

INSPECTION REPORT

CLORE SHALOM SCHOOL

Shenley

LEA area: Hertfordshire

Unique reference number: 131456

Headteacher: Mrs Irene Kay

Reporting inspector: Brian McCutcheon
2420

Dates of inspection: 12 – 15 March 2001

Inspection number: 230523

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	3 to 10
Gender of pupils:	Mixed
School address:	Hugo Gryn Way Shenley Hertfordshire
Postcode:	WD7 9BL
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Michael Burman
Date of previous inspection:	No previous inspection

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2420	B McCutcheon	Registered inspector	Mathematics Information and communication technology Geography Equal opportunities	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
1333	E Forster	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
2414	D Westall	Team inspector	Science Art and design Design and technology Music Foundation Stage	How good are the curricular and other opportunities?
3856	S Wellsted	Team inspector	English History Physical education Special educational needs English as an additional language	Attitudes, values and personal development

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Clore Shalom Primary School is a new Jewish voluntary aided school which opened in September 1999. It caters for the whole Jewish community and the ethos of the school is therefore one of Jewish religious pluralism. A new early years building is currently under construction. Pupils come from a wide catchment area although the majority live within a radius of five miles. The school opened with provision for pupils from nursery age through to Year 4; with most pupils transferring from a number of other schools in the area. At present there are 175 pupils on roll. Thirty children attend the nursery on a part-time basis and the oldest pupils are in a mixed age class of Year 4/5 pupils. The percentage of pupils known to be eligible for free school meals is well below the national average, while nine pupils speak English as an additional language. The percentage of pupils on the school's register of special educational needs is below the national average; and one pupil has a statement of special educational need. On entry to the nursery, children's speech and personal and social skills are generally a little above average, while their attainment is otherwise broadly average.

HOW GOOD THE SCHOOL IS

The school benefits from effective leadership by the headteacher who is well supported by a committed governing body. As a consequence, a good start has been made in bringing together pupils from a wide range of educational backgrounds, and in establishing goals which are shared by pupils, teachers and parents. A lack of continuity in staffing, not of the school's making, has slowed progress in some planned developments and has resulted in temporary teaching arrangements in Key Stage 2. The teaching is consistently good in the Foundation Stage, mainly good in Years 4/5 and is otherwise mainly satisfactory; and good provision is made for pupils with special educational needs. Pupils' have positive attitudes to school and, overall, make mainly sound, but sometimes good, progress. The school's strengths considerably outweigh its weaknesses and it provides satisfactory value for money.

What the school does well

- Standards are above average in speaking and reading in Key Stage 1; and are a little above average, in science, in Year 5.
- Teaching is consistently good in the Foundation Stage and this is a strength of the school.
- The headteacher leads the school well and provides a clear sense of direction.
- The governors are committed, well organised and effective.
- The school provides well for pupils with special educational needs.
- Good provision is made for pupils' spiritual, moral and cultural development.
- The school is a caring community and pupils' welfare is a high priority.
- Pupils achieve good standards in history and singing across the school; and in gymnastics and dance in Key Stage 2.

What could be improved

- Standards in art and design in both key stages, and in design and technology in Years 4 and 5.
- Key elements of teaching, particularly in Years 1 and 3.
- Provision for more able pupils in Key Stages 1 and 2.
- The monitoring role of subject co-ordinators.

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

STANDARDS

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

Performance in:	Compared with			
	All schools			Similar schools
	1998	1999	2000	2000
Reading	N/A	N/A	A	B
Writing	N/A	N/A	B	C
Mathematics	N/A	N/A	B	C

Key	
well above average	A
above average	B
Average	C
below average	D
well below average	E

Pupils in the 2000 Year 2 cohort had, at most, only two terms at the school before the national assessments were undertaken. In writing and mathematics, the results were above the national averages, and were well above average in reading. In comparison with similar schools, the 2000 results were above average in reading and average in writing and mathematics.

Inspection findings show that, at the end of the Foundation Stage, most children demonstrate overall standards which are a little above average in language and literacy, mathematics and in their scientific understanding of the world. In Key Stage 1, standards are above average in speaking and reading, and broadly in line with national expectations in listening and in writing. The majority of pupils read aloud confidently, fluently and expressively. By Year 5, pupils attain standards which are at least average in all aspects of English, and a significant minority do even better. Written work is well organised, lively and for the most part technically accurate. However, in this key stage, and in Year 2, standards of handwriting and presentation are not always as good as they should be. Overall, pupils listening skills develop satisfactorily, however, a minority in Years 1, 2 and 3, make slower progress as they are sometimes reluctant to listen carefully to the contributions of others, and to wait for a turn to speak.

In both key stages, pupils satisfactorily acquire key numeracy skills but sometimes lack confidence in learning to apply these when solving problems. They have a sound knowledge and understanding of measures, shape and space and, in Key Stage 2, of handling data. Standards at the end of Key Stage 1, and in Year 5, are in line with those expected nationally. In science, pupils in Years 4/5 generally achieve well in their learning and attain standards which are a little above average, while pupils achieve broadly average standards at the end of Key Stage 1. Standards are above average in history and singing, across the school, and in gymnastics and dance in Key Stage 2. Standards are broadly average in physical education in Key Stage 1; and in information and communication technology (ICT) and geography throughout the school. However, standards in art and design, in both key stages, are a little below those expected, as are those in design and technology in Years 4/5.

Pupils with special educational needs, and those with English as an additional language, achieve well in relation to their starting points. However, more able pupils do not achieve as well as they should in some lessons, particularly in English, mathematics and science.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have positive attitudes to school. The vast majority like school, are happy there and enjoy learning.
Behaviour, in and out of classrooms	Overall, behaviour is satisfactory. Almost all pupils behave sensibly at all times and in all circumstances. However, in some lessons, a few pupils find it difficult to listen to teachers or to the contributions of others.
Personal development and relationships	Pupils form constructive relationships with teachers and with each other. They respect the beliefs of others, take pride in their achievements and respond well to opportunities to undertake responsibilities.
Attendance	Attendance is good.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	aged 7-10 years
Lessons seen overall	Good	Satisfactory	Satisfactory overall but mainly good in Years 4/5

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 was satisfactory, or better, in 93 per cent of all lessons; and was good, and occasionally very good, in 55 per cent of all lessons. The most effective teaching is in the Foundation Stage where over a quarter of all lessons were very good, and the remainder were good. In Key Stage 2, half of the lessons were judged to be good, or better, and these were mainly in Years 4 and 5. Some unsatisfactory teaching was observed in Years 1 and 3.

The good teaching in the nursery and reception classes enables all children to progress well and this is a strength of the school. In English, teaching is mainly good and otherwise sound, in both key stages. All teachers are implementing the National Literacy Strategy effectively; and the teaching enables pupils to progress well in speaking and reading. However, most teachers do not give sufficient emphasis to handwriting and presentation skills; and, in some classes, to promoting pupils' listening skills. The teaching of mathematics is broadly satisfactory in Year 1 and good in Year 2. In Key Stage 2, the teaching is mainly satisfactory. All teachers are implementing the National Numeracy Strategy but there is some variation in how well the introductions and ends of lessons are managed. Teaching is satisfactory, overall, in science and this enables most pupils to make sound progress in their learning. Good teaching in Year 4/5 results in pupils achieving well in this subject while there are some weaknesses in elements of practice for younger pupils.

In music, the quality of teaching is satisfactory, overall, in Key Stage 1 but includes good teaching of singing skills, which are strongly promoted, across the school. The teaching of physical education is very good in Year 4/5 and is otherwise sound. Insufficient evidence

was available to make secure judgements about the quality of teaching in other subjects. However, most of the ICT teaching observed was good, or better. In art and design, evidence suggests that some teachers would benefit from in-service training to increase their knowledge. This also applies to the teaching of design and technology in Year 4/5.

Pupils with special educational needs, and those with English as an additional language, generally benefit from good teaching. However, provision for more able pupils is more variable and some tasks set for these pupils are not sufficiently challenging. As a consequence, they mark time in some lessons particularly in English, mathematics and science. In less effective lessons, mainly in Years 1 and 3, there are some weaknesses in the management of pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good in the Foundation Stage. In Key Stages 1 and 2, the curriculum has sufficient breadth, is reasonably balanced and meets statutory requirements. Sufficient time is allocated for literacy and numeracy and sound use is made of this time. However, there are weaknesses in planning for art and design.
Provision for pupils with special educational needs	Good
Provision for pupils with English as an additional language	Good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good provision for pupils' spiritual, moral and cultural development, and sound provision for their social development.
How well the school cares for its pupils	The school provides good care and support for all pupils. The use of assessment to inform planning is good in the Foundation Stage and sound, overall, in Key Stages 1 and 2.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is very conscientious and, through her good leadership and management skills, has ensured that the school has made a successful start. She has fostered a good team spirit amongst staff, provides the school with a clear sense of direction and works closely with the deputy headteacher. The school development plan makes a sound contribution to school improvement.

How well the governors fulfil their responsibilities	The school benefits from a committed governing body, which has been very effective in helping to establish this new school. Governors work well with the headteacher, and appropriate committees are established to guide the school's work. The governors ensure that statutory requirements are met; and are now developing their role as 'critical friend' to the school.
The school's evaluation of its performance	The results of statutory assessments are carefully analysed and the findings are usually used effectively to inform planning. Teachers' planning is carefully checked and the senior management team and some co-ordinators have undertaken lesson observations. However, co-ordinators need to develop a more informed overview of standards in their subjects, in order to identify strengths and weaknesses across the school.
The strategic use of resources	The school budget is analysed rigorously and financial planning is appropriately linked to the school development plan. Overall, the school makes satisfactory use of its resources.

There are sufficient teachers, and the school is well staffed with learning support assistants. Accommodation is good, and learning resources are satisfactory, overall.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy school. • The school has high expectations. • The school is a warm and caring community. • The vast majority of parents believe the teaching to be good; but a minority would like to see an improvement in behaviour in some classes. 	<ul style="list-style-type: none"> • They would like more information on how their children are progressing. • They would like more extra-curricular activities. • They would like more feedback on how well homework is completed. • They would like the school to be more approachable.

Inspection findings fully support parents' positive views. They also show that the school is effective in providing information about pupils' standards and progress. The range of extra-curricular activities is good, given the stage of development of the school. No evidence was found to support the view of a minority of parents that the school needs to be more approachable. Overall, behaviour is satisfactory but the listening and social skills of a minority of pupils could be improved by more effective teaching, in some classes. The school recognises that opportunities for parents to receive feedback on homework could be increased.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. On entry to the nursery, children's speech and personal and social skills are generally a little above average, while their attainment is otherwise broadly average. In the nursery, their achievements are good in relation to their personal, social and emotional development and mainly good, and otherwise sound, in all other aspects of their learning. In the reception class, children continue to achieve well in their personal, social and emotional development while in other aspects of their learning their progress is never less than sound and is mainly good. They demonstrate particularly good progress in reading, writing, mathematical development and scientific knowledge and understanding of the world. At the end of the Foundation Stage, most children achieve the nationally expected outcomes in all areas of learning, and their overall attainment is a little above average.
2. Pupils in the 2000 cohort in Year 2 had, at most, only two terms at the school before undertaking the national assessments at the end of Key Stage 1. The percentage of pupils achieving the standard expected in reading was well above the national average and above the results of similar schools. In writing, the results were above the national average, and in line with those of similar schools. In both reading and writing, the proportion of pupils who achieved at the higher level (Level 3) was well above the national average. In mathematics, the percentage of pupils achieving the standard expected was above average, although, few pupils exceeded this level. Overall, the school's results for this subject were above the national average and in line with those of similar schools. In the statutory teacher assessments in science, the proportion of pupils reaching the expected standard was above the national average and above the average results of similar schools. However, no pupil reached a higher standard, and this was well below the results of all schools and similar schools.
3. In **English**, inspection findings show that, by the end of Key Stage 1, standards are above average in speaking and reading, and broadly in line with national expectations in listening and in writing. Most pupils read aloud confidently, fluently and expressively, can tease out the hidden meanings in stories and recognise the organisational and stylistic features of a range of texts. However, the current Year 2 cohort has a significant proportion of pupils for whom English is an additional language, or who have special educational needs, and they find it difficult to apply, simultaneously, all the skills required to achieve high standards in writing. In Key Stage 2, Year 5 pupils attain standards which are at least average in all aspects of English, and a significant minority do even better. Most use spoken standard English well and read a range of texts with interest and understanding. Written work is well organised, lively and for the most part technically accurate; and pupils are able to adapt the style to suit various purposes. However, in this key stage, and in Year 2, standards of handwriting and presentation are not always as good as they should be. Although pupils' listening skills develop satisfactorily across the school, a minority in Years 1, 2 and 3, make slower progress as they are sometimes reluctant to listen carefully to the contributions of others, and to wait for a turn to speak.
4. In **mathematics**, pupils in both key stages make sound progress, overall, in acquiring key numeracy skills. Standards at the end of Key Stage 1, and in Year 5, are in line with those expected nationally. Pupils have a satisfactory understanding of shape,

space and measures and can handle data; but they are less confident when applying their mathematical skills to solve problems. In **science**, standards are broadly average at the end of Key Stage 1 and are a little above average, overall, in Year 5. Most pupils make satisfactory progress in their learning, while those in Years 4 and 5 generally achieve well.

5. In **ICT**, pupils make at least sound, and often good, progress in communicating through text and graphics. They have less experience of control technology and monitoring, and of using ICT to handle data and, as a consequence, their progress is currently slower, and just satisfactory, in these aspects of the subject. At the end of Key Stage 1, and in Year 5, pupils attain standards which, overall, are broadly in line with those expected.
6. Pupils make spasmodic and mainly unsatisfactory progress in **art and design**, and their standards are generally a little below those expected in both key stages. In some classes, art is used mainly to support other subjects rather than to promote skills and understanding. In **design and technology**, pupils make satisfactory progress, overall, in Key Stage 1 and demonstrate standards which are broadly average. In Key Stage 2, pupils achieve standards which are satisfactory for their ages in Year 3, but the attainment of older pupils is a little below average in the subject. In **geography**, pupils achieve broadly average standards, although the progress they make in geographical enquiry skills is more spasmodic and, overall, is only just satisfactory. Pupils achieve standards which are a little above average for their ages in **history** by the end of Key Stage 1 and in Year 5. They develop a sound understanding of chronology and of dates and terms relevant to the periods and topics they study. However, pupils' awareness of different historical perspectives and interpretations is generally underdeveloped in Key Stage 2. In **music**, pupils in both key stages achieve good standards in singing. In **physical education**, pupils in Key Stage 1 make satisfactory progress in gymnastics and attain standards which are broadly average for their age. In Key Stage 2, pupils achieve above average standards in dance and gymnastics.
7. Pupils with special educational needs, and those pupils for whom English is an additional language, make generally good progress in all aspects of their learning. They build well on their prior attainment, and, by Year 5, many have made sufficiently good progress to achieve the standards normally expected of pupils of their age. Many pupils for whom English is an additional language make rapid progress after an initial period in the school when they are getting to grips with the English language. More able pupils generally do well in English, although there is scope for them to do even better, and they do not always achieve the standards of which they are capable in mathematics and science. In mathematics, more able pupils make barely satisfactory progress in Year 1 and they mark time in some lessons in Key Stage 2, particularly in Year 3. The achievements of more able pupils in science, in Key Stage 1, have improved since last year but they do not achieve as well as they should in some lessons across the key stage, and could do better in Year 3.

Pupils' attitudes, values and personal development

8. Pupils throughout the school have positive attitudes to learning and to all the experiences provided. With very rare exceptions, they like coming to school, are happy there, and enjoy learning.
9. Relationships are good at all levels. Pupils enjoy the company of their friends, and they relate well to all the adults who work with them and for them. They feel valued as

individuals, and take pride in their achievements, whether academic or personal. For example, their self-esteem is evident when they receive certificates for their work, for effort, for good behaviour or for sporting achievements during 'special mention assemblies', or when they see their names and achievements recorded publicly on the leaves of the Mitzvah tree in the hall. Pupils also respond positively to the challenge of achieving the daily 'Mitzvah hero' award for each class. During assemblies, there is a unity of purpose and certainty which emerges from their religious faith, that has a spiritual quality and which is encapsulated in the harmonious sound of songs of praise. It is very evident that pupils feel secure within their Jewish identity and within the extended Jewish family that the school represents.

10. In lessons, most pupils show an interest in their work. They are always keen to join in discussion, and they try hard to apply what they have learned when they are asked to work independently of the teacher for a while, for example during literacy hours. The vast majority of pupils work sensibly together at all times, willingly taking turns and sharing both ideas and resources. Boys and girls mix well together and learn to value one another. Pupils complete homework tasks conscientiously, love reading, and, for the most part, are developing a love of learning for its own sake.
11. Almost all pupils behave well at all times and in all circumstances. They are polite, helpful, courteous and friendly; and have a strong moral conscience based on the values they bring from home and on the school's teachings. Pupils know the difference between right and wrong and abide by the school's rules, which they have helped to formulate. There have been no exclusions from the school, and instances of oppressive behaviour are very rare indeed. Nevertheless, there are a few pupils whose natural enthusiasm and strong sense of self sometimes lead them to neglect very obvious social conventions. For example, although they hear teachers' instructions and do their best to follow them, they do not always appear to be listening, and they do not always observe the need for taking turns during discussions. Overall, behaviour is satisfactory.
12. Reflecting the good example set by all the staff in the school, pupils show respect for others' beliefs and religious faiths, and empathy for those people, past or present, who endure, or who have endured, particular hardships. For example, pupils in Year 5 show good insights into the feelings of Roman soldiers posted away from home to work in overseas outposts of the Empire, while pupils in Year 2 empathise strongly with the feelings of King Charles 1 during his 'battles' with a seemingly intransigent parliament. Pupils are equally adept at transferring their concern for people into the realities of the modern world, and this is evident in their heartfelt support for the many charities sponsored by the school.
13. Pupils of all ages respond well to opportunities to undertake routine responsibilities for administrative and organisational tasks. For example, even the youngest pupils delight in being asked to take the register back to the school office, while older pupils organise playground equipment very responsibly for younger pupils.
14. Attendance at the school is good and there are low levels of unauthorised absence. Registration procedures meet statutory requirements. Pupils are punctual and sessions start on time.

HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching was sound, or better, in 93 per cent of all lessons; and was good, and occasionally very good, in 55 per cent of all lessons. One excellent lesson was taught by the ICT co-ordinator. The most effective teaching is in the Foundation Stage where over a quarter of all lessons were very good, and the remainder were good. In Key Stage 2, half of the lessons were judged to be good, or better, and these were mainly in Years 4 and 5. Some unsatisfactory teaching was observed in Years 1 and 3.
16. The quality of teaching in the nursery and reception classes was consistently good during the inspection, and was sometimes very good. Teachers plan their work effectively and cater well for children's learning needs. They know their children well and organise the right blend of support and challenge for all. A wide range of learning experiences is provided for children to develop good personal and social skills, and to promote their emotional development, through talk, enquiry and play. Teachers and support staff work well together as effective teams, in both classes, and they provide good role models for the children, value their ideas and emphasise the importance of good relationships. This good teaching enables all children in the Foundation Stage, including those with special educational needs, to make good progress in communication, language and literacy, mathematics, and in scientific knowledge and understanding of the world.
17. In English, teaching is mainly good and otherwise sound in both key stages. All teachers have worked hard to introduce the National Literacy Strategy and, overall, this is being implemented well. Lessons are planned effectively and the teaching enables pupils to progress well in speaking and in the development of reading skills. Pupils achieve sound, or better, standards in writing but most teachers do not sufficiently emphasise the importance of handwriting and presentation; and some written work is spoiled by carelessness. There is also scope for more emphasis to be given to promoting the listening skills of a minority of pupils.
18. In mathematics, teaching is broadly satisfactory in Year 1 and good in Year 2. In Key Stage 2, the teaching is mainly satisfactory. However, pupils in Year 4 benefit from good teaching, while some unsatisfactory teaching was seen in Year 3. All teachers are implementing the National Numeracy Strategy and are clear about the learning objectives of lessons. Sound, or better, use is generally made of the main activity and this enables pupils to make satisfactory progress, overall, in mathematics. However, there is some variation in how well teachers manage the mental/oral introduction to lessons; and the concluding session does not always enable pupils to focus on the key facts, ideas and vocabulary introduced in the lesson.
19. The teaching of science is satisfactory, overall, and enables most pupils to make satisfactory progress in their learning. However, pupils in the Year 4/5 class benefit from good teaching and, as a consequence, they generally achieve well. Teachers' subject knowledge is secure and they plan their lessons conscientiously. They clearly identify the learning intentions of lessons and these are appropriately shared with pupils at the beginning of sessions. There are weaknesses in elements of practice for younger pupils, particularly in Year 1; and more able pupils mark time in some lessons in this key stage, and could also do better in Year 3. Teachers in Key Stage 1 do not always have sufficiently high expectations of how work is presented by pupils; and the slow pace, and lack of teacher interventions, in some Year 1 lessons inhibits pupils' progress.
20. Due to timetabling arrangements, insufficient lessons were observed in ICT, art and design, design and technology, geography and history to make secure judgements

about the quality of teaching in these subjects. However, teachers are making regular use of the school's well equipped computer room and most of the ICT teaching observed there was good or better. Overall, pupils' progress in the subject is sound and is often good in communicating through text and graphics. In art and design, evidence suggests that some teachers would benefit from in-service training to increase their knowledge and to raise their expectations of pupils' potential standards. In design and technology, it is clear that teaching enables pupils to make satisfactory overall progress in this subject in Key Stage 1 and at the beginning of Key Stage 2. However, in Years 4/5 in-service training may help to develop teachers' confidence and expertise and to raise standards, which are currently a little below average. Overall, pupils make broadly satisfactory progress in geography and at least sound, and sometimes good, progress in some aspects of history. However, in both subjects coherent programmes are not yet securely in place to develop pupils' key skills systematically and this is reflected in teachers' planning and in the work of pupils. Evidence also suggests that teachers would benefit from in-service training in geography.

21. In music, the quality of teaching is satisfactory, overall, in Key Stage 1 but includes good teaching of singing skills in Year 2. The Year 2 teacher's own singing provides a good model for the pupils, and improves their standards. However, the teaching in Year 1 does not consistently engage all pupils' attention, and this is a weakness. Although it is not possible to judge the overall quality of music teaching in Key Stage 2, the Year 4/5 class were well taught in the lesson observed and, across the school, pupils' singing skills are strongly promoted. The teaching of physical education is very good in Year 4/5 and is otherwise sound. All lessons are well planned, with suitable opportunities for warm up and cool down activities, and with a variety of structured activities designed to develop specific skills.
22. Pupils with special educational needs are well taught. Teachers' lesson plans clearly identify suitably matched work for pupils with special educational needs, and in most lessons these pupils also receive informed support from well-briefed and well-trained assistants. All teachers know their pupils well, and they take particular care to involve both pupils with special educational needs and those for whom English is an additional language in all activities, including the sharing of work at the end of lessons. All pupils are aware of their personal targets for work in English and mathematics, and other targets identified in individual education plans are well defined and achievable. A high priority is placed on oral work in most lessons, a practice which is of particular benefit to pupils acquiring English as an additional language, as well as to those with special educational needs. Where appropriate, common weaknesses in pupils' performance are addressed through group work in lessons, and pupils with specific weaknesses in English benefit from the extra tuition made available in Key Stage 2 through the additional literacy support programme.
23. Provision for more able pupils in the school is much more variable, and there are times when the tasks these pupils are given are not sufficiently challenging, especially, though not exclusively, in English, mathematics and science. Teachers are aware of the need to plan to meet the needs of all pupils but sometimes the tasks chosen lack challenge for the more able. In less effective lessons, mainly in Years 1 and 3, there are some weaknesses in the management of pupils. Teachers do not always secure the full attention of all pupils, use effective questioning or intervene sufficiently so that pupils sustain concentration and their learning is moved forward.
24. Marking is satisfactory, overall, although 'growth points' in pupils' work are sometimes overlooked. Good use is made of homework to extend and consolidate what is

learned in school. Gender stereotyping is avoided and boys and girls receive equal attention.

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

25. Children in the Foundation Stage benefit from a good range of learning opportunities which enables them to progress well in the development of their basic and personal skills. The teachers are making effective use of the guidance about the new Foundation Stage, and ensure that all the required elements are thoroughly addressed. The Foundation Stage curriculum provides a good preparation for pupils' learning in Key Stage 1.
26. In Key Stages 1 and 2, the curriculum meets statutory requirements. It has sufficient breadth and is reasonably balanced. Sufficient time is allocated for literacy and numeracy, and sound use is made of this time. Provision in most subjects enables pupils to make sound, and occasionally better, progress in their learning. However, insufficient attention is given to the development of pupils' key skills and knowledge in art and design, in both key stages, and this results in unsatisfactory attainment. There is also scope to improve continuity in pupils' learning in geography.
27. Provision for special educational needs is good; and these pupils enjoy full access to the whole curriculum, and to extra-curricular activities. Where necessary or relevant, pupils receive support in the form of special equipment or resources, as well as additional adult help, and advice and support from outside agencies are acquired on their behalf whenever they are deemed to be appropriate. Support for pupils for whom English is an additional language is drawn principally from resources within the school, and is effective. However, more able pupils sometimes mark time when they are required to cover skills and concepts they have already mastered; and there are weaknesses in the school's provision for these pupils. Their work is often insufficiently challenging in Key Stages 1 and 2 and this restricts their progress, particularly in English, mathematics and science.
28. The school makes sound overall provision for pupils' personal and social education, including health education, sex education and attention to drugs misuse. The importance of healthy eating is emphasised in the science curriculum, and pupils are made aware of the dangers of smoking. Sex education is included, where appropriate, in science and religious education lessons. There are plans for the school nurse to teach a focused programme for sex education for the oldest pupils and to develop, further, their drugs awareness.
29. The school has quickly established a good range of links with other primary schools and pupils have a variety of opportunities to mix with others in sporting and social events. For example, pupils from other schools in the local partnership joined in a planting ceremony to celebrate the Jewish New Year for trees. A link has been established via the internet with a school in Israel which will be used as a basis for a study in geography. The teachers also benefit from opportunities for professional development by attending joint training days with other local teachers, and by sharing their knowledge of Judaism with them.
30. The school is firmly rooted in the local Jewish community and this is often a focus for the frequent charitable activities which pupils are encouraged to undertake. Links are being established with local businesses, and a well-planned visit to a large

- supermarket provided good opportunities for learning, particularly in mathematics and geography. Visitors from the police and road safety service help pupils develop an awareness of personal safety. Because of the remote location of the school, it is difficult to use the local facilities to enrich the curriculum but the school is aware of this and appropriately plans to make educational visits to support learning.
31. Despite its short existence and the lack of the full age-range of pupils in Key Stage 2, the school provides a good number of extra-curricular activities for its pupils. These include school clubs for football, music, cookery, drama and Israeli dancing. Educational visits and a good range of visitors also enrich pupils' learning.
 32. Pupils have equal access to the curriculum and to after school clubs; and all pupils participate in visits, regardless of financial circumstances. The school also plans well to ensure that the curriculum reflects the diverse nature of society, and that pupils learn about other religions and cultures. A 'brain gym' club is provided to help pupils with co-ordination difficulties and this is good practice.
 33. The school makes good provision for pupils' spiritual, moral and cultural development, and sound provision for their social development. The school's aims and ethos strongly promote inclusion for all within the Jewish faith. Respect for Judaism and for Jewish identity, are central to the work of the school and influence all dimensions of school life. Assemblies have a strong spiritual quality and are also effective in promoting Torah values. Strong links with a number of synagogues and their rabbis further reinforce the spiritual dimension of pupils' experience, while Jewish studies also have a marked and positive influence on pupils' spiritual and moral development. Throughout the curriculum, wherever relevant, pupils are taught to respect God and to understand the moral teachings of their religious leaders as recorded in the Torah. Teachers frequently select stories to share with their classes which engage pupils' interest and which convey very clear moral messages. In their turn, pupils are asked to reflect on moral and spiritual issues in the course of their studies in many aspects of the curriculum. They are taught to be in touch with their own feelings, as is demonstrated most clearly in a display showing photographs of pupils in the grip of a range of human emotions, a reflection of work undertaken in Hebrew studies. They are also taught to consider the feelings of others. For example, even the youngest children in the nursery are encouraged, in an imaginary context, to consider the feelings of the mouse when 'the clock struck one....' in the popular nursery rhyme, while older pupils studying life in the Indian village of Chembakolli are taught to think about the difficulties and hardships endured by its inhabitants, and to empathise with their feelings.
 34. Through their daily interactions with pupils, staff at all levels provide good role models for relationships. They like and respect their pupils, and they include all pupils equally in all activities. They value the contributions pupils make to lessons, although less experienced staff do not always allow pupils to use enough initiative or to assume sufficient responsibility for their learning. The school's excellent behaviour policy promotes strong moral principles, and pupils are involved, appropriately, in drawing up rules to guide their own behaviour.
 35. The school's provision for pupils' social development is sound overall, but has some weaknesses. All teachers provide ample opportunities for pupils to work together in pairs, in small groups and in teams, and extra-curricular activities such as football and Israeli dancing provide further occasions for pupils to interact with one another and with adults, sometimes from other schools in the area as well as within Clore Shalom itself. Many adult helpers, whether parents or other visitors, work in the school. In addition, pupils are taught, from an early age, the importance of social

responsibility in respect of helping others less fortunate than themselves. However, there are some occasions when staff are not firm enough in upholding their stated expectations for pupils to observe social conventions such as turn-taking in discussions, and, as a result, a few pupils do not always display the good manners they have undoubtedly been taught.

36. Provision for pupils' cultural development is good. Through lessons, through the home-school reading partnership and through special events such as poetry workshops, book fairs and visits from theatre groups, pupils are taught to regard reading and writing as pleasures and to enjoy the use of language, whether English or Hebrew. In Jewish studies, in assemblies, in geography and in history, pupils learn about their own cultural heritage and about the beliefs and traditions of many other cultures, both past and present. At this early stage of its development the school is already providing opportunities for pupils to pursue their enthusiasm for football by attending regular football clubs after school, and by taking part in both friendly and competitive matches; and there are plans for a netball club to be introduced in the near future. Many pupils attend the popular Israeli dance sessions held at lunchtimes. Educational visits to places of interest are arranged to support pupils' studies, principally in history and art. Resources in the school have been carefully selected to reflect the multicultural dimensions of contemporary British society, and teachers take care to include texts from a variety of cultural backgrounds amongst those used in literacy lessons.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. As soon as children enter the nursery and reception classes, good use is made of assessment to inform early planning, and to identify children with particular strengths and weaknesses. The Foundation Stage teachers, and the learning support assistants, build well on these baseline assessments by regularly assessing pupils' achievements. They record their assessments carefully and adjust their teaching to address the particular learning needs of the class, groups or individuals. In Key Stages 1 and 2, teachers use sound procedures to assess the academic performance of pupils in their classes. Sensible targets are usually set for pupils' future attainment in English, mathematics and science, based on sound evidence from regular assessments in these subjects. Individual pupils are also encouraged to identify their own targets for improvement, which is good practice. The results of statutory assessments are studied carefully and help to inform the school of strengths and weaknesses in pupils' academic performance. Teachers' planning clearly identifies what pupils are expected to learn, and these learning intentions are appropriately shared with pupils, at the beginnings of lessons. In the best practice, these are used well at the end of lessons to help both teachers and pupils to evaluate what has been achieved. In Key Stages 1 and 2, teachers' assessments usually make a sound contribution to their lesson planning, and ensure that work is matched to pupils' learning needs. However, there are weaknesses in teachers' assessments of the learning requirements of more able pupils. As a consequence, these pupils are set work which provides them with insufficient challenge in English, mathematics and science. While individual teachers generally have a sound awareness of pupils' standards, subject co-ordinators need to develop a more informed overview of standards in their subjects, in order to identify strengths and weaknesses across the school.
38. Collections of work, from each pupil, help to provide evidence of their progress as they move through the school. However, teachers have had few opportunities to work

together to agree common interpretations of National Curriculum standards, through a focus on particular samples of pupils' work. The school recognises this is an area for development, and intends to create portfolios of assessed work in English, mathematics and science.

39. The school places high priority on pastoral care and personal development and provides good care and support for all pupils. Teachers and support staff know the pupils well and a daily meeting of staff, before school opens, ensures that they are well briefed about the needs of particular pupils. The school has established an effective system to ensure that any messages that parents wish to give to staff are quickly passed to the appropriate person by those who greet parents and pupils in the playground each morning. Relationships in the school are good and all adults treat the pupils with quiet respect and kindness.
40. Children joining the school in the Foundation Stage are encouraged to visit on several occasions, before admission, to help them develop confidence and familiarity about routines and expectations. In addition, a home visit for nursery children is to be introduced in the near future. Throughout the school, staff regularly assess pupils' personal development and this helps them to get to know their pupils well and to suggest areas for further attention.
41. Staff successfully encourage pupils to develop high self-esteem through the positive behaviour policy and opportunities, such as circle time and assemblies, when pupils have the chance to reflect on their feelings. Pupils are expected to take responsibility for their own actions and those who find it harder to conform to this are appropriately supported by learning support assistants to help them meet their targets for behaviour. Generally, this has a beneficial impact on their attitudes to learning and their sense of identity. However, in a minority of lessons, time is wasted as teachers ensure that all pupils are listening either to instructions or to the contributions of others. Incidents of bullying are rare and dealt with effectively and promptly.
42. The headteacher and staff are well acquainted with the requirements for child protection and are proactive in its implementation. Attendance is regularly monitored and appropriate action is taken to encourage the very small minority of parents who find it hard to ensure their children arrive in good time. Arrangements for first aid, and dealing with minor accidents and incidents, are well known to the staff and the school has well established procedures for maintaining appropriate documentation. Pupils have a satisfactory range of opportunities to learn about personal and road safety, and other aspects of healthy living, as part of their personal and social education.
43. The school has a good policy for health and safety and the site is frequently inspected for hazards. Care was taken in the week of the inspection to ensure that proper fencing was in place between the playground and the building site for the extension of the school. The 'drop off' system in the mornings has been well thought through to provide an efficient and secure method of ensuring that a large number of pupils can arrive within a short space of time. Their arrival in the hall, before going to their classrooms, is appropriately recorded in registers. The buildings and grounds are clean and well maintained, and provide a safe and secure environment.
44. The school appropriately arranges for its youngest pupils to attend on a part-time basis until it is clear they are able to cope with a longer school day. The valuing of each child regardless of ability, language, spoken or physical attributes is strongly and consistently promoted; and appropriate documentation of the rare incidents of unacceptable behaviour is maintained.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. The school has worked hard to establish a close partnership with parents and this is, in the main, very successful. Because this is a new school, many parents have chosen to transfer their children from other schools and this, together with the strong wish for the school to be successful, gives them a sense of ownership and commitment. Parents value the ethos being firmly rooted in the Jewish tradition and are keen to be supportive of the school and their children's education. The school appropriately seeks parents' views on some aspects of school life and parents are confident that their suggestions will be listened to sympathetically.
46. The questionnaires returned show that some parents believe that they are not well informed and that the school should be more approachable. No evidence was found during the inspection week to support these views. The school provides clear and comprehensive documentation for parents and informative weekly newsletters keep them in touch with school activities, and the Torah portion for the week. Each teacher holds a meeting for parents at the start of the year to explain what will be covered in the curriculum and through topics. In addition, there are termly consultations to discuss children's progress and their targets for improvement. Annual written reports are perceptive and detailed; they include clear indications of pupils' strengths and weaknesses and, in line with best practice, include targets for improvement in most subjects. Communication between the school and the parents of pupils with special educational needs is very effective. Parents are made fully aware of their children's strengths and weaknesses when their needs are first identified, and are kept fully informed thereafter. All parents attend the regular reviews of their children's progress and contribute ideas towards the setting of new targets. The genuine partnership that exists between parents and school serves these children well.
47. Although the 'drop off' system, on arrival, means that parents do not generally go into their children's classrooms each morning, they are confident that any urgent messages will be passed to the appropriate teacher, before the school day begins. Informal day-to-day contact is maintained through homework diaries or by seeing the teacher in the playground after school. The headteacher is scrupulous in following up any concerns and parents are unanimous in their praise for her listening skills and detailed knowledge of each child.
48. Parents feel welcome in the school and value the opportunity to join the Friday assemblies. Many help regularly in classes, run after school clubs or assist with other tasks. Others, who cannot give a regular commitment, are happy to help at home, for example, by maintaining the school photograph albums. The Parents' Association is well supported and its successful fund-raising activities provide a significant source of income for resources. Parents are keen to hear their children read at home and to encourage them when completing homework tasks. This clear valuing of education sets a good example and makes a positive contribution to their children's attitudes to learning. The school recognises that opportunities for parents to receive feedback on homework could be increased.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The school benefits from a committed governing body, which has been very effective in helping to establish this recently created school. The governors work well with the

headteacher; and appropriate committees are established which meet regularly, are well attended and help to guide the school's development. The chair of governors is a frequent visitor to the school and knows staff and pupils well. He is well informed, particularly about the needs of Jewish schools, and he leads the governors effectively in all aspects of school development. The governors with responsibility for monitoring provision in literacy and numeracy are taking a keen interest in the development of these national strategies. The literacy governor has recently been appointed to the teaching staff of the school. Previous to this, she made regular visits, liaised closely with the co-ordinator for English and attended initiatives involving parents. The numeracy governor is conscientious and well informed and has observed teaching in all classes and has scrutinised pupils' work. He has provided valuable feedback for individual teachers and an overview of provision for the headteacher. The governor with responsibility for special educational needs meets regularly with the headteacher; and other governors take a special interest in Jewish Studies and the Foundation Stage. Now that the school is well established, the governors are appropriately developing their role as 'critical friend' to the school and have recently agreed a helpful policy to guide their observations during visits to monitor the work of the school.

50. The headteacher was appointed in September 1998, prior to the school's opening in September 1999. She is very conscientious and through her good leadership and management skills has ensured that Clore Shalom School has made a successful start. Parents feel that the headteacher knows their children well and responds to concerns or suggestions they might have. Her good interpersonal skills have also enabled her to promote the development of a positive team spirit amongst staff. The headteacher provides the school with a clear sense of direction. She monitors teachers' planning and the quality of teaching, through well-focused lesson observations, across the school, and provides valuable feedback for teachers. In addition, the weekly discussions she has with each teacher, focusing on different aspects of their work, have a beneficial effect on their professional development. Although only one set of Standard Assessment Tests (SATs) results are currently available (2000) these have been carefully analysed and the strengths and weaknesses identified are used effectively to inform strategic planning. Given that this is a new school, appropriate statutory targets have been identified for Key Stage 2 pupils in 2002. The headteacher has established constructive relationships with parents and publishes an interesting, and well-presented, weekly newsletter which keeps them well informed about pupils' activities at school.
51. The school development plan has been formulated through effective leadership by the headteacher and deputy headteacher, and appropriate governor involvement. Staff have been consulted and have contributed to the plan by preparing action plans for individual subjects. The headteacher appropriately aims to provide opportunities for them to make a more substantial contribution in the next academic year. The 2000/2001 development plan was written with the aim of setting in place systems and policies that would enable the establishment of a new school. The plan is carefully organised and provides a coherent overview of priorities. Objectives are clearly identified and the planning for initiatives appropriately details time scales, those responsible, costings, success criteria, and monitoring and evaluation strategies. Overall, the plan identifies relevant priorities and makes a sound contribution to school improvement. The headteacher and governors recognise that, now that the school is established, there is a need to plan strategically over a longer period and priorities for a three year plan are currently being identified.
52. The deputy headteacher is making a sound contribution to the leadership and management of the school. As English co-ordinator, she has a satisfactory overview

of the quality of teaching, through lesson observations, and has a beneficial effect on the development of this subject. Science and physical education are co-ordinated by the headteacher who has observed teaching and provided helpful feedback to colleagues; and mathematics lessons have been observed by the 'acting' co-ordinator for this subject. However, because of the number of recently appointed, temporary or inexperienced teachers currently employed at the school, it has not been possible to establish and develop the role of co-ordinators effectively, and this is recognised by the school. A helpful checklist for monitoring teachers' planning, and a guide to support lesson observations, have been formulated by the headteacher and staff. Guidance on the role of co-ordinators has also been provided and this appropriately includes the use of work sampling, to determine progression and standards of attainment across the school.

53. The headteacher, as special educational needs co-ordinator, manages special educational needs provision. She is effective in her role, as is the deputy headteacher who co-ordinates the deployment and work of support staff in the school. All teachers are well informed about their pupils' special educational needs, and are involved in writing individual education plans with suitable targets for the special educational needs pupils in their classes. Appropriate policies and procedures are in place, and professional contacts with outside agencies are constructive and helpful. The progress made by all pupils, including those with special educational needs, those for whom English is an additional language, and more able pupils is monitored closely. Pupils on the register of special educational needs are moved to different stages of the register in the light of the progress they make. The headteacher has established appropriate liaison with those schools from which pupils have transferred. The special educational needs governor is a frequent visitor who keeps abreast of developments in special educational needs provision within the school, and who is beginning to develop a purposeful monitoring role.
54. The school has a good policy for equal opportunities, which in most aspects is well implemented. The headteacher monitors the progress of boys and girls and those pupils with English as an additional language. However, she is aware of the need for more rigorous monitoring of the work of more able and gifted pupils.
55. The school's administrative officer provides very good support for the headteacher in the day-to-day management of the school. As a consequence, efficient systems have been established and the school's many visitors receive a warm welcome. The administration of the budget is carried out efficiently by the headteacher and the school's finance officer, supported by the local authority education department's bursary service. Spending is also carefully monitored by the governors' finance committee, which provides good support for the management of the school. Financial planning is appropriately linked to the priorities identified in the school development plan and the school takes care to obtain value for money through the purchase of educational materials. The most recent audit report (January 2001) made some recommendations for improvement but stated that, overall, the school's day-to-day financial administration was of a very high standard. Good systems over the control of income and expenditure have been implemented. Overall, the school makes efficient use of its resources. As a consequence, pupils generally make mainly sound, and sometimes better, progress in their learning and the school provides satisfactory value for money.
56. There are sufficient teachers, and, overall, the staff have the expertise and experience to cover the age range and ability of the pupils. However, in the current academic year, significant staffing changes have occurred as a result of the maternity leave of

two experienced teachers with co-ordination responsibilities and difficulties the school has encountered in recruiting replacements. This has particularly affected Key Stage 2 where two part-time teachers work with Year 3; and three teachers, two of whom are part time, teach Years 4/5. The school has recently recruited permanent full-time members of staff for 2001/2002. Teachers subject knowledge is generally sound, although evidence suggests that some teachers would benefit from in-service training to develop their knowledge about art and design, design and technology and geography. Induction procedures are sound and teachers new to the school are well supported. Appropriate arrangements are in place for the introduction of performance management. The school is well staffed with learning support assistants and they make a particularly valuable contribution to pupils' learning. They are well briefed by teachers and develop positive relationships with pupils. Teachers and learning support assistants have recently completed a successful in-service training day, with the staff from two other schools, and this training has helped to consolidate the good working relationships which exist in the school.

57. There is sufficient outside space; and pupils in the nursery and reception classes are provided with daily opportunities to use this pending the planned opening of the new purpose-built early years unit in September 2001. The new school building provides good accommodation and this will be significantly enhanced when the early years accommodation is completed. There is a good hall and a well equipped computer suite has been established. The school building benefits from extra-wide doors and ramps to facilitate wheelchair access, and the ground floor is equipped with suitable facilities for the disabled. However, there is currently no wheelchair access to the first floor classrooms. Teachers have created attractive learning environments in classrooms and corridor areas, and the conscientious caretaking staff keep the school very clean. This has a beneficial effect on the overall quality of education provided by the school.
58. Resources for learning are satisfactory, overall.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. In order to improve standards and the quality of teaching the school should include the following issues in its post-inspection plan:

- (1) Raise standards in art and design in both key stages and in design and technology in Years 4/5 by:
 - a) providing in-service training to increase teachers' knowledge and to raise their expectations of pupils' potential attainment;
 - b) formulating an effective scheme of work for art and design which ensures the progressive development of pupils' key skills.

(see paragraphs 100 - 108)

- (2) Improve key elements of teaching, particularly in Years 1 and 3, by:
 - a) ensuring that teachers emphasise the importance of listening skills and thereby secure the full attention of all pupils;
 - b) promoting the more effective management of a minority of pupils in order that lessons can proceed at an appropriately brisk pace;
 - c) improving the quality of questioning, and of teacher intervention, so that pupils' sustain concentration and their learning is moved forward;
 - d) raising teachers' expectations of the standards of presentation of pupils' work.

(see paragraphs 23, 41, 81, 90, 98 and 132)

- (3) Improve the progress made by more able pupils by ensuring they are given tasks and targets which are sufficiently challenging in English, mathematics and science.

(see paragraphs 7, 23, 27, 37, 80, 87 and 95)

- (4) Develop the roles of teachers as subject co-ordinators by:
 - a) providing effective support and professional development systems for new and established co-ordinators;
 - b) making more, and better, use of work sampling so that co-ordinators acquire a well informed overview of standards in their subjects in order to identify strengths and weaknesses across the school;
 - c) providing opportunities for teachers to work together to agree common interpretations of National Curriculum standards, through a focus on particular samples of pupils' work.

(see paragraphs 38, 52, 92, 99, 103, 108, 113 and 119)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	45
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	13	40	38	7	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y5
Number of pupils on the school's roll (FTE for part-time pupils)	15	149
Number of full-time pupils known to be eligible for free school meals	0	3

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y5
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	2	28

English as an additional language	No of pupils
Number of pupils with English as an additional language	9

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	88
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	3.3
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	13	11	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at National Curriculum Level 2 and above	Boys	12	10	12
	Girls	11	11	11
	Total	23	21	23
Percentage of pupils at NC Level 2 or above	School	96 (n/a)	88 (n/a)	96 (n/a)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at National Curriculum Level 2 and above	Boys	12	12	12
	Girls	11	11	11
	Total	23	23	23
Percentage of pupils at NC Level 2 or above	School	96 (n/a)	96 (n/a)	96 (n/a)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	175
Any other minority ethnic group	0

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 – Y5

Total number of qualified teachers (FTE)	6.9
Number of pupils per qualified teacher	23.1
Average class size	29.6

Education support staff: YR – Y5

Total number of education support staff	5
Total aggregate hours worked per week	202

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0.5
Number of pupils per qualified teacher	30

Total number of education support staff	2
Total aggregate hours worked per week	40

Number of pupils per FTE adult	10
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	350,546
Total expenditure	300,984
Expenditure per pupil	2,427
Balance brought forward from previous year	n/a
Balance carried forward to next year	49,562

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	175
Number of questionnaires returned	80

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	24	4	0	0
My child is making good progress in school.	51	36	6	3	4
Behaviour in the school is good.	40	40	16	4	0
My child gets the right amount of work to do at home.	29	54	18	0	0
The teaching is good.	40	49	5	0	6
I am kept well informed about how my child is getting on.	23	45	29	3	1
I would feel comfortable about approaching the school with questions or a problem.	53	30	16	0	1
The school expects my child to work hard and achieve his or her best.	55	39	5	1	1
The school works closely with parents.	50	36	11	1	1
The school is well led and managed.	58	31	8	3	1
The school is helping my child become mature and responsible.	46	39	8	5	3
The school provides an interesting range of activities outside lessons.	26	36	18	5	15

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

60. The Foundation Stage comprises one nursery and one reception class. At present, these classes are accommodated in classrooms which were designed for older pupils, but provide satisfactory space. Construction is just beginning on a self-contained building for the Foundation Stage which will provide purpose-built accommodation from September 2001. Children are admitted into the nursery at the beginning of the autumn term and reception children, whether from the school nursery class or elsewhere, also start in September. Provision for children in the Foundation Stage is a strength of the school. Teachers plan their work effectively and cater well for children's learning needs. Their teaching was consistently good during the inspection, and was sometimes very good.

Personal, social and emotional development

61. The Foundation Stage teachers know their children well and provide the right blend of support and challenge for all, including those with special educational needs. A wide range of good learning experiences is provided for children to develop good personal and social skills, and to promote their emotional development, through talk, enquiry and play. As a result, children are very responsive to the activities on offer and are eager to explore new learning. They play together co-operatively, take turns and share, for example in the role play corners, the water, the sand, when using 'small-world' toys or when learning to use computers. They are sensitive to the needs of others, and have a good understanding of the difference between right and wrong, and of what is acceptable or unacceptable behaviour. The teachers and support staff provide good role models for the children, value their ideas and emphasise the importance of good relationships. Children are given ample opportunities to make decisions about their learning, and to learn to take responsibility for clearing away materials at the end of lessons. Children treat living things with care and concern, for example when planting seeds and looking after the seedlings, and are able to talk about their feelings. Overall, children make good progress in their personal, social and emotional development across the Foundation Stage, and this prepares them well for the next stage of education.

Communication, language and literacy

62. The speech and the social skills of most children are already a little above average for their age when they enter the nursery. The school is fortunate in being able to build on the children's earlier experiences of language. With good teaching, and with continuing support from their parents, children make good progress throughout the Foundation Stage in all aspects of communication, language and literacy.
63. Children in the nursery class learn to listen attentively, to take their turn when answering questions, and to support one another. They follow discussions well, and, with rare exceptions, are keen to express their own ideas and opinions. They enjoy the many opportunities they are given to interact with one another and with adults, and they are confident enough, for the most part, to use speech creatively, for example when adopting roles as shop assistants and customers in the well equipped 'garden centre' in their classroom. They also enjoy listening to stories, and they are already very well informed about such 'book language' as 'title', 'author' and 'illustrator'.

64. In their reading, the highest attaining children can already follow the plot of a story well by using their knowledge of some key words together with their understanding of what is conveyed by the illustrations. Almost all children can recognise some familiar words on sight. For example, they can read the word 'Thursday' when they identify it amongst a list of days of the week. Almost all can also distinguish between letters with similar shapes: they recognise 'm' and 'n' on sight and by sound, and they can sort objects beginning with each of the letters into the correct sets. Some higher attaining children already know most letters by their names and sounds and are beginning to use their phonic knowledge well to decode unfamiliar words.
65. In the reception class, most children demonstrate a better than average understanding of information texts and the way they are organised and used. They know how to use the contents page and the index to locate information, and they are familiar with many graphic features such as headings, captions and labels. They are able to make logical links between what they read and what they write, and they are beginning to recognise that writing serves many different purposes. For example, with help from the teacher they are quickly able to extrapolate information from a shared text, 'My Bean Diary', and present the information in a new form as a set of instructions on 'How to grow a bean plant'. Children continue to develop their phonic knowledge and early reading skills well in the reception class. Most join in confidently when reading the shared text aloud with their teacher, and higher attaining children are already able to draw on their knowledge of letter sounds to build words when they write. For example, they can produce plausible spellings of most words when they record their instructions in writing. They also construct meaningful sentences, and they are beginning to use capital letters and full stops accurately, as well as to form letters correctly. Almost all children can use their phonic knowledge to build some words, for example to label the various parts of a bean plant, and they are aware, when using their 'emergent' writing to communicate their ideas, that they need to leave spaces between their words and to work in a left to right sequence across the page. Lower attaining children continue to develop their phonic knowledge well. Working with an adult helper, they quickly assemble lists of words beginning with the phoneme 'sh'. They are also able to join in a class game successfully when they draw out random letters from a bag. They identify each letter by its name and sound, and they then think of an object beginning with that letter. It is clear, from the range of responses in this particular game, that the vocabulary of most children is above average for their age.

Mathematical development

66. On entry to the nursery class, the mathematical knowledge and understanding of most children is broadly in line with that expected nationally for this age group. In the nursery and reception classes, the majority of children make good progress through the 'stepping stones' of development, as outlined in the national guidance for the Foundation Stage. Their attainment at the end of the reception year is a little above the standard expected.
67. The quality of teaching in the nursery and reception classes is good and, as a consequence, children respond well to the range of mathematical activities which are provided. In the nursery, for example, they make good progress when learning the vocabulary associated with size. Words such as 'big' 'small' 'biggest' 'smallest' 'tallest' and 'shortest' are learned, and consolidated, through a range of appropriate practical activities. Children measure classroom objects using non-standard measures such as bricks and feet; or draw round their hands and then engage in valuable discussion with staff as they compare different sizes. In their number work,

children in the nursery can identify 'one more than' a given number and the questions asked by the teacher are carefully differentiated to challenge children of different mathematical ability. In both classes, children effectively consolidate their mathematical knowledge and understanding through learning number rhymes and songs, and through their involvement in a range of carefully planned mathematical games and play activities.

68. In the reception class, children build successfully on the good start they make in the nursery and most are developing a good understanding of the number system. They confidently identify numbers more than 15 or less than ten in a whole-class activity; and can compare either two or three numbers, depending on their ability, recognising which is the largest and smallest, and in some cases the number which is between these. The lesson which was observed in the reception class was carefully planned to meet the needs of these young children while at the same time familiarising them with structure of mathematics teaching they will encounter in Key Stage 1, as part of the National Numeracy Strategy.
69. The nursery and reception teachers plan carefully for progression in children's mathematical learning, across the Foundation Stage, and learning support assistants are well briefed and provide good support. In both classrooms, staff have given careful consideration to the organisation of their rooms and have provided colourful and interesting displays designed to promote children's interest in mathematics and to consolidate their learning. Children are provided with regular opportunities to extend their understanding of capacity and measures through exploring materials, such as sand and water, and they also make good progress in using the mathematical language associated with these aspects of mathematics.

Knowledge and understanding of the world

70. Children in the nursery and reception classes make good progress in developing their scientific knowledge and understanding of the world. In both classes, children learn that plants are living things which grow and change. They plant seeds and observe their development; and reception children understand, from their simple experiments, that water is needed to make the seeds grow and to sustain the health of plants. In the nursery, children benefit from structured play in the 'garden centre shop' which is created in their classroom, and staff use the story of 'The Very Hungry Caterpillar' effectively to help them understand that caterpillars develop into butterflies. Reception children are learning to identify and name different parts of plants, for example stems, flowers, leaves and roots; and their scientific knowledge and understanding is above average, overall, at the end of the Foundation Stage. In both the nursery and reception classes, children make sound progress when using construction kits to make simple models. They can join pieces of simple jigsaws and learn to use sticky tape and glue to join paper and card.
71. Evidence from teachers' planning shows that children in the nursery and reception classes develop a satisfactory understanding of past and present in relation to their own lives and to the wider world. For example, they consider clothes worn by people around the world today and in the past, reflect on past and present events in their own lives and in the lives of people they know, and consider how plants and animals change over time as they grow.
72. Children also make sound progress in developing an understanding of the wider world in which they live. In the nursery, for example, they look at pictures of the locality in which the school is situated and identify places which are known to them. With the

help of adults, they express opinions about what it is that they like and dislike in the area and they learn to use simple geographical terms. They also gain insights into localities further afield when thinking about the most appropriate clothing to wear for different temperatures. Directional language is also appropriately introduced and children can use this to 'move' other children around the classroom. This work is effectively extended in the reception class where children are given opportunities to make simple maps. They enjoy plotting the routes of well known story characters such as Goldilocks and begin to understand the need for symbols to represent geographical features like rivers, buildings or woods. In addition to developing simple mapping skills, children make sound progress when learning about people who work in the community and the need to maintain a clean environment. This progress is supported by well organised opportunities for role play, for example, in their own 'garden centre shop'. Other regular observations children are encouraged to make enable them to develop a satisfactory understanding of changes in the weather and the seasons, and these soundly promote their knowledge and understanding of the world.

73. Children in the nursery appropriately have immediate access to a computer in their classroom while those in reception are provided with opportunities to use the school's computer room. In the nursery, when children are selecting which activities they want to undertake, they are encouraged to consider using the computer and other ICT equipment such as a listening centre. For example, during one session with a numeracy focus, a group of children were directed to a program which they used individually, and successfully, to consolidate their understanding of numbers up to ten. They use ICT equipment with growing confidence and enjoyment. Children in the reception class make good progress when working in the computer room. They benefit from careful planning which ensures that only half of the class is taught at a time and that sessions are short enough for all children to sustain their concentration. During the inspection, children made good progress in developing their computer mouse control, and in extending their ICT vocabulary, when drawing simple pictures to illustrate how plants grow. Most children can 'log on/off ' and can use a number of drawing 'tools' confidently.

Physical development

74. Children in the Foundation Stage make effective use of the opportunities they are given to play securely out of doors and to develop their physical skills using apparatus in the school hall. The children move confidently around the playground and engage readily in a variety of well structured activities. They use a range of wheeled toys, construction materials, routes and number games, developing their gross motor skills well as they pedal, trundle, run, jump, build and throw, and they also enjoy being able to draw and write with chalk. They enter into all activities with energy, imagination and enthusiasm, but they handle all equipment safely and well, making good use of the space available, and always leaving ample space for others to play safely too. In a physical education lesson in the hall, most children in the nursery class achieve a standard of control and co-ordination which is a little above average for their age when they practise the movements made by animals such as crabs, horses, monkeys and caterpillars. Most children in the reception class also achieve standards which are above average for their age. They already understand, and can explain, some of the changes that occur in the human body as a result of exercise. The more able 'gymnasts' amongst them use apparatus such as benches and 'horses' confidently, sometimes developing sequences of movement along them, then jumping and landing safely. Some children are able to recall and demonstrate their patterns of movement on demand. All the children work hard and demonstrate good levels of

control and co-ordination for their age. Although the children are given regular opportunities to climb using the apparatus available in the hall, there is, as yet, no climbing equipment available to support outdoor play.

Creative development

75. In the nursery, children make sound progress in drawing and painting, and begin to learn how to mix paint colours. Their paintings of butterflies, resulting from work on 'The Very Hungry Caterpillar' story, are vibrant and bold. Nursery children achieve satisfactory standards when making collage pictures of flowers and using play-dough to create simple three-dimensional work. In reception, children make good progress when painting daffodils from direct observation, create colourful pictures of butterflies, and learn how to use marbling inks to create interesting patterns. In both the nursery and reception classes, pupils benefit from opportunities to develop their creative skills through play, whether in classroom 'shops', when using small-world toys or using a range of art mediums. They generally achieve well in music, and have learned a good range of songs by heart. Their singing is good, and reception children respond well to their teacher when asked to change the tempo of their singing. In both classes, pupils benefit by listening to music and make satisfactory progress when learning to play percussion instruments.

ENGLISH

76. The school's results in the statutory tests for reading at the end of Key Stage 1 in 2000 were well above the national average and above the results of similar schools. In writing, the results were above the national average, and in line with the results of similar schools. In both reading and writing, a significant proportion of the pupils achieved a higher level than that expected of pupils of their age, and, in this respect, the school's results were well above the national average.
77. Inspection evidence based on the observation of lessons, the scrutiny of pupils' written work and hearing children read shows that, by the end of Key Stage 1, standards are above average overall in speaking and reading, and broadly in line with national expectations in listening and in writing. The current Year 2 cohort has significant numbers of pupils for whom English is an additional language or who have special educational needs, and many of these pupils find it difficult, at this early stage of their development, to apply, simultaneously, all the many skills required to achieve high standards in writing. In common with trends nationally, most pupils do less well in writing than in reading. Most pupils use a suitably wide range of reading strategies to decode and understand a variety of fiction and information texts appropriate for their age. They read aloud confidently, fluently and expressively, use inference well to tease out the hidden meanings in the stories they read, and recognise the organisational and stylistic features of a range of texts including lists, reports, instructions, stories and letters. Most pupils have a wide vocabulary for their age, and their knowledge and understanding of specialist terms used to discuss language itself and to discuss the various subjects of the school curriculum are above average.
78. In Year 5, most pupils attain standards which are at least average for their age in all aspects of English, and a significant minority do even better. Most pupils listen well, use spoken Standard English fluently, clearly and coherently, and read many different kinds of text with interest and understanding. Their vocabulary is particularly well developed, and they show very good understanding of the hidden meanings, as well as the literal meanings, in the texts they read. In their written work, most pupils demonstrate the ability to produce well organised, lively narrative writing which

engages the reader and which is, for the most part, technically accurate. Most pupils spell most words accurately, set out their work appropriately in paragraphs and use punctuation correctly. Many pupils clearly have 'an ear for language', and their writing reflects their love of reading and of the power of language. They are developing their own individual style in their stories and poems, and have learned to use language for its effect, for example by using imagery or by using sequences of short sentences to build up suspense. They are also able to adapt the style of their writing appropriately to suit various purposes for writing, both in English and in other subjects. The work of the most able pupils in this year group is of a very high standard indeed. Nevertheless, in this class as in all classes from Year 2 upwards, standards of handwriting and presentation are not always as good as they should be. Pupils' written work is too often spoiled by carelessness.

79. Pupils' listening skills develop satisfactorily in both key stages. Pupils are interested in their lessons, and they are quick to understand instructions and explanations. They follow discussions well, contributing sensibly for the most part. However, in several lessons in both key stages, and particularly in Years 1, 2 and 3, there are a few pupils who seem able to speak and listen at the same time, and who are sometimes reluctant to observe the social conventions of turn-taking which are as necessary for well-conducted lessons as they are for well-mannered conversation.
80. In both key stages, pupils make mainly sound, and occasionally good progress in lessons, their progress largely reflecting the quality of the teaching they experience. While pupils with special educational needs and those for whom English is an additional language receive good support and make generally good progress in lessons and over time in relation to their starting points, the more able pupils do not always make the progress of which they are capable. Even though most classes contain a significant proportion of pupils whose performance is above average for their age, evidence strongly suggests that many of these pupils could do even better, particularly in Years 1, 3 and 4.
81. Teaching is mainly good, and otherwise sound in both key stages. All teachers have worked hard to introduce the National Literacy Strategy and to assimilate the many changes to English teaching which have been introduced in recent years. In the case of several teachers new to the school this academic year, and who received no training in the use of the strategy before joining the school, a very great amount of information has had to be assimilated and applied within a very short time-frame. Overall, the literacy strategy is already being implemented well, and the teaching has some common strengths. For example, all teachers plan their lessons well so that it is clear what pupils are intended to learn. They make sure that pupils have grasped concepts and knowledge covered in previous lessons by starting each lesson with a reminder of previous work and by establishing the context for new learning. They give very clear instructions and explanations. They seek to involve pupils of all abilities at each stage of the lesson, and support staff are very well briefed about their respective roles when they are detailed to help pupils with special educational needs or those pupils for whom English is an additional language. Teachers and support staff are very aware of the differing needs of these pupils, both as groups and as individuals, and the support they are given is of good quality, enabling them to make good progress. In the best lessons seen, teachers have high expectations for all pupils, including the most able, and work is suitably challenging, at a range of levels, for pupils of different abilities. Teachers seek, and value, pupils' own ideas, assess work in progress well, and provide immediate feedback which helps pupils to improve. They involve pupils actively as partners in learning, for example by requiring the pupils to evaluate work according to explicit criteria. Where there are weaknesses in

teaching, whether in lessons judged to be broadly satisfactory overall, or in the one unsatisfactory lesson seen, these are related to two main factors: teachers' management of the 'effervescent' behaviour of a few pupils is insufficiently secure to ensure that lessons can proceed at an appropriately brisk pace, and work is not suitably adapted to ensure that the most able pupils, in particular, are appropriately challenged.

82. The English co-ordinator has been instrumental in acquiring an adequate range of appropriate resources and helping staff to implement the National Literacy Strategy. Her role is developing well. Both she and the headteacher have undertaken useful monitoring of teaching in all year groups, and have given staff constructive feedback about their performance. Some common weaknesses in the teaching and learning of English have been identified and addressed through school-based in-service training, and sound procedures for the assessment of pupils' work are in place. All pupils have individual targets for English and are developing increasingly informed views of how to improve their work. Parents and pupils are involved in contributing to pupils' annual written reports. These documents make detailed and relevant comments on pupils' strengths and weaknesses in English and provide useful pointers for future development. The marking of pupils' written work rightly addresses strengths and weaknesses in pupils' written work in relation to the learning objectives set and to pupils' personal targets. Occasionally, however, this specific focus on identified targets means that other, sometimes very significant 'growth points' in pupils' work are overlooked. Too little emphasis is placed, generally, on the quality of handwriting and presentation in pupils' day-to-day work, and, in many cases, this is leading to a too-ready acceptance of careless, poorly presented work. Although, in the past, all staff have looked at samples of pupils' work with a view to identifying common weaknesses, there remains scope for further work of this kind. Many staff have joined the school very recently and have limited experience of the standards to be achieved, particularly by the more able pupils, while the work produced independently by pupils in the national tests, both statutory and non-statutory, now offers suitable material for analysis.
83. Both the co-ordinator and the headteacher have a good understanding of teaching and learning across the school as a whole. The use of language receives appropriate emphasis in all aspects of the curriculum, and there are many relevant, high-quality examples of reading and writing in subjects other than English. Work in English also makes a very strong contribution to pupils' spiritual, moral, social and cultural development.
84. The school benefits from the support of the vast majority of parents in its endeavours to raise standards in English. For example, almost all parents help their children through the home-school reading partnership, and there is also very good support for homework. This partnership between parents and school serves the pupils well and has a very positive impact on their progress and attainment.

MATHEMATICS

85. The 2000 cohort of Year 2 pupils was the first to undertake the national statutory tests in mathematics at the end of Key Stage 1. When these assessments were made, no pupil had been at the school for more than two terms. The results of the tests indicate that the percentage of pupils achieving the standard expected (Level 2) was above the national average, but that few pupils exceeded this level. Overall, the

school's results were above the national average and in line with those achieved by similar schools.

86. The targets set by the school for the current Year 2 class indicate that the majority of pupils are expected to reach Level 2, a significant minority of pupils will exceed this level, and that a few pupils will not achieve the standard expected nationally. Inspection findings reflect these predictions and indicate that standards, overall, are broadly in line with those expected at the end of Key Stage 1.
87. Across the key stage, the majority of pupils make satisfactory progress in acquiring key numeracy skills; and adequate progress in using and applying these skills. They also make satisfactory progress in developing their understanding of measures, shape and space. Pupils with special educational needs progress well in relation to their starting points at the beginning of Key Stage 1. However, more able pupils make slower, and barely satisfactory, progress particularly in Year 1.
88. In Key Stage 2, most pupils continue to make broadly satisfactory progress in number, shape, space and measures, and also in handling data. They make slower, but broadly satisfactory, progress in using their mathematical skills to solve problems. Pupils with special educational needs make good progress throughout the key stage; but more able pupils mark time in some lessons, particularly in Year 3, and their progress across the key stage is just satisfactory. The oldest pupils in the school, in Year 5, demonstrate standards which, overall, are in line with those expected nationally.
89. In the lessons observed in Key Stage 1, the quality of teaching was broadly satisfactory in Year 1 and good in Year 2. In Key Stage 2, the teaching is mainly satisfactory. However, pupils in Year 4 benefit from good teaching and some unsatisfactory teaching was observed in Year 3. Most teachers demonstrate satisfactory subject knowledge and all conscientiously plan daily mathematics lessons, in line with the National Numeracy Strategy. Learning objectives are clearly defined and are appropriately shared with pupils at the beginning of lessons.
90. In more effective lessons, the mental/oral introduction is well-paced and ensures the involvement of all pupils. In a good Year 4 lesson, for example, the teaching was lively and well-focused and, as a consequence, pupils were well-motivated and progressed well in this part of the lesson. In less effective lessons, teachers do not establish a brisk pace for the introductory activities or ensure that they have the full attention of all pupils through the use of effective questioning which targets individuals, pairs or small groups. As a result, some pupils are insufficiently involved and do not fully sustain their concentration. The unsatisfactory teaching is also characterised by ineffective management of pupils' behaviour. During the introduction to the main activity, some opportunities are provided for pupils to offer their methods and solutions for discussion but this strategy is not yet well established across the school. Inspection evidence suggests that some teachers would benefit from additional focused training, including the opportunity to observe leading mathematics teachers in the local education authority.
91. In the main activity, teachers appropriately work intensively with one or two of the groups and effectively deploy learning support assistants to support others. These assistants are well-briefed and provide good support, particularly for pupils with special educational needs. Teachers adapt work for pupils of different abilities and tasks are mainly well-matched to the needs of most pupils. However, in both key stages, the work set for more able pupils sometimes fails to challenge them and, as a

consequence, they mark time in these lessons. In the best lessons, pupils are given clear and appropriate deadlines for completing their work which ensures that no time is wasted. All lessons appropriately include a final session which is satisfactorily used to check that learning objectives have been met. However, more attention should be given to highlighting key facts, ideas and vocabulary, and what needs to be remembered. All classes have regular timetabled sessions in the school's computer suite, to support numeracy teaching, and some teachers are making good use of ICT to consolidate and extend pupils' numeracy skills. For example, in Year 5, a group of less able pupils made good progress when using a spreadsheet, prepared by their teacher, to improve their skills of estimation when multiplying larger numbers.

92. The co-ordinator is currently on maternity leave. In her absence, the headteacher and a Key Stage 1 teacher, who monitors planning and has observed teaching in all classes, are managing the subject. Regular assessments are undertaken in all classes to track the progress that pupils are making and targets set for individual pupils are discussed at meetings involving teachers, pupils and parents. The school recognises the need for a more rigorous analysis of pupils' work in both key stages, through regular work scrutiny. This will provide valuable evidence of the standards which pupils are achieving and a check on the quality of marking. It will also identify a minority of pupils who, currently, do not take sufficient care in the presentation of their work. The school appropriately plans to collect and discuss samples of pupils' work in mathematics in order to level these against National Curriculum criteria.
93. Resources for mathematics are satisfactory.

SCIENCE

94. Pupils in the 2000 cohort in Year 2 had, at most, only two terms at the school before the statutory teacher assessments in science. Since these pupils came from a range of schools, and had variable experience in the subject, the school sought to ensure that all pupils had opportunities to develop satisfactory knowledge and skills across all the required elements of the science curriculum. The school's success in achieving this aim is reflected in the percentage of pupils reaching the expected standard in the teacher assessments in 2000, which was above the national average and above the results of similar schools. However, no pupil reached a higher standard, and this was well below the results of all schools and similar schools. The school attributes this lack of higher attainment to its concentrated focus on teaching knowledge and skills which enabled pupils to reach, rather than exceed, the nationally expected level.
95. Inspection findings show that current standards are broadly average at the end of Key Stage 1 in science, and are a little above average, overall, in Year 5. Most pupils, including those with special educational needs and with English as an additional language, are currently making satisfactory progress in their learning in science, and those in Years 4 and 5 generally achieve well as a result of good teaching. However, while the achievements of more able pupils have improved in Key Stage 1 since last year, they continue to mark time in some lessons across the key stage, and could also do better in Year 3. Evidence from an analysis of completed work shows that more able pupils also underachieved in Years 4 and 5 in the autumn term 2000, but more effective teaching now enables these pupils to make improved progress.
96. In Year 1, pupils make satisfactory progress when learning that living things need food and water to survive, and that humans change their appearance as they get older. All

pupils can recognise and name a range of sources of light and sound, but more able pupils mark time in lessons about sound which include little which develops their learning further. In Year 2, pupils can create simple electrical circuits using batteries, bulbs and wire; and are aware that many household appliances use electricity. They make satisfactory progress when learning about healthy eating; and demonstrate sound observational skills when identifying similarities and differences between plants. Most Year 2 pupils make adequate progress when predicting, then discovering through investigation, the living things that inhabit areas of the school grounds. However, more able pupils should learn how animals are particularly suited to their environments.

97. In Year 3, pupils make satisfactory progress when learning about magnetism; and know that some materials occur naturally while others are manufactured. They demonstrate mainly satisfactory skills when conducting simple investigations but more able pupils need to take more careful account of the need for fair-testing and should explain the results of their experiments more fully. In the Year 4/5 class, all pupils are currently achieving well when learning about the human body. They know that muscles are attached to the skeleton and relax and contract to cause movement. More able pupils are able to identify muscles which are used for different kinds of movement, often using their correct scientific names.
98. The quality of teaching is satisfactory overall. It includes good teaching for the Year 4/5 class and some weaknesses in elements of the practice for younger pupils, particularly in Year 1. The best teaching ensures that scientific vocabulary is introduced and reinforced well, makes effective use of time and includes skilful use of questioning to probe pupils' understanding. Teachers' subject knowledge is secure and they plan their lessons conscientiously. All teachers clearly identify the learning intentions of lessons in their planning, and these are appropriately shared with pupils at the beginning of sessions. In the most effective practice, these objectives are used well at the end of lessons to help pupils to evaluate their achievements. Weaker elements in the teaching include: the need for more challenge in some work set for more able pupils in Years 1, 2 and 3; the slow pace and lack of teacher interventions to move pupils' learning on in some lessons in Year 1; and the acceptance of carelessly presented science work, particularly in pupils' books in Year 2.
99. The headteacher, in her role as science co-ordinator, has observed teaching in the subject, and provides useful feedback to staff which benefits their professional development. She monitors teachers' planning and ensures that lessons are part of coherent longer-term programmes, guided by the advice from the Qualifications and Curriculum Authority and the local education authority's scheme of work for science. As yet, the co-ordinator has not examined examples of pupils' work, in a systematic manner, to judge pupils' standards and progress in science, across the school. She recognises the need to give increased emphasis to this aspect of her co-ordination work, in order to identify strengths and weaknesses in pupils' standards, and to target areas for improvement. Resources for science are satisfactory, and are improving.

ART AND DESIGN

100. Pupils make spasmodic and mainly unsatisfactory progress in art and design, and their standards are generally a little below those expected in both key stages.
101. In Year 1, pupils have insufficient opportunities to draw and paint from the direct observation of the natural and made world; and collage work is more closely linked to

the development of pupils' scientific knowledge about materials than their skills in art and design. There is some evidence of sound work in Year 2 when pupils create pastel pictures of flowers. However, pupils' drawing skills are generally a little below those expected for pupils of similar ages. This was particularly evident in the lesson observed in Year 2 when pupils drew self-portraits. Year 2 pupils make limited progress in art when making pencil and crayon copies of pictures by famous artists as part of their work in history. In Year 3, little evidence of pupils' completed work was available for scrutiny during the inspection. Older pupils create simple collage pictures that support work in geography rather than promote their artistic skills and understanding.

102. Insufficient lessons were observed to make a secure judgement about the quality of teaching in the subject. However, evidence suggests that pupils' key skills are not progressively developed in the subject, as they move through the school. Although some teachers are beginning to use the useful guidance provided by the Qualifications and Curriculum Authority, weaknesses in teachers' confidence and knowledge restrict its impact. In addition, work in art too often serves to illustrate work in other subjects, rather than to promote specifically identified knowledge and skills in art and design. Teachers would benefit from in-service training to increase their expertise and to raise their expectations of pupils' potential standards in the subject.
103. The co-ordinator took responsibility for art and design in September 2000, and is keen to develop her own knowledge in order to provide well-informed guidance for her colleagues. As yet, she has not analysed pupils' standards with sufficient rigour but is already aware of the need for improvements. Art resources are sound overall, and are well organised.

DESIGN AND TECHNOLOGY

104. Pupils make satisfactory progress, overall, in design and technology in Key Stage 1, and demonstrate standards which are broadly average. In Key Stage 2, pupils achieve standards which are satisfactory for their ages in Year 3, but the attainment of older pupils is a little below average in the subject.
105. In Year 1, pupils make sound progress when making their own model playground apparatus, using construction kits and recycled materials. They achieve satisfactory standards when creating pictures that have a moving part, facilitated by a simple lever. In Year 2, pupils make sound designs for stick and finger puppets, and their completed puppets show satisfactory making skills.
106. In Year 3, pupils achieve well when making Tudor houses, using card and wood, and their models are carefully made and finished. Their Torah scrolls demonstrate satisfactory standards, and they make sound progress when making sandwiches, having decided on their ingredients. Year 4 and 5 pupils create model rockets and torches, and design and make model chairs, using wood and card. However, their making skills generally lack finesse, and are typical of those usually demonstrated by younger pupils.
107. Insufficient lessons were observed in design and technology to make a secure judgement about the quality of teaching. However, it is clear that it enables pupils to make satisfactory overall progress in this subject in Key Stage 1 and at the beginning of Key Stage 2. Evidence suggests that expectations of pupils' potential standards

need to be raised in Years 4 and 5; and that in-service training may help to develop teachers' confidence and expertise.

108. The co-ordinator took on her role in September 2000, is very conscientious and has made a sound start. She has already observed teaching in Key Stage 1, and has provided her colleagues with useful feedback. However, she recognises the need to analyse samples of pupils' work to judge pupils' standards and progress, and that she would benefit from in-service training to develop her own knowledge in design and technology. Resources for the subject are satisfactory, and are improving.

GEOGRAPHY

109. As a result of timetabling arrangements, only one geography lesson was observed in each key stage. Judgements are made on the evidence of the lessons that were seen, a scrutiny of teachers' planning and pupils' work, and discussions with staff and pupils. In both key stages, pupils make broadly satisfactory progress in extending their knowledge and understanding of places, patterns and processes. However, the progress they make in geographical enquiry skills is more spasmodic and is only just satisfactory. Overall, standards are broadly average.
110. Year 1 pupils make sound progress in developing their knowledge of distant places through their studies of Israel. They formulate questions about the country and include these in letters sent to the Israeli Tourist Board, requesting information. They then use the information provided to identify important geographical features and, in doing so, satisfactorily extend their understanding and vocabulary. In Year 2, pupils follow 'Granny's' journeys around the world and deepen their understanding of the notion of travel. They make satisfactory progress in developing an awareness of the similarities and differences between other countries and their own. A visit to the local supermarket to look at sources of food also enables pupils to begin to develop a sense of themselves, as part of a wider world, and to gain awareness of a range of different cultures and places. However, pupils in this key stage have insufficient opportunities to develop mapping and geographical enquiry skills through fieldwork in the locality of the school.
111. In Key Stage 2, pupils in Year 3 learn about places around them such as Shenley, and extend their knowledge and understanding of map grids and keys. They also learn about physical features, such as flood plains and river deltas, as part of their studies of ancient Egypt. Their progress is broadly satisfactory but would benefit from more carefully focused geographical enquiry which is designed to enhance their skills of collecting and interpreting information, and presenting their findings. Pupils in Years 4 and 5 make good progress when using appropriate secondary sources to compare and contrast an overseas locality with their own. These studies of Chembakolli in India enable them to pose and answer geographical questions and to develop their geographical skills.
112. It is not possible to make a secure judgement about the quality of teaching. In the lessons seen, the quality of teaching was satisfactory in Year 1 and very good in Year 4/5. The school is aware that some teachers lack confidence in teaching geography and that more in-service training in the subject is required. Helpful guidance, published by the Qualifications and Curriculum Authority, has been used to inform the school's planning and this is having a positive impact on classroom practice. However, the school's long-term planning does not yet secure the progressive

development of key skills in the subject, or clearly indicate where fieldwork activity will enhance pupils' learning.

113. The co-ordinator is on maternity leave and the subject is being managed temporarily by the deputy headteacher. She is well qualified and has attended some appropriate training. The co-ordinator checks planning for geography but has not yet undertaken any other monitoring. However, she has accurately identified weaknesses in the school's provision and areas for development across the school.
114. The school recognises that the current range of resources is just adequate and will need to be improved as the school grows in size.

HISTORY

115. The timing of the inspection meant that only two history lessons could be observed, one in each key stage. Although the teaching was sound in both lessons, there is insufficient evidence on which to base judgements about teaching overall in either key stage.
116. Evidence from the scrutiny of pupils' work, of displays around the school and of teachers' planning, together with that from discussions with teachers and pupils indicates that pupils achieve standards which are a little above average for their ages by the end of Key Stage 1 and in Year 5. Pupils in both key stages develop a sound understanding of chronology and of dates and terms relevant to the periods and topics they study. For example, pupils in Year 2 know some of the significant events that occurred during the reign of King Charles 1 and use terms such as 'taxes', 'parliament' and 'civil war' with confidence. They study the lives of famous figures from the past, including Florence Nightingale and Mary Seacole, and consider the impact of their work on people living at the time, and on subsequent developments, for example in hospital conditions and in the training of nurses. They learn to draw meaningful comparisons between historical periods, for example when they look at the equipment used in kitchens in Victorian days and that available in our homes today, recognising the many changes brought about by the introduction of electricity.
117. In Key Stage 2, pupils in Year 3 acquire extensive knowledge about many aspects of life in ancient Egypt. They learn about the importance of the River Nile to successive generations of Egyptian farmers, and they are particularly well informed about religion, Egyptian gods and belief in the afterlife. In a study of the Tudors, they demonstrate a good level of knowledge about various aspects of political and social life in Tudor times, and they compare the different lifestyles of labourers, yeomen farmers and landowners. In Year 4/5, pupils learn about the early foundation of the city of Rome as a settlement on the banks of the River Tiber. They learn about a Roman soldier's life in Britain, producing some excellent written work in the form of 'letters home' which describe the hardships of military service in striking detail.
118. It is clear from the work seen that pupils enjoy history, and the school further enriches pupils' experiences and understanding of the subject by arranging visits to centres of interest such as the National Portrait Gallery and the Museum of London. Overall, pupils in Key Stage 1 generally develop the key skills of history well. They have ample opportunities to practise devising their own historical questions, for example when they question a governor in role as Charles 1 about his life and death. They also use their enquiry skills well when they study pictures for evidence about the life and work of Florence Nightingale. However, they are sometimes required to reach answers to historical questions of some magnitude on the basis of relatively few facts, for

example when asked to decide whether Charles 1 was 'a good king or a bad king.' In Key Stage 2, however, more emphasis is placed on information than on the progressive development of key historical skills, and pupils' awareness of different historical perspectives and interpretations is generally underdeveloped.

119. The co-ordinator has only very recently assumed responsibility for the subject, and has had no opportunities, thus far, to monitor either teaching or learning across the school as a whole. Nevertheless, she has personal qualifications and expertise in history and is well equipped to influence future developments. Resources for the subject are adequate, and there are meaningful links between pupils' studies in history, geography, art and English. In the absence of a scheme of work, the guidance for history provided by the Qualifications and Curriculum Authority provides a useful framework for teachers' planning. There is now a need to ensure the progressive development in pupils' key skills in the subject, to develop the use of the local area as a valuable resource for historical research, and to extend the use of ICT to support studies in history, for example through the use of databases to explore patterns of change.

INFORMATION AND COMMUNICATION TECHNOLOGY

120. The school has made good provision for this subject particularly through the creation of a well-equipped ICT room. Pupils are provided with regular opportunities to use ICT and a significant percentage demonstrate sound, or better, keyboard and computer mouse skills. Across the school, most pupils make at least sound, and often good, progress in communicating through text and graphics. As the school has been open for a relatively short period of time, pupils have had less experience of control technology and monitoring and of using ICT to handle data. As a consequence, their progress is currently slower, and just satisfactory, in these aspects of the subject. Overall, standards are broadly average.
121. In Key Stage 1, pupils make satisfactory progress in learning to use the keyboard and in developing their knowledge and understanding of word processing and graphics. In Year 1, for example, they use the computer to draw pictures of their favourite animals, choosing which colours and tools to use, and experimenting with different icons. These pupils also begin to develop an understanding of control technology when exploring commands which move an on-screen 'Roamer'. Year 2 pupils demonstrate good skills when selecting and using an appropriate range of painting 'tools' to create a portrait picture of themselves. They are able to draw on previous experiences when deciding which tools to use for different features in their pictures. Good links are made with their work in art as they consider colour, shape, line and texture in these compositions and also in drawings they make in the style of Mondrian. Older pupils in Key Stage 1 satisfactorily extend their word-processing and presentation skills when working in pairs, or small groups, to write and edit stories and to present them in an attractive style. Work is appropriately planned for Year 2 pupils to use the school's floor 'Roamer' during the summer term in order to develop further their knowledge and understanding of control technology.
122. In Key Stage 2, pupils in Year 3 make sound progress when experimenting with font style, size, colour and shape to create very attractive 'calligrams' that, through their format, convey the meaning of words such as 'shadow', 'rainbow', 'wiggly' or 'lightning'. Pupils in Year 3 have also collected information about the favourite things of each pupil in their class and have satisfactorily developed their understanding of the value of data bases for sorting and analysing this information. Pupils in Years 4 and 5

make mainly good, and sometimes very good, progress under the guidance of the subject co-ordinator, supported by the Year 4 teacher. They use ICT effectively to organise and analyse ideas and information; and can edit text and use a variety of presentation techniques. For example, they demonstrate confidence when finding and importing text and pictures for a newsletter about Beethoven. They use different sources, including a digital camera and the Internet, and can select and retrieve relevant information for a text box/pullout. Progress in word processing is good and these older pupils also use 'presentation' tools and 'clip art' pictures effectively to enhance their work. When given the opportunity, pupils make sound progress in handling data and are currently being introduced to spreadsheets. Work of high quality was produced when these older pupils were recently introduced to multimedia presentations. They made slides, incorporating text and graphics, to provide information about the Jewish festival of 'Tu B' Shevat' in a presentation given to pupils from two local schools.

123. Insufficient lessons were observed to make a secure judgement about the quality of teaching. In the lessons seen, one unsatisfactory session was observed in Year 1 but, otherwise, the teaching was mainly good; and pupils in Years 4 and 5 benefit from excellent teaching by the co-ordinator. Lessons are well planned and learning objectives are clearly defined and shared with pupils at the beginning of each session. In the best lessons, high expectations and effective management results in a good response from pupils and they share equipment sensibly and amicably. However, because the ICT room is small, and computers have to be shared, some difficulties can arise when a whole class of younger pupils uses the suite. This was a major factor in the unsatisfactory teaching observed in Year 1, and this problem needs to be addressed by the school. Most members of staff are confident in the use of ICT and are willing to develop their expertise. They receive good support from the co-ordinator, either as a staff team or individually. As there have been a number of recent changes in staffing, the school has appropriately delayed the implementation of training, funded through the National Opportunities Fund, until the beginning of the next academic year.
124. The co-ordinator has been managing the subject for four terms. He has good technical skills and subject knowledge; and is very enthusiastic about the development of ICT throughout the school. The co-ordinator has a good overview of the subject but recognises that it would be helpful to collect printed examples of pupils' work, across the school, in order to monitor progress and standards in ICT. Guidance published by the Qualifications and Curriculum Authority is helping to secure progression in the development of pupils' skills and additional materials are currently being used to augment this. The school is aware that a scheme of work now needs to be formulated which provides a secure framework for teachers' planning.
125. Overall, resources for ICT are good.

MUSIC

126. Pupils' singing is good in both key stages. They have learned a good range of songs, sing with clear diction and know when to sing quietly or with more volume. They usually have secure control of pitch, and clearly enjoy singing. Pupils make satisfactory progress when learning to play percussion instruments in Key Stage 1, and demonstrate standards which are in line with those expected for pupils of similar ages. Year 2 pupils are able to respond to signals which instruct them to alter the

dynamics or tempo of their playing. No music lessons were observed in Year 3, but pupils in the Year 4/5 class made good progress when beginning compositions to represent the sounds of different shops.

127. The quality of teaching is satisfactory, overall, in Key Stage 1 but includes good teaching of singing skills in Year 2. Across the key stage, pupils have opportunities to use percussion instruments, and Year 1 pupils are taught to identify long and short sounds made by different instruments. However, the teaching in Year 1 does not consistently engage all pupils' attention, and this is a weakness. In Year 2, the teaching enables pupils to make satisfactory progress when using musical instruments to accompany their singing. The Year 2 teacher's own singing provides a good model for the pupils, and improves their standards. Insufficient evidence was available to judge the overall quality of teaching in music in Key Stage 2. However, in the Year 4/5 class, pupils were well taught in the lesson observed, and the teacher's enthusiasm captured pupils' interest effectively. Across the school, pupils' singing skills are strongly promoted. The Year 4/5 and Year 2 teachers, in particular, make significant contributions by singing with pupils when they gather in the hall at the beginning of the school day; and singing is a strong feature in most assemblies.
128. The music co-ordinator took on her role in November 2000. She has already observed music lessons in the Foundation Stage and Key Stage 1, and has provided useful feedback to her colleagues. Individual lessons are soundly planned by teachers, but the co-ordinator appropriately recognises the need for a scheme of work to ensure that pupils' skills are built upon systematically as they move through the school. An effective scheme would also provide more guidance for some teachers who say they are not fully confident in teaching the subject. Resources for music are satisfactory, and are improving.

PHYSICAL EDUCATION

129. Evidence from the lessons observed shows that pupils attain standards which are broadly average for their age in gymnastics in Key Stage 1, and above average for their age in gymnastics and dance in Key Stage 2. Although the school also provides tuition in games, swimming and athletics, no lessons were seen in these aspects of physical education because of the timing of the inspection.
130. Pupils in Years 1 and 2 make satisfactory progress in gymnastics. They are developing control and co-ordination in their movements, for example when managing to balance and keep still holding stretched and tucked-up positions in Year 1, and when demonstrating balance in high and low positions on the apparatus in Year 2. Higher attaining pupils in Year 2 are able to develop their work by performing patterned sequences of high and low movements using various pieces of apparatus, and they demonstrate evaluation skills which are slightly above average for their age when asked to comment on ways in which their classmates might improve their performance. Pupils in both years move safely around the hall, observing their own, and others' need for space, and all are beginning to appreciate the effects of exercise on their bodies.
131. In a dance lesson in Year 3, pupils demonstrate originality and creativity when they interpret the movements of machines 'switched on' by their teacher. They build patterned sequences of convincing and well co-ordinated movements, and they work hard to improve their own performance as the lesson progresses. In the Year 4/5 class, all pupils succeed in achieving above average standards in a gymnastics

lesson where they work in pairs or small groups to develop and combine sequences of travelling movements and 'mirrored' balances. They demonstrate particular strengths in control and in creativity. There is no direct copying of others' work. Nevertheless, the pupils are well informed about the criteria needed to achieve high standards, and these inform their judgements well when they are asked to evaluate others' performances.

132. In the lessons observed, the quality of teaching was sound in Key Stage 1, and in Year 3, and was very good in Year 4/5. All lessons are planned well, with suitable opportunities for warm-up and cool-down activities, and with a variety of structured activities designed to develop specific skills. Teachers pay due attention to safety issues, and all use demonstrations of good performance by pupils to encourage others and to promote high standards. Support staff are well briefed and play a significant role. They make sure that all pupils, whether those with special learning needs, those with English as an additional language, or those who simply lack confidence, are helped to join in all activities and to make appropriate progress. In the most effective teaching, most notably in Year 4/5, the management of pupils is confident and secure and lessons proceed at a brisk, purposeful pace. Pupils are fully on task throughout the lesson, and they are fully aware of the criteria they need to meet to achieve high standards. The teacher's ongoing assessment of pupils' performance is also valuable in pointing out areas where work might be improved and in challenging pupils to raise their performance. Where there are some weaknesses in teaching, mainly in Year 1, too much time is lost focusing pupils' attention on tasks, and pupils also lose time when they form queues to use the apparatus and the pace of learning drops.
133. The headteacher co-ordinates provision for physical education throughout the school. She has observed lessons and given teachers useful feedback on their performance. She has also ensured that staff have had adequate training in the subject to be able to deal satisfactorily with all issues regarding safety. Guidelines produced by the Qualifications and Curriculum Authority currently provide a satisfactory framework for teachers' planning, although there are plans for the development of a scheme of work in the next academic year when a new teacher who is a physical education specialist joins the school. Extra-curricular provision for physical development is good at this early stage of the school's development. There are two football clubs and teams ably run by a professional coach and by parent volunteers, a 'Brain Gym' club for pupils with weaknesses in co-ordination, and opportunities for pupils to pursue both physical and cultural interests by learning Israeli dances.
134. The school is aware of the need to develop its resources for athletics and for outdoor and adventurous pursuits for Year 6, and there is scope for more rigorous and useful assessments of pupils' work in physical education in Key Stage 1.