachers take appropriate account of the targets on the pupils' individual education plans and set suitable work. In Key Stage 1 the progress of pupils who are at the early stages of learning English is more variable. Whilst it is satisfactory overall, it ranges from good to unsatisfactory. Good progress is made when the pupils work alongside the EMAG teacher or the special needs co-ordinator. For the rest of the time teachers have to manage without specialist support and they are unable to provide the individual attention that the pupils need. Other pupils from minority ethnic groups speak good English and make similar progress as their peers.

91. Behaviour is very good. Pupils show positive attitudes to learning and enjoy very constructive relationships with their teachers. This makes a considerable contribution to their rate of progress and to the well above average standards achieved by the time pupils leave. Most pupils are very eager to learn, stay on task and show very good levels of independence and concentration.

92. The quality of teaching and learning is good overall in both key stages. In both infant classes, appropriate opportunities are provided for pupils to talk through their ideas in pairs and small groups. In science, they discussed sensibly the physical features of animals and plants before reporting back to the teacher. Some very good teaching was observed with the oldest pupils. Most teachers have a good understanding of how to teach the basic skills of reading and writing. They plan activities well, ensure that they are interesting and meet the needs of pupils of all attainment levels. Teachers share the learning objectives with the class and ensure that pupils understand very clearly what new skills they are going to learn and what work they are expected to do. Throughout the school the teaching of phonics, word recognition, spelling, punctuation and grammar are given a high priority and pupils' knowledge and understanding of these important basic skills are apparent in their reading and writing. Where teaching is less effective, but nevertheless satisfactory, the teacher's expectations with regard to the presentation of work are not high enough. Where teaching is very good, expectations are

particularly high and the teacher's enthusiasm, explanations and knowledge have a very positive effect on standards and progress. For example, in Year 6 one pupil was challenged, 'Can you be more precise'. In the same class very good opportunities are provided for pupils to discuss before giving an answer. Marking of pupils' work is supportive and there are some examples of thoughtful comments being made which are constructive and set targets for development.

93. The school's strategy for developing literacy across the curriculum is satisfactory overall. There are appropriate opportunities for writing in some classes such as in science. However, teachers do not always make sufficient use of these to allow pupils to write at length.

94. The subject is co-ordinated well. Teachers have been observed in the classroom and feedback given. Assessment procedures are very good and the information gathered is used very effectively to improve standards and the quality of teaching and learning. Resources are adequate.

MATHEMATICS

95. Standards of attainment in mathematics by the time pupils leave are one of the school's many strengths. Results have been consistently well above the national average over the last four years; compared with similar schools results are above average. The school narrowly missed achieving its target of 94 per cent of pupils attaining level 4 and above. There is no marked difference between the results of girls and boys. Special educational needs pupils make good progress. Pupils from ethnic minorities speak and understand English very well and make good progress. Inspection evidence shows that standards remain well above average. Higher attaining pupils do very well and make very good use of mental strategies when solving demanding mathematical problems. The school is well placed to achieve its target of 97 per cent of pupils to achieve level 4 and above in mathematics in 2002.

96. In Key Stage 1 when comparisons are made with all schools nationally results in the 2001 National Curriculum end of Key Stage 1 tests in mathematics are above those found and in line with similar schools. Inspection evidence shows that standards remain above average by the end of Year 2. Most pupils make good progress. However, there are two pupils who are at a very early stage of learning to speak English who, despite the school's best efforts only receive limited support. As a result they do not make sustained progress.

97. The previous report found that unsettled behaviour of a few pupils impeded progress and that tasks were not consistently challenging for more able pupils. Both these issues have been addressed successfully. There is no evidence of poor behaviour in mathematics lessons. More able pupils in all classes have work set that challenges them to use their mathematical skills. For example, in Year 6 they are asked to work out the 'best buy' of two litres of orange juice from knowing the price of a two-litre carton and the price of a 225ml. carton.

98. In both key stages mathematics makes a satisfactory contribution to other subjects. For example, pupils use their data handling skills to compile and record scientific data. Timelines are produced in history. In design and technology pupils measure accurately and confidently construct isosceles triangles out of paper to play an integral part in the construction of their pencil holders.

99. Pupils enter Key Stage 1 with average competencies in mathematics. By the end of the Key Stage they have developed good oral and mental skills and have a rapid recall of number facts. In one lesson, for example, pupils quickly halved and doubled numbers up to twenty. They can solve simple

money problems using addition and subtraction and know how to record their answers. Pupils can name the properties of shapes and can accurately use standard measures. Year 2 pupils produce Venn diagrams to sort shapes and numbers. They have a good mathematical vocabulary. There is a strong emphasis on mental mathematics and on pupils' explaining how they have arrived at their answers.

100. In Key Stage 2 pupils demonstrate speed and accuracy in the calculation of number problems. By the age of 11 most can carry out a variety of mental and written computations. They know their tables well. Pupils accurately collect and interpret data in a range of graphical representation. They understand mathematical terminology such as mean, median and mode. Pupils can recognise proportions using fractions, decimals and percentages to describe them. Pupils explain their findings well. Older pupils know how to find the perimeter of a regular shape and most can work out the area of compound shapes. Lower attaining pupils are developing strategies for halving and doubling two-digit numbers and with the support of visual resources are developing a secure understanding of square numbers. Most pupils have a wide repertoire of mathematical vocabulary that is used appropriately. The scrutiny of work completed since the beginning of the school year indicates that most pupils have a good knowledge and understanding of rounding numbers up and down, equivalent fractions, bridging larger numbers in addition, and the use of the four number operations in a range of mathematical contexts.

101. Teaching is of a good quality in both key stages. Teachers have good subject knowledge, deliver the subject well and have very good relationships with their pupils. Good features of teaching include ensuring that pupils finish the work within a set time and providing work that really challenges pupils to use their skills. For example, in a Year 4 class pupils were expected to add 9 mentally to a series of numbers within a set time limit. Expected high standards of behaviour are fulfilled and the time in mathematics lessons is used productively. The quality of mathematics teaching in Year 6 during the week of the inspection was excellent. The teacher taught the whole class a method of partitioning number problems, ensuring through questioning that all pupils understood the process. She then explained how the method might be useful in real life practical situations. Pupils were then set challenging tasks, which because of their newly gained understanding of the process involved were completed quickly and accurately. Excellent use was made of assessment information gained from a previous lesson to explain to a small group of pupils something with which they had problems.

102. All teachers, despite the limited range of equipment available do their best to incorporate in formation and communication technology skills into lessons. For example, in both infant classes pupils input data about favourite drinks and produce bar charts to show their results. Homework is used well to reinforce the work that pupils undertake. A good feature of teaching is the involvement of pupils in the assessment of their own work with targets set for future improvement.

103. The quality of learning is good in both key stages. This results from the good teaching that pupils receive. Teachers' planning, the very good use made of assessment information and the successful implementation of the numeracy hour are key factors in mathematics being a strength of the school. Pupils with special educational needs and most pupils who speak English as an additional language achieve good standards.

104. The involvement of pupils in target setting and the encouragement to explain how they have worked out a particular answer both help pupils to achieve good standards. Pupils co-operate with each other when required to work in pairs, answer teachers' questions readily, behave well and are keen to learn. Most enjoy mathematics. Pupils take an obvious pride in the appearance of their work in most classes but there is some evidence of untidy work.

105. The headteacher is the co-ordinator and is very experienced and knowledgeable. She has monitored the subject and also given very good support to colleagues. A scheme of work is in place and assessment procedures and the use made of the results are very good. Provision is continually under review as part of the school's efforts in school improvement. All elements of the numeracy strategy are in place and used effectively. Resources are accessible and mostly of good quality. National Curriculum requirements are met.

SCIENCE

106. In the year 2001 National Curriculum tests in science at the end of Year 6 the percentage of pupils attaining the expected level 4 and above was very high in comparison with the national average and the average for similar schools. Higher attaining pupils did especially well with 64 per cent achieving level 5 which was well above the national average and the results obtained by similar schools. Over the last three years there has been no significant difference between the performance of boys and girls. At the end of Year 6 standards are well above average and pupils make good progress. Inspection evidence shows that pupils have a very good scientific knowledge and can carry out an investigation for themselves. Most pupils are well on the way to reaching the expected standard in the national tests with a significant minority set to achieve a higher level.

107. At the end of Year 2 in 2001, teachers' assessments show that the proportion of children reaching the expected levels were very high in comparison with the national average and those found in similar schools. The percentage of pupils assessed as doing better than expected for their age was well above the national average and above the average for similar schools. Inspection findings indicate a similar picture but show that the proportion of pupils working at the expected level is not as high because there are more pupils with special educational needs in the current Year 2. These findings are an improvement on the judgements made at the time of the last inspection when the proportion of pupils achieving the higher levels was only average. At the time of the previous inspection there was little difference in the work of the average and higher attaining pupils. This is not now the case. Most pupils, including those with special educational needs, make good progress during Key Stage 1. There was no noticeable difference between the performance of boys and girls. The school is doing all it can with the resources at its disposal to support the pupils who are at the early stages of learning to speak English as an additional language. However, in some lessons there is no support and the pupils do not make satisfactory progress because they do not understand the language and there is nobody with them to explain.

108. By the age of seven, most pupils have a good understanding of the properties of different materials. For example, a child wrote, 'the globe is made of soft plastic because if it was hard plastic no one will be able to blow it up!' Pupils examine a variety of natural and man-made objects to find out about their properties. Skills are appropriately being developed alongside knowledge. In one investigation pupils had to find out which material kept water the hottest. They had to predict first and made good use of their mathematics skills as they took the water temperature on the hour. They record their findings well making use of their own words. Reporting his observations on shadows, one child wrote down, 'I have learnt that the closer you put an object to a source of light, the lighter it gets and the closer you put it to the ground the bigger it gets.' Year 1 pupils can draw and label an electric circuit. They cut out pictures of things that use electricity and stick them in their books. By the time they leave at the end of Year 2, pupils have acquired a good bank of knowledge in all aspects of science.

109. During Key stage 2 pupils make good progress in developing their scientific knowledge and how to carry out an investigation. By the age of eleven, they have a good recall and understanding of scientific topics they have covered. For example, they know that some solids dissolve in water to give solutions but some do not. Pupils in Year 5 understand that materials in the same group, for example metals, can be classified according to whether they are magnetic or not. Year 4 pupils know that sounds are made when objects vibrate and can conduct an investigation to find out which materials are better than others for muffling sounds. Year 3, when learning about how to care for their teeth, observed carefully the effect sugar had on eggshells. As a result of what she saw, one child noted ‘we need to look after our permanent teeth by brushing off sugar twice a day.’ Pupils with special educational and pupils from different minority groups make good progress and achieve well.

110. Pupils make satisfactory use of their literacy skills in science in some classes. They are encouraged to discuss ideas, use the correct terminology and write up their own accounts of investigations. There are a few satisfactory examples of pupils using their mathematical skills, such as when taking their pulse readings or measuring forces. Good use is made of information and communication technology. For example, in Year 6, pupils use digital thermometers to record the temperature of water. In Year 3 very good use is made of a health education software program.

111. Pupils have very good attitudes to their work that enhances the quality of learning. They respond well to the teaching and behave sensibly. Relationships are very good and pupils readily share ideas. They enjoy the practical science work and treat equipment with care. However, there are inconsistencies in the presentation of pupils’ work.

112. The quality of teaching is good overall. Science teaching, including the development of experimental and investigative skills, has been a key priority this year and this has led to an improvement in the quality of learning and appropriate challenge for the more able. Teachers have a good knowledge of the programmes of study for science in the National Curriculum. They use relevant scientific terminology and explain tasks clearly. As a result the quality of learning is good because pupils understand what is expected from them and very little time is wasted. Teachers plan and prepare very thoroughly and share the purpose of the lesson with the pupils. The more effective teaching is characterised by activities which are very well matched to pupils’ needs and which motivate them. This was especially noticeable in a lesson taught to the Year 6 class. The pupils were provided with appropriate opportunities to discuss how they were going to carry out an experiment. The teacher insisted on the use of correct terminology and ensured that pupils stayed on task with comments such as, ‘You can’t switch off for a second. Think! Think! Think!’

113. The leadership and management of the subject are satisfactory. The co-ordinator reviews medium-term planning observes teaching and monitors pupils’ books. The scheme of work takes account of recent statutory changes and draws on Qualifications and Curriculum Authority guidance as to what each year group should be learning. Assessment procedures and the use made of the information are very good. Resources are satisfactory.

ART AND DESIGN AND DESIGN AND TECHNOLOGY

114. Although no teaching of art and design was seen during the inspection in Key Stage 1, other evidence available enables judgements to be made. Pupils’ standards of achievement in art and design and in design and technology are in line with national expectations by the end of both key stages. All pupils, including those with special educational needs, the small number who are at the early stages of learning English as an additional language and other pupils from minority ethnic groups, are making satisfactory progress overall. It is not possible to comment on any improvements made in standards or provision since the last inspection because no reference was made to either subject in the previous

report.

115. By the end of Year 2 in art and design pupils are able to work with a range of appropriate media and materials, including pastels, coloured pencils and poster paint. They develop their skills to a satisfactory level in using techniques such as painting, observational drawing and printing. For example, in one class children have produced some detailed sketches of fruit and vegetables. They used to good effect coloured pencils on white paper and pastels on black. Pupils make sound use of information and communication technology when, for example, they used a program to paint in the style of Mondrian.

116. Satisfactory progress continues to be made in Key Stage 2 and by the age of 11 pupils have a sound knowledge of the work of famous artists. For example, they can compare the work of Dali and the Surrealist movement with that of Picasso and the movement of Cubism. The sound links that are made between art and design and other subjects, such as history, reinforces the ideas and help pupils' appreciation in both subjects. This is evident in the work of Year 6 pupils. For example, they experimented first with charcoal to see what effects they could get by smudging and then developed their work into a Victorian street scene with a smoky and murky atmosphere. However, there are few opportunities for pupils to see and experience the art of other cultures. An exception is the inclusion of the art of the Ancient Greeks in Class 4 when they made their own thumb pots out of clay and decorated them in the style of a Greek urn.

117. In design and technology pupils in Key Stage 1 can assemble, join and combine materials in different ways to produce work of a sound quality. For example, they have used split pins to create moveable joints on their cardboard clowns. In another class pupils studied different kinds of photograph frames before designing their own. They carefully measured and sawed four 10-centimetre lengths of wood that are to be used to make the frames. This made a sound contribution to the development of pupils' numeracy skills.

118. Year 6 pupils have designed and made their own good quality rag rugs. First they designed a pattern and then selected materials from a range of colours. They measured and cut pieces of cloth into suitable lengths before making their rugs. The teacher assembled the rugs to make a very effective class hanging. Year 4 pupils looked closely at a collection of money containers, such as purses, wallets and belt bags, before designing and making their own. Pupils in Year 5 used their knowledge of forces and structures to create a working model of an Egyptian shaduf. Though older pupils can use an information and communication technology control program, they do not have any computer-aided design (CAD) software to help in their designing of products.

119. It is not possible to make an overall judgement about the quality of teaching and learning in art and design in Key Stage 1 as no lessons were observed in the subject during the week of the inspection. In Key Stage 2 the quality of teaching in art and design is good overall. Lessons are well planned and teachers provide pupils with good opportunities to develop and practise their skills. They are not over-directive but allow pupils to experiment in order to increase their understanding of the possibilities of materials and techniques. Pupils are beginning to evaluate their work but not in sufficient depth.

120. Design and technology has been singled out as a priority area for development this year by the school and, as a result, standards and the quality of learning are improving. The quality of teaching was good overall with some very good teaching observed with Year 5. Most teachers have high expectations for pupils' achievements and set challenging tasks. Pupils are taught to use tools and materials safely and to work collaboratively. Lessons are conscientiously planned and clear instructions given so that pupils understand fully what they are expected to do. A good emphasis is placed on the

development of important skills, such as measuring accurately, sawing carefully and joining appropriately.

121. Pupils' response during lessons is enthusiastic. There is usually a busy atmosphere in lessons and all pupils are involved in the work. They recognise when they have done well and can make suggestions how to improve. Pupils take care of resources. Teachers display pupils' work in classrooms, along corridors, in the dining room and in the hall. However, more could be done to ensure that the work on show reflects the high standard that some pupils reach. Besides adding strikingly to the school's ethos, it would help to raise the expectations of other pupils.

122. The co-ordinator for design and technology has only very recently joined the school. Art and design is well managed and the co-ordinator has a sound overview of provision. She monitors planning and will observe teaching next year when the subject becomes a whole-school priority for development. Currently, there are no agreed systems in place to record pupils' attainment and skills development. However, good practice does exist in some classes that could be shared with other teachers. Resources are satisfactory in both subjects.

GEOGRAPHY and HISTORY

123. During the inspection no history lessons were seen. In consequence no judgement can be made about the quality of teaching in the subject. Evidence from pupils' work books, displays, discussions with teachers, informal conversations with pupils and examination of teachers' planning provide sufficient evidence for judgements to be made about standards and progress. Standards at the end of both Years 2 and 6 in both history and geography are similar to those found in most schools. This reflects satisfactory progress in the two subjects through the key stages. Pupils with special needs also make satisfactory progress. Those few children who are at an early stage of learning English, find difficulty in taking part in some aspects of the subjects when they are not being supported by additional staff.

124. Skills of geographical enquiry are introduced well during Key Stage 1. Pupils are taught to make comparisons between urban and rural areas and make observational comments about the attractiveness of environments within and beyond the locality. Mapping skills are developed extensively in the early part of Key Stage 2. Good use is made of fieldwork and the interpretation of large-scale maps of the local area for this purpose. Pupils begin to have some understanding of aspects that influence people to select places for settlement and factors that cause places to change. They develop satisfactory insight into physical features and ways of life in other parts of Britain. In upper Key Stage 2 pupils gain detailed knowledge of aspects of physical geography, such as the work of rivers. At the time of the inspection, Year 5 pupils were embarking on themes relating to the climatic, cultural and physical differences within the European continent using effectively secondary source material, including information and communication technology. Year 6 pupils successfully used secondary sources and data to draw comparisons and make contrasts between India and Great Britain and to deduce patterns of farming in a region of India.

125. In history by the age of seven, pupils have learnt to compare and contrast ways of life in previous times with the present age. They compare their own life-styles with those of people in previous times. For example, one class had constructed a model of a Tudor street and considered how life in it differed from their own. They are introduced to important historical personalities, such as Queen Elizabeth I and Guy Fawkes, and through considering their life and times gain some insight into some of the influences that cause changes. However, there is little evidence of more able pupils being given the opportunity to use and develop their writing skills. Pupils in Key Stage 2 gain a good

knowledge of ancient civilisations. Written work from the point of view of a soldier inside the Trojan horse by Year 4 pupils is of high quality. Year 5 pupils who designed and made an Egyptian shaduf make good links with design and technology. Year 6 pupils used artefacts and secondary sources successfully to make deductions and to compare and contrast a range of Victorian implements with those in use today.

126. In both history and geography pupils' attitudes to learning are good. In both key stages they willingly contribute to class discussions in geography and in general take a reasonable pride in their work. However, there are some examples of written work not being well presented. Information and communication technology is used successfully to promote research skills. Both subjects make a positive contribution to standards in numeracy and literacy and to pupils' spiritual, moral, social and cultural development.

127. The quality of teaching and learning in geography is good, tasks are appropriately differentiated to cater for pupils of differing attainment levels. Homework tasks, particularly in Key Stage 2 make a very good contribution to pupils' skills, knowledge and understanding. The practice of pupils working in pairs or groups in both key stages enhances their social development. In some classes pupils' work is not displayed well and this detracts from the quality of work during lessons.

128. The history co-ordinator is newly in post but is well qualified to carry out the responsibility. At the time of the inspection, there was no co-ordinator for geography. Schemes of work for both subjects are effective in helping teachers to plan for the continuous development of geographical and historical skills. Timetabling arrangements are effective in ensuring that time is available for in-depth study. Appropriate arrangements are in place to record pupils' progress. The quality and range of resources satisfactory and include some computer software. Additional resources, such as supplementary artefacts, are acquired from outside the school. Extensive use is made of visits to places related to the topics studied by each class to enrich pupils' learning opportunities. There is no reference made to history or geography in the previous report.

INFORMATION AND COMMUNICATION TECHNOLOGY

129. The previous inspection reported that standards of attainment were not consistent with expectations in all age groups. This issue has been addressed successfully. By the time pupils leave the school, overall attainment is in line with that expected for the age group. Some pupils demonstrate high levels of skill in the application of control and modelling skills. Standards by the age of seven are average. The previous inspection also found that the regularity and quality of provision were variable between classes. Inspection evidence shows that this is no longer the case. Pupils in all classes have access to up to date computers and programs. As a result, despite the teachers' best efforts, progress is limited. Good links with a local high school allow older pupils to benefit from the good range of equipment available there.

130. Towards the end of Year 2 pupils are beginning to acquire good word-processing skills. Most pupils are learning to manipulate a mouse with increasing accuracy. They use the shift key to locate capital and lower case letters and use the icon to print their work. They know that computers can be used for different purposes. The more able pupils compose sentences making accurate use of both alphabet and command keys. Pupils use a programmable toy successfully. Pupils collect data about their classmates' favourite drinks and produce graphs on the computer to demonstrate their findings. The 'Colour Magic' program is used to produce good quality pictures in the style of Mondrian.

131. In Key Stage 2 older pupils use word processors skilfully to organise and present their work. Their keyboard and mouse skills are good. They use the mouse for a variety of tasks and select from screen menus. Data handling procedures are skilfully used to enter information onto a database then to

interrogate it and re-organise it in graphical presentations. Year 6 pupils make good use of the 'Subway' program to work out different routes. Year 5 pupils have produced some good work based on that of Matisse and have a good knowledge of the uses that can be made of information and communication technology. They talk knowledgeably about its application at the nearby Stansted airport. Posters of good quality are designed using different font styles to advertise 'Walk to Work Week.' Good use is made in Year 3 of a multi-media program called 'Drug Sense' to improve pupils' drug awareness.

132. Attitudes to information and communication technology are very good. Pupils are keen to demonstrate their skills and talk confidently about their work. They are keen and interested and are able to collaborate effectively in pairs, sharing out tasks and supporting each other when they experience problems. They follow carefully the set procedures for operating the computers and take their work seriously. They appreciate having their own diskettes on which to record their work.

133. Despite the limitations of only having a 14 inch screen on which to demonstrate new skills, teaching in both key stages is of good quality overall. Planning and the involvement of information and communication technology in the curriculum are good. For example, in literacy Year 4 pupils are asked to use 'where, were, or wear' to complete sentences and are given the additional task of ensuring that words are spaced correctly. Teachers' plans identify opportunities for developing information and communication technology skills within subjects and topics. Throughout the school relevant software is identified to support work within the literacy and numeracy hours, including number work and spelling.

134. The subject is well managed. Provision of hardware and software in all classrooms has improved but still remains unsatisfactory. Successful in-service training has raised the expertise and confidence of the staff. The co-ordinator is keen and enthusiastic and has monitored classroom practice. He is well aware of the need to improve provision but is rightly pleased with what has been achieved. Monitoring systems are in place. Successful planning is implementing the delivery of the Qualifications and Curriculum Authority based scheme of work. The school is well placed to raise standards further when resources are improved.

MUSIC

135. During the inspection week only one music lesson was observed, therefore no overall judgement can be made about the quality of teaching, nor was it possible to gather sufficient evidence to make a judgement about current overall standards in music. However, from observations made during assemblies, hymn practice and choir practice, the quality of singing was judged to be high.

136. Since the previous inspection improvements have been made and new initiatives are being developed. A new scheme of work compatible with the National Curriculum requirements has been introduced. A choir has been established and includes both boys and girls. A percussion group has been started. Pupils contribute to the range of music that is listened to by playing during assembly. Better links have been established with the peripatetic music service and professional musicians have created opportunities for pupils to listen to live performances.

137. The subject is managed very effectively. Curriculum planning is evaluated. An interested governor carries out additional monitoring. The new scheme of work promotes continuity and progression in the subject. Together with additional music experiences it provides pupils with an understanding and appreciation of music from a wide range of cultures, countries, life-styles and periods. There are good links with other subjects such as history, geography and religious education

and music contributes positively to pupils' spiritual, social and cultural development.

138. There are good opportunities for pupils to compose their own music. Performance skills are well promoted. For example, the school participates in the local schools' music festival. Pupils throughout the school took part in polished performances such as 'Hosannah Rock' and 'Ebenezer'. Video evidence indicates that these were of high quality and that the participants showed considerable enthusiasm. The percussion group successfully accompanies singing in assembly and worship in church. The choir has given several performances and their growing confidence is reflected in improved standards. During the inspection they competently led the whole school in singing 'Shalom' as a round. There are very good opportunities for pupils to learn to play orchestral instruments. The number who do so is high in comparison with other schools. The skills of these pupils are used to good effect in the special performances, such as at Christmas, and they contribute positively to the overall standards achieved.

139. The subject is well resourced and co-ordinated well. An appropriate range of pitched and untuned percussion is well organised and conveniently stored. In the one lesson seen teaching was satisfactory. Information and communication technology programmes are available, for example to use in composition. Keyboards with electronic programmes are used frequently. Equipment for listening to music is of good quality. Assessment is carried out during lessons but no recorded evidence is available to demonstrate progress made by individuals or groups of pupils during lessons.

PHYSICAL EDUCATION

140. The school's planning shows that it offers a broad and balanced physical education programme. However, during the inspection lessons were seen in only gymnastics and games and so it is not possible to make an overall judgement about standards. Records show that standards in swimming are satisfactory. Last year all 11-year-olds could swim the expected 25 metres. Pupils are given the opportunity to take part in competitive sport. All activities are open to both boys and girls. This sound provision in physical education enables all pupils, including those who have special educational needs and those from minority ethnic groups, to make satisfactory progress overall. No reference was made to physical education in the last inspection report and so no evaluation of progress since then can be made.

141. By the end of Year 2 standards in gymnastics are similar to those found in most schools. Pupils are quite confident in their movements and show appropriate control and co-ordination. They make good use of space when working in the school hall. Pupils know the need for warm-up at the beginning of lessons. They practise and refine their skills as they work with a partner, going from a curling position to a stretched out one. Pupils' skills are better in performance than in evaluation.

142. By the end of Year 6 standards are satisfactory overall. At the time of the inspection, the older pupils were working in small groups practising the different skills associated with netball, football and hockey. Both boys and girls adapted well to the challenge of learning different techniques of passing and receiving the ball. They showed well above average levels of attainment when taking part in a game of hockey at the end of the lessons. The pupils were competitive and demonstrated very good skills in dribbling and passing the ball with a hockey stick. In gymnastics, pupils in lower Key Stage 2 produced jumps of good quality. Good opportunities were provided for pupils to use their speaking and listening skills; they were encouraged to make suggestions about how they might improve their performance.

143. The quality of learning is good overall. In the lessons observed pupils were provided with

appropriate opportunities to practise and refine their skills. They respond well to instructions and structured activities. Pupils can work alone, in pairs and small groups.

144. The quality of teaching is good overall in both key stages. In gymnastics in Key Stage 1 there is a good sequence of activities. The quality of learning is better when pupils are provided with opportunities to evaluate. In Key Stage 2 pupils are allowed to develop their own ideas and some thoughtful questioning encourages them to think about the strengths and weaknesses of their own and others' performances and how these might be improved. In games a good pace to lessons keeps pupils actively involved and there is a good focus on developing skills. Lessons are well organised and the management of pupils and equipment is good.

145. The co-ordinator is experienced, having overseen the subject for many years. Teachers are provided with clear guidance for physical education lessons. Resources are satisfactory overall but the large mats are in need of replacement. The school has a large attractive playing field. There is a satisfactory range of extra-curricular activities including netball, rounders and football.

RELIGIOUS EDUCATION

146. The subject was not inspected. It will be inspected by someone chosen by the governors in accordance with the conditions in place for the inspection of Church of England schools.