

## **INSPECTION REPORT**

### **DENEHOLM PRIMARY SCHOOL**

Grays

LEA area: Thurrock

Unique reference number: 114858

Headteacher: Mrs Linda Woolley

Reporting inspector: Mrs Lorna Brackstone  
21872

Dates of inspection: 7 – 10 May 2002

Inspection number: 245276

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
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Appropriate authority:	Governing body
Name of chair of governors:	Helen Horrobin
Date of previous inspection:	1 June 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21872	Lorna Brackstone	Registered inspector	Physical education	What sort of school is it? What should the school do to improve further? How well are pupils taught? How well is the school led and managed? The school's results and pupils' achievements
9003	Brian Findley	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with the parents?
18936	Carol Frankl	Team inspector	Science Religious education Special educational needs	
23041	Robin Lown	Team inspector	Mathematics Information and communication technology	How good are the curricular and other opportunities offered to pupils?
6450	Norma Dews	Team inspector	English Equal opportunities English as an additional language	
23257	Elaine Adams	Team inspector	Art and design Design and technology Music	
30669	Margaret Sandercock	Team inspector	Geography History Foundation Stage	

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>13</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>15</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>17</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>20</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>21</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>22</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>24</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>26</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>30</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Deneholm is bigger than other primary schools as it has 397 pupils on roll. There are broadly equal numbers of boys and girls who are placed in one of two classes per year group. The vast majority are of white UK heritage. The proportion of pupils known to be eligible for free school meals is 10.8 per cent and this is below the national average. However, this percentage is not totally representative of the socio-economic status of the area. The unitary authority of Thurrock is recognised as a deprived area with a high number of local authority housing estates. High-rise flats are included in the catchment area and there is a travellers' site nearby. Very few children have parents who are professionals but there is very little unemployment; most parents work at the very large local shopping centre. The proportion of pupils speaking English as an additional language is 3.3 per cent and this is low. The proportion of pupils identified as having special educational needs is 20 per cent and is broadly in line with the national average. The proportion of pupils with statements of special educational needs is one per cent and this is broadly in line with the national average. There is no register to identify gifted or talented pupils. Children start school at the academic year in which they will be five and initially start on a part-time basis. A significant proportion of pupils leave Deneholm Primary School between Year 2 and Year 6 because of uncertainties over secondary schools. Pupils with special educational needs frequently fill the vacancies. Attainment on entry into school is below the locally expected levels for children of this age.

### **HOW GOOD THE SCHOOL IS**

Over recent years, standards in Year 6 in English, mathematics and science have been below the national averages. As a result of good teaching, standards are improving and this is because the quality of teaching is good. However, the secure leadership and strategic management of the headteacher are weak. The school does not take active steps to ensure that it fully includes all pupils in activities and equality of opportunity is unsatisfactory. Taking into account the attainment on entry, the good quality of teaching and the appropriate progress made by pupils overall, the school provides satisfactory value for money.

#### **What the school does well**

- The overall quality of teaching and learning is good. Teachers make good use of teaching assistants within class.
- Standards in mathematics and science are above average by the end of Year 6. Standards in reading and writing are above average in Year 2.
- The attitudes, behaviour and personal development of the pupils are good.
- Provision for personal development is good overall; provision for personal and social and health education is very good and there is good provision for moral and social development.
- Both educational and personal support and guidance for pupils are good. Procedures for assessing pupils' attainment and progress are strong.

## What could be improved

- The strategic thinking and planning of the headteacher is unclear and not all key staff with responsibilities are empowered to motivate and influence others.
- Equality of access and opportunity. Not all pupils are fully included in all aspects of school life.
- Standards in design and technology by the end of Year 6.
- Small pockets of weak teaching.
- Accommodation is inadequate.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress since the last inspection. Although standards in design and technology are still below national expectations, the school has satisfactorily addressed all other key issues. Standards in Year 6 have improved in mathematics and science. Standards in Year 2 have also improved in reading, spelling and writing. The quality of teaching and learning has also improved and is good overall throughout the school. However, current inspection findings highlight a decline in the quality of leadership and management. The school has a satisfactory capacity to succeed but this needs appropriate management to enable the school to improve further.

## STANDARDS

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

Performance in:	Compared with				Key
	All schools			similar schools	
	1999	2000	2001	2001	
English	D	E	D	E	well above average      A above average            B average                      C below average              D well below average        E
Mathematics	E	E	C	C	
Science	E	D	D	D	

Children start school with levels of attainment below the nationally agreed levels. However, by the start of Year 1 of the National Curriculum they have achieved the nationally recommended levels for this age group in all areas of learning except knowledge and understanding and creative development. By end of Year 6 standards in mathematics and science are above national averages. By end of Year 6 standards in English are in line with national averages. This represents an improvement from the standards recorded in the table above. Standards at the end of Year 2 in reading and writing are above the national average. This is a very good improvement since the test results of 2001. Standards are in line with national averages in mathematics and science. Current standards in mathematics are not as high as last year because of staff changes and inconsistent coverage between the two Year 2 classes. By end of Years 2 and 6 standards in art, information and communication technology, history, and music meet the national expectations. Standards in physical education are in line with national expectations in Year 6 but there was insufficient evidence to make a judgement in Year 2. Standards at the end of Year 6 in geography are above the



national expectation. However, standards in design and technology at the end of Year 6 are below national expectations. Standards in religious education in Years 2 and 6 meet the recommendations of the locally agreed syllabus.

### PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy coming to school and are keen and enthusiastic in lessons. They show high levels of interest in school life and are actively involved in the range of activities provided.
Behaviour, in and out of classrooms	Behaviour in and around school is good. Although a small number of pupils discussed bullying incidents with the inspectors, no anti-social behaviour was observed during the inspection.
Personal development and relationships	Pupils form constructive relationships with one another. Pupils are confident and have a high regard for their teachers and other adults in school. The older ones willingly take responsibility in the classroom and around the school and are developing into mature and sensible young people.
Attendance	Attendance has improved over the past academic year and is now satisfactory. The vast majority of pupils attend regularly and punctually but a small number of families persistently keep their children away unnecessarily.

### TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

During the inspection 65 lessons were observed. Three of these lessons were excellent, 13 very good, 27 good and 18 satisfactory. Throughout the school the teaching of the basic skills of literacy and numeracy is good and this results in the development of the pupils' intellectual, physical and creative learning. Lesson objectives are clearly identified in the thorough lesson planning and this ensures the pupils clearly acquire new skills effectively. The teaching methods throughout the school are effective and successfully maintain pupils' interest, concentration and independence. Subject knowledge and understanding are good in Years 1 to 6. Management of the children in the Foundation Stage and the pupils in Years 1 and 2 is good. Use of time and resources is very good in the Foundation Stage. In Years 1 to 6 it is good and this ensures that the pupils learn at a productive pace. The quality of day-to-day assessment is very good in the Foundation Stage. Overall, it is satisfactory in Years 1 to 6. Most teachers provide useful feedback on a day-to-day basis. However, the quality of marking is not consistent and pupils do not gain an adequate understanding of what they have achieved well and what they need to focus on for future development. Overall, homework is satisfactory but is used particularly well in the Foundation Stage to develop the

children's skills and promote learning partnerships with parents and carers. Throughout the school, teaching assistants have a very positive impact on pupils' learning. They are highly skilled and used very well within classroom situations. The quality of teaching for pupils with English as an additional language is good and teaching assistants are used well to support learning. The overall quality of teaching for pupils with special educational needs is satisfactory. Four lessons seen were of unsatisfactory quality. In these sessions the lesson pace was slow, pupils were not effectively managed and the work set did not match the abilities of individual pupils.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides an appropriately balanced curriculum that meets statutory requirements. Provision for personal, social, and health education is very good. There are good, effective strategies in place for the teaching of literacy and numeracy.
Provision for pupils with special educational needs	Provision is satisfactory. In the Foundation Stage and in Years 1 and 2 the needs of the children are identified early and satisfactorily met. However, a significant number of individual education plans are not sufficiently linked to work undertaken in the classroom and pupils are withdrawn out of class on a regular basis.
Provision for pupils with English as an additional language	Pupils are able to access the full breadth and balance of the curriculum, including the range of extra-curricular activities offered by the school.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Provision for pupils' personal development is good overall. Provision for moral and social development is good; pupils quickly learn the difference between right and wrong and are encouraged to take responsibility and work within the school community. Provision for spiritual and cultural development is satisfactory; pupils are provided with opportunities to reflect and to appreciate both their own culture and the richness and diversity of others.
How well the school cares for its pupils	The school provides good educational and personal support and guidance for pupils. Teachers adequately monitor pupils' academic and personal development. Procedures for child protection and ensuring pupils' welfare are satisfactory.

The school works satisfactorily with parents.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Although the headteacher and her effective deputy work closely together on day-to-day issues, the strategic thinking and planning are unclear. Not all key staff with responsibilities are able to motivate and influence in their areas of expertise. The role of the subject co-ordinator is not clear and not all staff with management responsibilities contribute effectively to the long-term improvement of the school.
How well the governors fulfil their responsibilities	Governors are supportive of the school and make regular visits to school. They have an appropriate awareness of its strengths and weaknesses and meet the vast majority of their statutory requirements.
The school's evaluation of its performance	The deputy headteacher has analysed assessment data and is aware of areas requiring improvement. Adequate steps have been taken to overcome weaknesses in pupils' performance and are linked to the performance targets of the teachers.
The strategic use of resources	Financial administration is systematic. The headteacher and governors receive adequate information to ensure that finances are kept appropriately. All available resources within school are used efficiently. Principles of best value are understood.

There is a good match of teachers and support staff to meet the demands of the curriculum. Learning resources are adequate. However, the overall adequacy of the accommodation is unsatisfactory; the building is a temporary wooden structure that has outgrown its function. There are no specific teaching rooms, demountable classrooms take up valuable outdoor space, classrooms are cramped and much distraction is caused by the noise from the wooden floors.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Parents are happy with the progress made by their children.</li> <li>• They feel that the school helps their children to become mature and sensible.</li> <li>• Their children like coming to school.</li> <li>• They feel that the school makes their children work hard.</li> <li>• Parents are pleased with the quality of teaching.</li> <li>• They feel that they are able to approach the school with a problem or concern.</li> </ul>	<ul style="list-style-type: none"> <li>• A significant minority of parents feel that the school does not offer a wide range of extra activities.</li> <li>• Some parents are not sufficiently well informed about their children's progress.</li> <li>• A significant minority of parents feel that the school does not work closely with them.</li> <li>• Not all parents agree that their children get the right amount of homework.</li> <li>• Some parents do not agree that behaviour is good in school.</li> <li>• Not all parents are happy with the way in which the school is led and managed.</li> </ul>

Inspectors agree with all the positive comments of the parents. They also agree with the parents about certain aspects of leadership and management and feel that information on progress is weak. However, they do not support the other negative views of the parents.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Children start in the reception class with skills in all areas of learning that are below nationally expected levels. However, by the time they are at the end of Year 6, overall levels of attainment are above national averages in mathematics and science. Standards in English are in line with national averages. This is a good improvement since the last inspection when standards in English, mathematics and science were in line with national averages. All pupils, including those with special educational needs and those for whom English is an additional language, achieve satisfactorily in this school. The school sets realistic targets and is making good progress in achieving them.
2. All children achieve well during their time in reception. By the time they are ready to start Year 1 of the National Curriculum, almost all children are working within the nationally agreed expectations in the key areas of communication, language and literacy, mathematical development, physical development and personal, social and emotional development. Achievement in knowledge and understanding of the world and creative development are below nationally recommended areas.
3. Achievement in Years 1 and 2 is satisfactory. Inspection findings indicate that, by the end of Year 2, standards in reading and writing are above the national average. The school has maintained these good standards in reading since both the last inspection and the national tests of 2001. Standards in writing have improved very well since the last inspection and the national tests of 2001. In these tests, standards in writing were below average but are now above average. This reflects the school's commitment to raising standards in writing. Standards in mathematics are in line with national averages. This is a result of staff changes and inconsistent coverage of skills between the two classes. Teacher assessment tests in science indicate that standards are in line with the national average and that the school has maintained these since the last inspection and from the national tests of 2001.
4. Overall achievement in Years 3 to 6 is satisfactory. Inspection findings indicate that by the end of Year 6 standards in mathematics and science are above the national average. In science there has been a good improvement since the last inspection and a very significant rise since the national tests of 2001. Standards in mathematics have been maintained. Standards in English are in line with the national average and have improved well since the national tests of 2001 when they were below the national average. This is because there has been a whole-school focus on writing.
5. In comparison to similar schools the Year 2 results of 2001 in reading and mathematics were above average. However, results in writing were below average. In comparison to similar schools the Year 6 results of 2001 in mathematics were average. However, the results in science were below average and well below average in English. These comparisons relate to groups of schools clustered together by the entitlement to free school meals. Evidence from school supports the view that the free school meal comparison does not provide a true picture of the socio-economic status of the area.
6. Standards have been improving because of the good quality of teaching and learning, particularly in Year 6. Taking the past three years, the performance of pupils in Year 2

in reading and writing exceeded the national average for this age. However, in mathematics performance fell below the national average. Taking the same period the performance of pupils in English, mathematics and science fell below the national average and this represented a downward trend. The current trend is an improving picture. This is because of the good quality of teaching and learning particularly in Year 6 where very high quality teachers have been placed to enable standards to improve.

7. Comparing the results in Year 2 over time in relation to gender, there were no differences in the performances of boys and girls in reading and mathematics but in writing girls performed better than boys. In Year 6 there were no differences between boys and girls over the same period of time.
8. By the end of Years 2 and 6 standards in art, information and communication technology, history, and music are in line with national expectations. Standards in physical education are in line with national expectations in Year 6 but there was insufficient evidence to make a judgement in Year 2. Standards in geography and design and technology are in line with national expectations at the end of Year 2. Standards in geography are above national expectations by the end of Year 6. However, standards in design and technology are below national expectations. By the end of Years 2 and 6, standards in religious education meet the requirements of the locally agreed syllabus. Pupils use their literacy and numeracy skills to promote their achievement across the curriculum. For example, pupils use their writing skills in most subjects and knowledge of number skills are required in information and communication technology and design and technology.
9. Pupils who speak English as an additional language also achieve appropriately and attain standards that are sometimes higher than native speakers of English. The school includes them fully in every aspect of its work. They are all fully fluent in English, with the exception of one child whose language needs have been assessed and appropriate provision is in place. Unfortunately this child is frequently absent from school, thus impeding progress. However, although pupils with special educational needs achieve satisfactorily because they are supported well in literacy and numeracy by teaching assistants they are not fully included in all aspects of school life. This is because they are regularly withdrawn from class.

### **Pupils' attitudes, values and personal development**

10. The positive values and good behaviour found at the time of the last inspection are still evident. They contribute strongly to ensuring that children settle quickly and learn well throughout the Foundation Stage.
11. The response of pupils to teaching and other provision made by the school remains good in all year groups. Most pupils are well motivated and work with enjoyment, interest and a desire to achieve. They settle quickly for work at the start of the day and participate willingly in activities. Pupils with special educational needs have good attitudes to learning and they develop well during their time at the school.
12. Behaviour in and around the school is generally good and pupils are happily integrated in both work and play. Pupils are involved in making the rules and there is a shared understanding of how they are expected to behave. Pupils are polite, courteous and trustworthy. They show respect for property and equipment and can be trusted to behave well. There were 15 fixed term exclusions during the last year involving three pupils. Two of these pupils have now left the school and the third is more settled this

year. No pupil was permanently excluded. Some parents expressed concern at levels of unsatisfactory behaviour of a few pupils but inspectors could not justify these concerns.

13. The quality of relationships between pupils is good throughout the school. Pupils cooperate well when working together and are positive in support of teaching. This creates an atmosphere in which most pupils learn well. Pupils generally feel safe and comfortable in school and know that if bullying is reported to staff, it will be dealt with immediately. No anti-social behaviour was observed during the inspection.
14. Pupils develop well during their time in school. They adapt positively to the different stages of their development and are taking on roles and responsibilities from their earliest days at the school, for example, as teacher's helpers and litter patrollers. Pupils in Year 6 take on more responsible roles; for example, they are mentors for younger pupils and act as playtime helpers, including for children in the Foundation Stage. They also help with the lunchtime club.
15. Attendance at 93.9 per cent is in line with the national average. This represents an improvement after experiencing declining rates for the last three years. Unauthorised absence is low and pupils are punctual in arriving for school.

#### **HOW WELL ARE PUPILS TAUGHT?**

16. The overall quality of teaching and learning is good. During the inspection 65 lessons were observed. Three of these lessons were excellent, 13 very good, 27 good and 18 satisfactory. Four lessons seen were of unsatisfactory quality. Although there was no overall judgement on the quality of teaching at the last inspection, the school has made improvements, notably in Years 1 and 2.
17. Good teaching and very good relationships between adults ensure good levels of learning in the Foundation Stage. This is an improvement since the last inspection, when teaching was judged to be satisfactory and children made satisfactory progress. The previous report identified a need to improve the opportunities for children to take responsibility, and to provide purposeful role play. The school has positively addressed these shortcomings. Teachers' planning carefully ensures that, for example, when the outdoor area is used as a garage, children get things out and clear away appropriately and play is purposeful. Activities enhance mathematics, speaking and listening and personal development skills well. Children now have opportunities to make choices and to consider the best option. However, the provision of very similar tasks for all children, highlighted in the last report, which resulted in insufficient challenge for higher attaining children has not been fully addressed. Planning in mathematics and language work successfully takes into account children's individual learning needs. Too often in other areas, all children, including those who are above or below average, get similar tasks. Careful supervision results in children with special educational needs making satisfactory progress, but with more careful attention to planning for their specific needs, they could do better.
18. In the Foundation Stage the learning support assistants work very closely with teachers and provide very good support. They are well prepared, give clear instructions and use appropriate vocabulary, encouraging children to listen carefully. All adults working with these young children have a high degree of empathy and respond instinctively to their needs. They make good use of the assessment of what children learn in tasks to move the children forward in the short term. Good use of

praise motivates the children and promotes confidence and self-esteem. There is a good range of learning resources available for the children in reception. The school has addressed the shortcomings relating to the outdoor play area identified in the last report. This has a positive impact on children's learning in physical development, which is now good. Teachers' knowledge of the Foundation Stage curriculum is reasonable, but there is no permanent co-ordinator for the Foundation Stage at the moment and some lack of experience within the team. Detailed plans for each day are the responsibility of individual teachers and although good ideas are often shared. This does not happen routinely so provision is sometimes less effective than it could be.

19. Teachers in Years 1 to 6 have a good knowledge and understanding of the subjects they teach. The basic skills of literacy and numeracy are taught well and information and communication technology is used well to support learning. This is a good improvement since the last inspection and results in the development of the pupils' intellectual, physical and creative learning. For instance, in a Year 1 numeracy lesson the teacher skilfully produced a 'magic bag' of items which the pupils had to count. This effective choice and use of resources ensured that pupils were motivated in their learning and a good impact was made on their development of numeracy skills.
20. Lesson planning in Years 1 to 6 is good. Learning objectives are clearly identified and displayed on white-boards for the pupils to see. This ensures that pupils acquire new skills effectively and enables them to understand exactly what they are learning. For example, in a Year 2 science lesson the pupils gained a good understanding of what they had learnt previously through a skilled recap by the teachers and the clearly displayed learning objectives ensured that they understood what they were going to learn.
21. A good range of teaching techniques are used in Years 1 to 6. Pupils maintain their interest, concentration and independence when they work in whole-class sessions, within groups and with pairs. This was particularly evident in high quality physical education sessions where teachers made skilful use of these techniques. For example, in an excellent physical education lesson the teacher at first organised a highly effective class warm up. Pupils were then encouraged to practise ball throwing with a partner and then groups of four effectively involved themselves in a mini game of cricket.
22. In Years 1 to 6, time, support staff and resources are used well. This ensures that the pupils learn at a productive pace. Throughout the school, teaching assistants have a very positive impact on pupils' learning. They are highly skilled and used very well within classroom situations. This was illustrated very well in an excellent Year 6 physical education lesson when teaching assistants were used exceptionally well to support the learning of the pupils in their cricket games.
23. The quality of day-to-day assessment is satisfactory in Years 1 to 6. Most teachers provide useful day-to-day feedback. However, the quality of marking is not consistent and pupils do not gain an adequate understanding of what they have achieved well and what they need to focus on for future development. This was identified as a weakness in the last inspection. Overall, homework is satisfactory and is used appropriately to develop the children's skills and promote learning partnerships with parents and carers.
24. The overall quality of teaching for pupils with special educational needs is satisfactory. This represents a decline since the last inspection when it was considered good.



Class teachers have realistic expectations of special educational pupils and they are grouped appropriately in literacy and numeracy lessons. Teaching assistants are used well to support these pupils; they explain, clarify and encourage pupils positively. Pupils with behavioural problems are well managed in the classroom. However, tasks are not always appropriately matched to meet the needs of these pupils in lessons and they are frequently given the same work to do as the rest of the class. Individual teaching out of the classroom setting is used for all pupils with identified needs. This means that the school is not fully inclusive and does not ensure that pupils have equal access to all available opportunities. The good quality of teaching pupils for whom English as an additional language has been maintained. All teaching assistants have received training in supporting English language acquisition in mainstream lessons.

25. During the inspection four unsatisfactory lessons were observed. Features of the unsatisfactory teaching was when the lesson pace was slow, pupils were not effectively managed, the work set did not match the abilities of individual pupils and all pupils were not fully included in the activities. Some of these issues were highlighted at the last inspection and have not been considered. For example, in a Year 2 outdoor physical education lesson the pupils were grouped into separate boys and girls teams. The teams took turn to bat and field but this meant that many of the pupils just stood around for most of the lesson because they were given only one chance to bat and run around the circuit.

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

26. The curriculum planned for the children in the reception classes takes full account of the requirements for the Foundation Stage. Planning adequately provides a range of activities across the six areas of learning, and the quality and range of opportunities for children in reception are satisfactory. From Year 1 to 6 the curriculum offered to pupils meets statutory requirements and offers an appropriate range of relevant learning opportunities within all subjects. This represents an improvement since the last inspection when art and design, design and technology and information and communication technology were not taught in all classes. All subjects are now taught. The balance of time between the core subjects is satisfactory with the exception of science, where time allocated is inconsistent and planned work not covered in sufficient depth. The result is that in some classes pupils do not achieve as well as they might.
27. Overall provision for pupils with special educational needs is satisfactory. All pupils are well supported in class by effective teacher assistants who work closely with class teachers. They have good working relationships with both the pupils and the teachers. However, when these pupils are taken out for specialist support they do not have access to the full curriculum. This is because they are withdrawn from the same class lessons each week and their work is not linked to what is being taught in the classroom. As the content of their withdrawal lessons is solely focused on improving reading, spelling and numeracy this narrows their access to the full National Curriculum. Their individual education plans are not used sufficiently to inform planning and class teachers, who review progress bi-annually, rarely gauge progress against the targets set. Schemes of work insufficiently reflect pupils' different rates of learning. Few plans other than literacy and numeracy plans show how the needs of the different ability groups will be catered for. They seldom include specific work matched to ability for pupils with special educational needs or for pupils where English is not their first language. As a result, the progress of some groups of

pupils is heavily dependent on appropriate support being given by teachers and additional support staff.

28. The quality of curricular planning is satisfactory overall. Planning for the curriculum is based on national schemes of work. This is helping to ensure there is continuity and work in one year builds upon learning achieved during the previous year. This is an improvement since the last inspection. However, cross-curricular links that enrich the curriculum and broaden it are insufficiently mapped and accounted for within the planned activities. The school does not plan collaboratively and consistently across year groups and subjects. Therefore they do not make effective use of staff subject knowledge and the organisation of shared resources.
29. The school makes good use of the National Strategies for Literacy and Numeracy. These are implemented in all classes from Year 1 to Year 6. Most staff have undergone training and the level of teachers' knowledge and understanding is high. Lessons are most effective where teachers use strategies that engage the interest of all pupils and plan interesting activities that challenge and extend them. For example, pupils use individual mini wipe boards to demonstrate or explain their workings. They may be allowed to answer questions only when they are holding a small ball. These strategies ensure that pupils are attentive and participate fully. Concentration and progress are good in classes where teachers use varied strategies. Pupils' speaking and listening skills are developed well in literacy classes but opportunities to extend pupils' discussions and debate are missed throughout the curriculum. This is especially evident where there is a great reliance on direct teaching methods. These curtail opportunities for pupils to discuss their opinions and reasons with their peers and other adults. However, literacy skills are being well developed in subjects where a high level of terminology is used; for example, in mathematics, science and technology. For example, this was evident in a Year 2 lesson in mathematics, where pupils were asked to use the correct positional language to their partners to put fixable cubes together to make a visualised shape. Pupils read a range of stories and information texts and produce their own work in the same style. Pupils write for a range of purposes to include reports from history, stories, poems, instructions and letters. Numeracy also has a high priority and appropriately number skills and graphical data pictures are used in geography, science and design and technology.
30. Equality of access and opportunity in relation to curriculum for pupils are unsatisfactory. Although the school has taken steps to promote inclusion and has accepted pupils from outside the catchment area who have special educational needs, the curriculum offered does not fully provide for the needs of all pupils. For example, the school has carefully collected data, which identifies the improvement gains made by previous Year 6 pupils attending booster sessions after school. This analysis clearly recognises that other pupils would have benefited from these sessions had they attended. However, at the time of the inspection the school was still organising these booster classes and was thus failing to offer fully inclusive provision.
31. The programme for personal, social and health education is very good, including provision for sex and drugs education. The school manages this area of the curriculum very well. It now includes material based on the recent guidelines for teaching citizenship. Time is allocated in the school timetable and lessons are planned on topics relevant to pupils' ages and stages of development, such as the contribution that every pupil makes to the work of the school council through discussion in the classroom.

32. The provision of extra-curricular activities is satisfactory and similar to that found in many other schools. There is a range of opportunities for pupils in Years 3 to 6 that are seasonally based for sports, study clubs and a lunchtime club as an alternative to play. However, there are few opportunities for pupils in Years 1 and 2.
33. There are satisfactory and productive links with the community, which support the academic and personal development of pupils. These include visits to the local library by pupils in Years 1 and 2. Pupils also visit conservation areas at the Tilbury Energy and Environmental Centre and Shell Haven, whose staff also visit the school. Local clergy attend to lead assemblies and speak about religious education. Links with other schools and colleges are satisfactory. Teachers from the feeder secondary school attend to take classes, such as physical education. There is good liaison with a local special school over transfers to the school, including the use of specialist resources. Pupils and students from local schools and colleges attend the school for work experience and teacher training practice.
34. At the time of the last inspection, provision for pupils' moral and social education was a strength of the school and provision for pupils' spiritual and cultural education was satisfactory. This continues to be so. The school has a positive ethos and there is a whole staff commitment to the spiritual, moral, social and cultural development of pupils.
35. Provision for spiritual development is satisfactory with some good teaching. Assemblies, religious education, English, history, music and art and design all provide opportunities for pupils to reflect and demonstrate an understanding of feelings and emotions. The collective act of worship supports spiritual development by sharing insights into pupils' personal experiences. For example, it focuses on how we help one another or make difficult decisions. Teachers leading assemblies provide a time for prayer and reflection but miss opportunities to encourage pupils to explore values and beliefs and the way in which they impact on people's lives. Music sets a quiet mood for assembly but is not drawn upon to inspire a sense of wonder in human achievement. In religious education pupils explore what it means to be a believer in Christianity, Hinduism and Judaism. The school provides some good opportunities for pupils to develop insight into their thoughts and feelings. This happened in an English lesson when pupils explored the harsh childhood of Sonny Liston through role play. In a history lesson pupils searched for meaning and purpose in the challenging experience of war by questioning their grandparents about World War II. In art and design, pupils are taught to look carefully at the natural world in their close observational drawings. They respond creatively to the work of a limited range of artists and composers.
36. The provision for pupils' moral development is good. The school has a clear standard of acceptable behaviour reinforced by class rules. Pupils are clear about the need for rules to promote a fair community. They are encouraged to exercise self-control, take responsibility and show consideration for others. Pupils in Year 2 know that hitting and name-calling are wrong. They say that most pupils know the rules and what will happen if they are broken. Rewards are fair, with stickers and stars for good work or special deeds. 'Deneholm Stars' are publicly displayed to celebrate achievement and raise self-esteem. Teachers remind pupils about their responsibility to respect and value the environment. Each class has a shared responsibility for litter collection, and cans and paper are collected for recycling. Year 2 pupils have produced posters illustrating the need to care for the environment. Teachers and pupils have positive relationships and respect each other.

37. Good provision is made for pupils' social development. This is illustrated through the work of the school council when pupils are encouraged to take decisions and resolve conflicts. They are taught to show respect for others, living things, property and the environment. Pupils in Years 5 and 6 are encouraged to take responsibility for younger pupils in wet lunchtimes and support pupils attending the lunchtime club. Good relationships between teachers, support staff and pupils, encourage co-operative working and warm and trusting relationships in the best lessons. Pupils listen respectfully to others' opinions and celebrate others' achievements. For example, pupils in Year 6 listened and applauded each other's musical compositions. Pupils explore personal qualities such as thoughtfulness and honesty during their personal, social and health education lessons.
38. Provision for pupils' cultural development is satisfactory. The school provides opportunities for pupils to recognise, explore and understand their own and different cultures. For example, the school celebrates the values and traditions of the traveller pupils in the school. The study of western art and music are well promoted. However, opportunities to extend their cultural knowledge through the study of non-western influences remain underdeveloped in the curriculum and through partnerships with outside agencies. In history and English teachers use positive role models such as Mohammed Ali, to address racism and promote race equality. Pupils in a physical education lesson responded to African music. The visits of authors, a Muslim parent and the local vicar enrich and develop pupils' knowledge of their own and other cultures. However, there are few opportunities for the pupils to experience living in a multicultural society. The curriculum is fully accessible to pupils with English as an additional language.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

39. The school continues to give good levels of care and support for pupils. There are effective arrangements for the safety and welfare of pupils but procedures are not sufficiently embedded in the documentation of the school. Training for all members of staff in child protection and health and safety is underdeveloped. The school makes good provision for welfare and medical needs of the pupils. There is adequate expertise in first aid and all members of staff are trained to deal with pupils who suffer severe allergic reactions to particular foods.
40. Procedures for monitoring attendance are satisfactory. Staff complete registers correctly and the school makes effective use of attendance data to encourage attendance at school. This has improved attendance in the current year. Follow up enquiries have improved unauthorised absence rates. However, these are monthly and early intervention through first day enquiries is not done.
41. There are good procedures for monitoring and promoting good behaviour. Pupils are included in designing the rules and dealing with emergent issues through involvement in the school council. As a result, most pupils behave well out of a sense of principle. Staff use their good knowledge and relationships with their pupils to monitor their personal development. If there are particular concerns, these are recorded in a personal file. Staff manage pupils' behaviour well, based on a policy that treats each pupil as an individual and emphasises good behaviour by praise and reward. Pastoral support plans are agreed for pupils who do not respond well to encouragement and these are monitored very well in supporting their personal development. Year 6 pupils provide valuable peer mentoring by forging a trusting relationship with pupils requiring additional support. Good discussions take place within personal, social and health education sessions where pupils talk about their feelings, thus promoting their self-

esteem. There are appropriate procedures in place to monitor and eliminate anti-social behaviour.

42. Assessment procedures in the school have developed appropriately since the last inspection. The pupils are assessed on a termly basis through government-approved and commercially produced tests. Results of National Curriculum tests and supplementary tests are analysed and shared with subject co-ordinators. The statutory National Curriculum tests and teacher assessments for pupils in Years 2 and 6 are administered correctly.
43. The previous inspection report found assessment practice in the school helpful in terms of planning next steps for learning. The rigorous data analysis undertaken by the assessment co-ordinator continues to provide the school with an appropriate mechanism for identifying and setting curricular targets. For example, in Years 1 and 2 the school was able to identify weaknesses in writing and spelling and has taken steps to remedy this issue with pupils in this year's Year 2. In Years 3 to 6 pupils attaining the higher levels in English have been targeted for improvement.
44. The responsibility for interpretation and use of assessment data rests with the subject co-ordinators and this has led to inconsistency of approach across the core and foundation subjects. The school keeps extensive and detailed records of pupils' progress and attainment as they move through the school. These are used to record the outcome of learning. However, the use of assessment information is underdeveloped by subject co-ordinators in science and the foundation subjects. It is not used to plan effectively and is not sufficiently used as a means of promoting and directing learning.
45. Teachers are not reviewing targets for pupils with special educational needs frequently enough to have a significant impact on their progress. Class teachers, who review progress bi-annually, rarely gauge progress against the targets set. Schemes of work insufficiently reflect pupils' different rates of learning. Few plans other than literacy and numeracy plans show how the needs of the different ability groups will be catered for. They seldom include specific work matched to ability for pupils with special educational needs or for pupils where English is not their first language. As a result, the progress of some groups of pupils is heavily dependent on appropriate support being given by teachers and additional support staff. Pupils with statements of special educational need are given the appropriate support from other services such as occupational therapists.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

46. There is an effective partnership with parents, which contributes positively to the way pupils learn and develop. This is similar to the last inspection. In pre-inspection consultations, parents said they were pleased with the progress made by their children and that the school helps their children become mature and responsible. Their children like school and are made to work hard. Parents are pleased with the quality of teaching and feel comfortable approaching the school with a problem or questions. These positive views were confirmed during the inspection. Parents expressed concern about the range of activities outside lessons, the information they receive about progress and the working relationship with parents. Some parents would like to see improvement in homework, behaviour and the quality of leadership and management. The concerns about information about progress and about some aspects of leadership and management are justified but inspection findings do not confirm the other concerns.

47. The quality of information to parents is satisfactory through newsletters, notices and a web site. However, the annual report of the governing body does not give full details about attendance and the prospectus is poorly presented. However, the omissions reported in the last inspection have now been included. Reports on pupils' progress are unsatisfactory. There are some very good quality reports about progress in the subjects of English and mathematics but too few reports are sufficiently detailed, especially in the non-core subjects. This was highlighted as a weakness in the last inspection. Information about targets and areas for improvement is weak and more usually confined to the interest and effort of the pupil rather than relating to weakness in course work. Parents of pupils with special educational needs are invited to regular reviews to discuss their child's progress and are well informed about their individual education plans.
48. Parents are welcome to help in school and there is a significant core of helpers who attend regularly and enable teachers to plan for their involvement. The school provides encouragement for parents to be involved with their child's work at home, for example, through meetings on aspects of the curriculum and termly information about work to be covered in the curriculum. Meetings are not always well attended but parents make good use of the home-school link book. Parents respond well when asked to support events and school trips, including support for the swimming programme. There is a strong and successful parent and teacher group that organises functions to raise funds for school improvement and provide a social and communal context for the parent partnership.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

49. At the time of the last inspection leadership and management were judged to be good. The headteacher and her effective deputy headteacher work closely together on day-to-day issues. However, the management of change has been unsatisfactory and the influence on all staff has been minimal. The headteacher has not taken responsibility for securing a clearly shared vision. This has resulted in individual approaches to teaching, curriculum planning and record keeping. Strategic thinking and planning are unclear. There is no overall framework for key areas within the school. The management of change is not sufficiently rigorous enough and communication within the school is weak. Not all key staff with responsibilities are empowered to motivate and influence their specialist areas. The role of the subject co-ordinator is not clear and there is overall ineffectiveness in the long-term improvement of the school. The school has a satisfactory capacity to succeed but this needs appropriate management to enable the school to improve further.
50. The school aims to ensure that pupils will move to secondary school literate, numerate and with an enthusiasm for learning. It also aims to encourage the pupils to develop a positive self-image and be tolerant and respectful of one another so that they can function effectively in the wider community. The school achieves all this successfully. However, it also aims to provide a curriculum that meets and matches the needs of all pupils, but this does not happen consistently.
51. The overall management of special educational needs provision is unsatisfactory. The special educational needs co-ordinator does know her pupils well and keeps up to date with current legislation and research developments. For example, the special educational needs policy is compliant with the new Code of Practice. The headteacher monitors the teaching of special educational needs, ensures that support staff are well deployed but has not been fully aware of the extent of the

withdrawal structure. The special educational needs co-ordinator does not have any opportunities to monitor teaching in the classes. There is no development plan for special educational needs that feeds into the whole-school planning process. The school provides additional money to supplement the special educational needs budget but the co-ordinator does not have any money allocated for management. Pupils are withdrawn for the majority of their specific teaching sessions and this makes a fully inclusive approach to learning impossible.

52. The governing body satisfactorily fulfils the vast majority of its statutory requirements through their appropriate range of committee structures. It is supportive of the school and, because a significant number of its members are employed within the school, they have a good awareness of its day-to-day issues. Governors are satisfactorily involved in shaping the direction of the school through their involvement with the school development plan and discussion over financial issues.
53. The school has collected vast quantities of data based on pupils' attainment and it has identified appropriate priorities. Targets for improvement in standards have been successfully met because pockets of very good and excellent teaching have sharply focused on pupils' achievements. However, the analysis collected is not always used sufficiently well enough.
54. The headteacher satisfactorily monitors teaching and learning in each class and has an appropriate understanding of the strengths and weaknesses within her staff. Although literacy, numeracy and information and communication technology lessons are observed regularly by the co-ordinators, there is insufficient involvement in the classrooms by other subject managers. Performance management procedures are securely in place and skilled teachers are effectively deployed within key areas. However, the strengths of the best teachers are not always used to influence others in the curriculum. Overall, the school is a satisfactory provider for the training of new teachers. Procedures for the induction of new staff are unsatisfactory; the staff handbook is poorly produced and contains out-of-date and inaccurate information. Teachers and assistants feel confident that colleagues will help to provide information if asked, but an induction framework and system of mentorship is not in place. This is a particular weakness in a school that has a high turnover of staff and uses temporary teachers regularly.
55. The school's finances are efficiently monitored and controlled. Spending is linked to priorities identified in the school development plan. The finance committee receives regular financial updates to enable it to monitor the budget closely. Best value principles are applied satisfactorily to all purchases and contracts, and governors monitor the outcome of spending decisions. There are systematic procedures in place for the ordering, receipt and payment of goods and services. Procedures for dealing with cash and private funds are safe and effective. Specific grant funding is appropriately allocated. However, because support is based on withdrawing pupils from class, the money provided for special educational needs pupils is not effectively targeted to meet all their needs. On a day-to-day basis the school administration officers deal with administrative matters effectively. They ensure that all money matters are dealt with regularly and provide very good support for the headteacher. New technology is used well to monitor financial procedures and to maintain links with the local authority and other schools.
56. There is a good match of teachers and teaching assistants to the needs of the pupils. There are adequate resources to meet curriculum requirements. This is an improvement since the last inspection when a shortage of books was recorded.

However, the overall adequacy of the accommodation is unsatisfactory; the building is a temporary wooden structure that has outgrown its function. There are no specific teaching rooms, a small library is used as an information and communication technology suite, demountable classrooms take up valuable outdoor space, classrooms are cramped and much distraction is caused by the noise from the wooden floors.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. In order to improve the quality of education further, the governing body, headteacher and staff should:

- a) Improve the effectiveness of the leadership and management of the headteacher and key staff and establish clear lines of communication within the school by:
  - ensuring that all key staff with responsibilities motivate and influence within their specialist areas; (paragraph 49)
  - developing consistent and collaborative planning across year groups and subjects to ensure that both staff and resources are used effectively; (paragraph 26, 28)
  - improving assessment practice across the school by using the information collected from the data to inform teachers' planning effectively; (paragraph 44, 53)
  - producing a staff handbook that provides up-to-date information for temporary teachers and staff new to the school; (paragraph 54)
  - developing induction procedures for teachers and teaching assistants. (paragraph 54)
- b) Enable all pupils to be fully involved in all aspects of school and ensure that there is equality of access and opportunity within the school by:
  - reconsidering the school's policy of withdrawing pupils for special educational needs support; (paragraph 27, 51, 55)
  - reviewing arrangements for the Year 6 booster classes; (paragraph 30)
  - agreeing a common policy for equal opportunities to ensure that all pupils are fully included. (paragraph 30)
- c) Eliminate the pockets of weak teaching by:
  - providing professional development for those teachers who do not manage pupils effectively and work at an unsatisfactory pace; (paragraph 25, 100, 105)
  - ensuring that teaching activities match the abilities of individual pupils. (paragraph 25, 100, 110)
- d) Improve standards in design and technology by the end of Year 6 by:
  - broadening the range and breadth of the curriculum to ensure that all aspects of the Programmes of Study are fully taught; (paragraph 110)
  - developing a detailed programme which will enable staff to teach key skills progressively. (paragraph 8, 107, 109)

- e) The accommodation imposes significant restrictions on the day-to-day function of the school. It would be beneficial that the governors, in consultation with the headteacher and other appropriate bodies, seek ways of effecting improvements to the outdated building facilities. (paragraph 56)

In addition to the key issues above the following should be considered for inclusion in the action plan:

- Ensure that marking throughout the school is consistent and is used to promote learning. (paragraph 23)
- Extend opportunities for developing cultural knowledge through the study of non-western influences and partnerships with outside agencies. (paragraph 38)
- Ensure that the computers located in classrooms are used sufficiently. (paragraph 124)
- Implement the very recently written procedures for child protection and ensure that staff are appropriately trained. (paragraph 39)
- Improve the quality and consistency of annual reports to parents on their children's progress. (paragraph 47)
- Ensure that the annual governors' report to parents fully meets requirements and improve the presentation of the prospectus. (paragraph 47)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	65
Number of discussions with staff, governors, other adults and pupils	40

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	13	27	18	4	0	0
Percentage	5	20	42	28	6	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	397
Number of full-time pupils known to be eligible for free school meals	n/a	43

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	4
Number of pupils on the school's special educational needs register	n/a	79

English as an additional language	No of pupils
Number of pupils with English as an additional language	13

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	26
Pupils who left the school other than at the usual time of leaving	27

### Attendance

Authorised absence

%
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Unauthorised absence

%
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School data	7.7
National comparative data	5.6

School data	0.3
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	25	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	19	23
	Girls	26	25	27
	Total	48	44	50
Percentage of pupils at NC level 2 or above	School	91 (94)	83 (87)	94 (87)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	23	23
	Girls	25	27	26
	Total	46	50	49
Percentage of pupils at NC level 2 or above	School	87 (91)	94 (87)	92 (91)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	31	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	22	25
	Girls	24	22	26
	Total	43	44	51
Percentage of pupils at NC level 4 or above	School	70 (65)	72 (67)	84 (82)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	22	24
	Girls	27	22	28
	Total	47	44	52
Percentage of pupils at NC level 4 or above	School	77 (72)	72 (80)	85 (88)
	National	72 (70)	74 (72)	82 (79)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	2
Black – other	1
Indian	6
Pakistani	2
Bangladeshi	0
Chinese	0
White	383
Any other minority ethnic group	2

*This table refers to pupils of compulsory school age only.*

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	17.5
Number of pupils per qualified teacher	23
Average class size	28

#### **Education support staff: YR – Y6**

Total number of education support staff	22
Total aggregate hours worked per week	415

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a
Total number of education support staff	n/a
Total aggregate hours worked per week	n/a
Number of pupils per FTE adult	n/a

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	10
Number of teachers appointed to the school during the last two years	8
Total number of vacant teaching posts (FTE)	2
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

### **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	15	0
Other minority ethnic groups	0	0

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

### **Financial information**

Financial year	2000/2001
	£
Total income	877,445
Total expenditure	930,538
Expenditure per pupil	2398
Balance brought forward from previous year	76,504
Balance carried forward to next year	23,411

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

Questionnaire return rate: 42.6

Number of questionnaires sent out	397
Number of questionnaires returned	169

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	44	5	1	0
My child is making good progress in school.	51	46	2	1	1
Behaviour in the school is good.	18	64	11	5	1
My child gets the right amount of work to do at home.	25	57	13	2	2
The teaching is good.	46	47	3	2	3
I am kept well informed about how my child is getting on.	29	47	18	5	1
I would feel comfortable about approaching the school with questions or a problem.	47	44	6	3	0
The school expects my child to work hard and achieve his or her best.	50	46	2	1	1
The school works closely with parents.	24	54	15	5	2
The school is well led and managed.	28	53	7	4	8
The school is helping my child become mature and responsible.	38	59	2	1	0
The school provides an interesting range of activities outside lessons.	20	40	22	7	12



## **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**

58. Children join one of two reception classes at the start of the academic year in which they will be five and allocated to class according to their birth date. Reception children follow the Foundation Stage curriculum, nationally recommended for these young children, which consists of six areas of learning. Each area is made up of several aspects and has four stages or 'stepping stones'. This enables measurement of progress and standards as children work towards the Early Learning Goals. Teachers' planning through the year appropriately reflects the range of competencies across the six areas of learning. However, in the areas of knowledge and understanding of the world and creative development, opportunities for challenge and enrichment are missed. The curriculum in these areas is not as strong as it could be. However, the good quality of teaching, high level of enthusiasm and very good relationships within the team mean that the potential for improvement is good.
59. Most children start school with skills in all areas of learning below what is usually found, though children's competence in speaking and listening is broadly in line with what is expected. At the time of inspection, in the final term in reception, many children are working within the third 'stepping stone' in most areas of learning and are likely to achieve the Early Learning Goals before entering Year 1. In speaking and listening, personal, social and emotional development and in physical development, particularly movement, a significant number of children have already exceeded the agreed levels for their age and standards are above what is normally found. In reading, mathematical development and in some aspects of creative development many will attain the Early Learning Goals. This represents good progress in the Foundation Stage. However, a lower standard is evident in writing and music and in the wide area of knowledge and understanding of the world and to a great extent, this reflects the lack of clarity in planning in these areas.

### **Personal, social and emotional development**

60. Children enter the reception class with skills slightly below what is normally found in personal, social and emotional development and provision in this area of learning is good. The school plans a wide range of activities to ensure that children have many opportunities to improve their self-confidence and self-esteem. They form positive relationships; develop appropriate behaviour and self-control; develop the skills of personal care and develop a sense of community. The positive values and good behaviour found at the time of the last inspection are still evident, and contribute strongly to ensuring that children settle quickly and learn well throughout the Foundation Stage. The children are well placed to achieve the Early Learning Goals in this wide and important area of learning by the time they leave the reception year and many already exceed them.
61. Teachers give very good attention to promoting positive self-esteem and making relationships. All children come into school confidently, positively and are fully involved in all activities. Staff are skilled in encouraging shyer children to join in, so that they quickly develop a sense of belonging. Many of the younger children find conforming to behaviour rules difficult. They expect to have their teacher's undivided attention at a moment's notice. However, teachers' high expectations regarding behaviour and co-operation steadily develop children's awareness of how to behave in school and with others. Several of these younger children already understand that

there must be rules for behaviour in class and respect these. Older children respond very well to adults and to other children in a variety of situations and behave in an exemplary way, conforming to the behaviour code exceptionally well. This is due in no small measure to the very good relationships evident between the children and their teachers.

62. The vast majority of children have already reached the Early Learning Goals in self-care. They manage their own personal hygiene, wash their hands and, when needed, dress themselves confidently and without adult help. They are given a good level of responsibility, for example, when washing cars in the garage or playing with play dough, and develop a high degree of independence, supporting each other well. Timely intervention from an adult encourages children to treat each other with respect and share their views and resources politely. Children take turns to take the register to the office from an early age, and are encouraged to tidy away after work with increasing success and efficiency. These tasks are carried out briskly and confidently amongst the older children who have a well-developed sense of how to behave and conduct themselves to ensure harmony in the small world of their classroom and the larger school community.

### **Communication, language and literacy**

63. By the time they enter Year 1, most children will have achieved and many will have exceeded the Early Learning Goals relating to speaking and listening. Most will reach the Early Learning Goals related to reading, though standards are slightly lower among the younger children in the year group, with fewer children in this group than would be expected reaching and exceeding the Early Learning Goals. Across the year group, standards in writing are lower than would normally be found. Inspection evidence indicates that children receive insufficient opportunities to practise and use these writing skills across other areas of learning. These missed opportunities inhibit progress and development in this vital area is slower than it could be.
64. Speaking and listening is taught well. Teachers warmly encourage the children to give opinions and to answer adults and friends in a variety of settings. Younger children are positively involved in class discussions. Informal talk is encouraged when children are involved in independent activities, and these opportunities are well supported by the timely intervention of adults. For example, when 'buying tickets' at the station booking office, the volunteer helper positively encouraged children to discuss why they had chosen their destination. Thoughtful comments encouraged children to use vocabulary relating to journeys by land, sea and air and to imagine the purpose of telephone calls, 'I think it's someone saying the train's delayed!' Children are encouraged to listen and they begin to concentrate well when with others or listening to explanations. Older children carry out instructions successfully and initiate conversations, for example in independent group work, taking turns in giving ideas. Some opportunities to enjoy words by joining in with familiar text and known rhymes are provided, as are opportunities to fill odd moments with singing or chanting. However, these could usefully be extended to help children remember and to enliven the day.
65. Opportunities to develop the early skills related to reading are reasonable, but the range of opportunities provided is not so varied as those provided to improve speaking and listening skills. Teachers read to children during literacy sessions and for example, rightly emphasise letter sounds like the 'f' in 'Flashing Fire Engines'. Letters, their sounds and familiar words are routinely taught with whole classes and in small groups. These sessions are particularly well focused with the older children,

ensuring that these children are confident in recognising initial letter sounds and familiar words and begin to read words and sentences confidently. Planning ensures that these children share frequent and focused early reading activities with an adult, so that many children read from the scheme books confidently. Standards in reading are similar to what is usually found, with many children reaching the Early Learning Goals related to reading. A few above average older children already exceed them. However, there are limited opportunities for reading instructions, lists and notices and reminders to help in the development of their writing skills.

66. Writing is an area of communication, language and literacy where more focused opportunities could be used across the curriculum to improve children's skills. The younger children are taught to form single letters correctly. Good encouragement ensures that all children routinely attempt to write their name on their work. Above average older children are beginning to develop the idea of writing in sentences well. For example, one used letter sounds accurately to write, 'they r makin flower pich,' for 'they are making flower pictures'. Letters are carefully formed and show a good command of the sounds needed to make the words. The teaching of writing is mainly confined to the literacy session. Some independent activities for developing children's writing skills, like taking an order in the café are provided, but often opportunities to improve the quality of letter formation are missed. There are some inconsistencies in teaching, for example, in one class where the children had written a list based on food in the café, the children's understanding of the structure of a list was developed very well. The lists have each item on a new line, and items are beneath one another. These reminders were not so clearly given to the children in another class when they worked independently on making a list, with the result that the task was not so supportive in learning to write. Opportunities to develop simple information writing could be developed in recording what children have seen. Although they talk about their observations, the recording in their 'Topic' books is mostly pictorial. The above average and older average children are on course to attain the Early Learning Goals in writing by the end of the reception year, but with a sharper focus to some of the wide range of tasks presented, the number could be higher.

### **Mathematical development**

67. By the time that the children are ready to start Year 1 of the National Curriculum the majority of average and above average children should attain the expected Early Learning Goals. Some will exceed these goals: they already count beyond ten and can do simple addition and subtraction using single digit numbers. The teaching is satisfactory in this area of learning and covers all strands of mathematics appropriately. Children with special educational needs are supported appropriately to ensure that they are fully involved in all activities and learn at the same speed as others.
68. The teaching of counting and recognising numbers is appropriately focused. The majority of above average children sequence and recognise numerals to 20 and some recognise and count beyond very reliably. Some children use supportive workbooks, for example, to extend learning to the recognition of coins, but some do not, so that opportunities to transfer their knowledge of numbers to other problems are sometimes missed. Reinforcement of counting and ordering of numbers is sometimes undertaken in routine situations, for example when counting the number of sunny days on the weather chart. However, these opportunities to encourage early counting, addition and subtraction were not seen as frequently as is usual with these young children.

69. Children's knowledge of shape and pattern develops well in reception. The majority of children accurately recognise squares, circles and triangles, and several who are above average are familiar with three-dimensional shapes such as cubes and cones. They identify these shapes successfully when recognising and copying simple patterns. When drawing, the majority of children can put things 'under' and 'over' and recognise mathematical language like 'small and large' and 'tall and short' when comparing size.

### **Knowledge and understanding of the world**

70. Across this wide area of learning, a higher proportion of children than in other areas of learning are unlikely to reach the Early Learning Goals by the end of the reception year. Teaching is satisfactory overall with some good teaching in the aspect relating to early skills in information and communication technology. The reason why teaching is not as good in this area as in other areas is that planning is less detailed. The focus for learning in planned activities in this area of learning is not so precisely identified, so that individual children, who could move forward more quickly to achieve or exceed the Early Learning Goals, are not able to do so.
71. When the teachers plan focused tasks to further children's knowledge and understanding of the world, the teaching and learning are good. This was illustrated when a group of older children were using a remote controlled toy, clear explanations and direct input ensured that each child knew what to do. Each child in turn programmed the toy to move for example, from the car wash to the garage and then to the park. The activity was very challenging and good, patient teaching ensured that above average children had additional challenges and those with special educational needs had additional support and clarification. The children were very involved, took turns fairly and used the toy skilfully, and in this element have developed a good level of expertise for their age.
72. A very good whole-class information session about the five senses was characterised by a good level of science vocabulary, so that children appropriately recognise textures like smooth, soft and rough when categorising samples like corrugated card or cotton wool. Planning ensures that the children have access to an appropriate range of resources and independent tasks in this area of learning. However, in the wide range of independent activities provided, planning is not clearly focused on what children need to learn. For example, when children were playing in the car wash, the intervention of an adult was well used to foster personal development and children worked pleasantly together. However, opportunities to extend the tasks to develop their knowledge and understanding for example, by focusing on the texture or absorbency of different materials are not planned for and are missed. Appropriate references to places, timetables and directions are incorporated into 'the booking office' but the opportunity to look at a map of the railway is missed. Collections of photographs of the children as babies and comments on how they have grown over time are incorporated into the year's plan. Younger children recognise which foods are healthy and promote strong growth, but opportunities to discuss plant growth when leaves are brought for the nature table, are missed. Regular references to time, places and cultures and beliefs are not routinely incorporated in weekly plans and provision in this area of learning is more limited than in other areas.

### **Physical development**

73. Teaching in this area is good. Children make good progress during their time in reception and will attain the Early Learning Goals by the time they are ready to start Year 1. Teachers and support staff give warm encouragement and praise. However, records of skills mastered and progress made are brief and teachers sometimes do not use them sufficiently in planning new tasks and setting new challenges.
74. The children are given an appropriate range of opportunities and resources to develop their use of tools and equipment. In painting, drawing and hand control tasks, sufficient provision of small tools like brushes, scissors and pencils ensures that control is developing reasonably and safely. Although several children demonstrate poor control of a pencil when admitted to school, careful instruction and a wide range of activities available daily ensure that progress is good. When making patterns by threading beads, older children work reasonably skilfully and when making patterns with animal shapes, they take care controlling their pencil in drawing around the shapes with reasonable accuracy.
75. The outdoor fenced play area is easily accessible and well used as an extension to the teaching space. This provides a range of independent activities with associated opportunities for physical development and a good supply of wheeled toys develops their skill in controlling pedalled toys. During the course of the week, there are planned times for children to use the hall and the climbing equipment provided for older children in the infant classes.
76. All children move around the classroom with due regard to others. Teachers have appropriate expectations about these skills and remind children regularly, so that they line up well, without bumping into others. The children show independence as they change their clothes for lessons in the hall and dress themselves quickly. In the hall, the children demonstrate good levels of co-ordination as they play with the parachute. In these clearly directed sessions, they show good body control and use space well, turning, running and stopping with due regard for others.

### **Creative development**

77. Teachers provide a reasonable range of activities to promote the children's creative development, and teaching in this area of learning is satisfactory.
78. Planning provides a variety of opportunities for the children to explore different media and materials. Classrooms show a good range of rubbings, printing, painting using colour mixing, pattern work and shape work. Teaching in the aspect of media and materials is good and the vast majority of children will achieve the Early Learning Goals.
79. Music and dance are not so highly developed within this area of creative development. Children sing pleasantly but standards are below what is usually found. Younger children are thoughtful in choosing instruments to accompany the story of 'The Three Billy Goats Gruff' and play instruments appropriately, shaking and banging on cue. However, there are insufficient regular opportunities to sing, to play instruments or to listen to music to encourage a real love of music. Imaginative and expressive work is also a weaker area of provision, with less opportunities for development than are usually seen. However, the very high quality relationships evident between teachers and children are ideal to foster this element of the curriculum and the school could quickly enrich provision with more thoughtful planning.

## ENGLISH

80. By the end of Year 2 standards are above the national average in speaking and listening, reading and writing. This has been maintained since the last inspection. However, it also represents a significant improvement in standards in writing since the 2001 national test results that were below average. This is because of good quality teaching and learning in Years 1 and 2, which ensures that the majority of pupils, including those with special educational needs and those for whom English is an additional language make good progress. In Years 3 to 6 the overall quality of teaching is satisfactory, with pockets of good and very good teaching, which result in effective learning and progress being maintained. By the end of Year 6, standards are in line with the national average. This is an improvement since the national test results of 2001, which were below average.
81. Most pupils arrive at the school confident and lively speakers and listeners. By the end of Year 6 pupils are able to speak and listen showing maturity and sensitivity in their verbal interactions with each other and adults in the school. In Years 1 and 2 effective teaching encourages pupils to listen carefully to instruction and in order to promote understanding. Teachers encourage pupils to use technical vocabulary where appropriate and to express themselves by speaking clearly and listening to others. This was well illustrated in one to one conversations, where pupils spoke at length and offered well reasoned explanations. In the lessons observed during the inspection, there was little evidence of sustained talk providing the opportunity for pupils to extend their thinking or develop understanding through talk. However, opportunities were provided for paired work in Year 2 in order to support the re-drafting of written work and in Years 5 and 6 to discuss meanings of words depicting characterisation and the analysis of complex sentences.
82. By the end of Year 2, standards attained in reading are above the national average. Pupils of all abilities are able to talk about books with obvious enthusiasm and enjoyment. The less confident readers use good strategies in order to read unfamiliar words. For example, they are taught to sound out initial letters and use picture clues and contextual references to make sense of the text. This is as a result of a robust approach to the teaching of reading and a firm grasp of the techniques promoted by the National Literacy Strategy. The progress in reading is having a positive impact in other subject areas, such as history, geography, mathematics, science and information and communication technology. Pupils are encouraged and supported in their reading by the use of published reading schemes and this is supplemented by a good selection of books stored in each classroom. Pupils know the difference between fiction and non-fiction texts. By the end of Year 2 the above average readers read with expression and confidence. They discuss the plot and comment on characters in the story. Pupils express preferences for particular types of story and have favourite authors. By the end of Year 6 the above average pupils are fully fluent and independent readers. They read a full range of texts with confidence and accuracy. They are comfortable with a range of different texts in addition to fiction and poetry such as information and instruction texts. Pupils also make predictions regarding plot and or character development and compare authors and genres. Again the teaching of these skills and techniques has been achieved through the effective application of the National Literacy Strategy throughout Years 3 to 6.
83. Achievement in writing is good by the end of Year 2. It is satisfactory and improving by the end of Year 6. There is an expectation that by the end of Year 2 and the end of Year 6 in this year's National Curriculum tests, the pupils attaining the higher levels will improve significantly. Early indications are that this will be the case. Pupils of all

abilities have a good sense of purpose and organisation in their written work. Teachers encourage them to read for meaning, check on accuracy and be aware of who they are writing for. Since the last inspection, more effective use of books as the starting point for pupils' own stories and fictional writing has been adopted. For example, in Year 2 pupils were working on improving sentences by adding adjectives or adverbs. The work was based on the story 'Goldilocks and the Three Bears'. One above average child wrote a simple sentence: 'Mother made some porridge for the bears' and improved it to; 'Last December, in her pretty garden, a kind mother bear was cooking some hot porridge'. In the same class a below average child extended the narrative sequence but did not improve the quality of the original sentence. The teacher praised the pupil for the effort and pointed out how the sentence above achieved the learning objective in order to show the below average pupil what to do. In another Year 2 class below average pupils were able to rhyme words having read a humorous poem as a prompt for thinking about rhyming words. For example, pupils rhymed 'red' and 'Ted', 'white' and 'kite', 'yellow' and 'cello'.

84. Writing skills continue to develop consistently throughout Years 3 to 6. Clear evidence of a full range of written work, supported through effective teaching of the National Literacy Strategy, was seen in books and on display. In Years 3 and 4 pupils demonstrate growing confidence in developing the sequencing of their writing by their use of paragraphs and of complex sentences. They write independently using a variety of forms such as letters, leaflets, description, opinion, recount and narrative. By the end of Year 6 almost all pupils write effectively for a range of purposes which include, poetry, newspaper reports, letters, science fiction, diary extracts and opinion. Spelling is good for the majority of pupils. They make effective use of punctuation such as speech marks, exclamation marks, colons and semi colons, livening up the writing and engaging the reader.
85. Standards of handwriting are good throughout the school. Younger pupils regularly practise forming their letters correctly and older pupils develop a fluent cursive style. The samples of writing seen in books and on display around the school show high levels of presentation and accurate spellings. Spelling is taught systematically in all classes and the vast majority of pupils reach the required level in nationally set spelling tests. Older pupils have regular spelling tests and make effective use of dictionaries. High standards of presentation have been achieved by the effective use of information and communication technology to produce final copies and 'published' work.
86. The overall quality of teaching and learning is satisfactory with strengths in teaching and learning in Years 2 and 6. Teachers have a good knowledge and understanding of the requirements of the National Literacy Strategy and identify learning objectives and share them with all the pupils. At the end of lessons the objectives are revisited to check on progress and learning outcomes. In lessons it is becoming common practice to reflect on learning intentions and provide feedback to pupils on their successes. This has a positive effect on the learning gains made by the whole class, groups and individual pupils. Good classroom management and the support provided by the teaching assistants and volunteer helpers enabled sessions to move at an appropriate pace and resulted in the majority of pupils learning effectively. Teachers plan their work to meet the requirements of the National Literacy Strategy and Programmes of Study for the teaching of English. In order to meet the needs of pupils with special educational needs, teaching assistants and volunteer helpers provide effective support. Some pupils are given different tasks to complete and additional work is provided for the more able. However, the use of individual

education plans and effective use of target cards was not much in evidence during this inspection.

87. Management of English is good. There is one co-ordinator for Years 1 and 2 and another one for Years 3 to 6. Both colleagues work well together and benefit from the support of the deputy headteacher who helps with the analysis of results. The combination of subject expertise and data analysis has led to effective target setting for improvement at year group level, as has been seen by the identification of the need to improve spelling and writing in Year 2 and improving attainment at the higher levels in Year 6. However, individual learning needs are not sharply enough focused through the setting of personal targets. Although there is a marking policy, it is used inconsistently and does not help the pupils understand what they have achieved and what they need to do next.

## **MATHEMATICS**

88. By end of Year 2 standards of attainment in mathematics are in line with national averages. The school acknowledges that the current standard by end of Year 2 is not as good as in the previous inspection. This is because of a weaker cohort, staffing changes and inconsistent coverage across the year group. By the end of Year 6 they are better than national expectations and this is an improvement since the last inspection. The school is aware of this because careful analysis of both national test results and internal tests confirms these findings. They have been aware of this trend over the last three years and have addressed the issue satisfactorily by teaching pupils in ability groups across the year groups in sets from Years 3 to 6. This has had a positive impact on their learning. All pupils, including those with special educational needs and those for whom English is an additional language, make good progress in their learning.
89. Year 1 pupils use numbers up to ten to add or subtract. For example, pupils in a Year 1 class mentally added up numbers as they were taken out of a 'magic bag.' Above average pupils add and subtract pairs of numbers up to 20 with increasing accuracy. They also identify patterns within sequences of two-dimensional shapes clearly and know the correct names for square, triangle and rectangle. By the end of Year 2 pupils have a good knowledge of place value and count in tens beyond 200. This was well illustrated in one lesson when the pupils counted on in tens beyond 260 whilst they passed a small ball around the group. Pupils at this age estimate capacity well and make comparisons between measures of coloured liquid in containers. They also recognise the relationships between two and three-dimensional shapes like cuboids and cubes, their number of sides and angles. For example, they make angles of more or less than 90 degrees with 'geo strips' accurately with a clear understanding of what a right angle is. Some above average pupils use positional mathematical language, such as 'in front and to the side of', very effectively whilst working with partners. This was observed in a lesson when one pupil was asked to build a shape with cubes whilst the other partner described the patterns seated back to back. Most pupils show they have a good understanding of the properties of shapes and how to find and count right angles in their practical activity sessions. They share apparatus well and talk using appropriate mathematical language within each lesson activity. Good strategies are used to ensure that all pupils are fully included in these sessions. For example, below average pupils are well supported by teaching assistants who check pupils' understanding and reinforce the focus of the lesson. This has a positive and consolidating effect on pupils' learning.



90. By the end of Year 6 pupils have progressed to having a secure knowledge with a good range of number skills to include ratio and proportion, place value to at least a thousand. Above average pupils confidently handle numbers to a million. Pupils accurately add, subtract multiply and divide two and three digit numbers and most are able to work to two decimal places. Average pupils in the middle set understand the relationships between fractions and decimals. They know how to change decimals to fraction form and back again, quickly and accurately. They do this on mini wipe boards and enjoy this type of mental activity, which supports their revision work. The above average pupils in revision work confidently interpret data in diagrams. For example, in one lesson they had to find the mode, range, median and mean of a set of data. Most pupils working independently clearly understood these terms and calculated the mean of a set of children's marks within a problem set by the teacher. Only a small minority need support and where this was given it had a positive effect on learning. In their work on data, pupils draw conversion charts and frequency tables carefully and accurately. They are also effective in using correct formulae to calculate the perimeter and area of regular shapes such as rectangles and triangles. Work in books is mostly neat, well organised and well presented. Only occasionally do pupils use information and communication technology to help them in their work. This is an area that the school has identified by for further development.
91. The quality of teaching and learning is good overall. A small number of very good sessions were observed where teachers started at a brisk pace, which continually challenged pupils throughout the lesson and kept their attention to the tasks set. For example, in a Year 5 lesson concerning the understanding of proportion and ratio where work was planned well to the National Numeracy Strategy, pupils' contributions were praised and used to make clear illustrations and teaching points. Comments like 'Believe in yourselves....I believe in you!' helped pupils to be more confident. The subsequent pupil activity work was well organised and matched to pupils' ability. The teacher had organised a teaching focus group to sustain challenge. Her interactions and encouragement enabled pupils to explain their methods and thinking. This helped deepen the pupils' understanding and also to evaluate their own learning.
92. The planning quality of these good lessons is very good and builds sequentially on previous lessons. The high quality of teaching creates an enthusiastic atmosphere and interested pupils who concentrate well during these activities. Most teachers use a good range of strategies to create further interest in their lessons. This was illustrated in a Year 2 lesson when pupils were asked to close their eyes and visualise objects in different positions. They were required to use the correct terminology to describe their positions. They then worked together with partners to recreate patterns with the cubes. Above average pupils confidently demonstrated this to the class whereas below average pupils used fewer blocks and were supported by the teaching assistant. The impact of good stimulating lesson introductions and the care taken by teachers to making mathematics activities interesting has a positive impact on pupils' learning. Where homework is given the activities are well constructed to consolidate both skills and learning in the classroom.
93. Only one unsatisfactory lesson in a Year 3 upper mathematics set was observed where the pupils' output in the activity part of the numeracy lesson was minimal. Too long spent on direct teaching and pupil listening caused the pace of the activity session to slow to an unsatisfactory level, which adversely affected the learning outcomes of the majority. During the inspection not all tasks were suitably matched to the needs of the different abilities within classes or within the sets from Years 3 to 6. Work in books and folders indicate that often all pupils get the same work. Although sometimes extension work is planned, it is not always challenging enough to

the more able pupils. This results in some tasks and activities not being well matched to the needs of the ability range. For example, a result of the over-reliance on commercially produced worksheets is that above average pupils are insufficiently challenged.

94. The National Numeracy Strategy is having good impact on the pupils' learning and the scheme of work through a mix of tailored commercial schemes, which supports learning well and enables good learning to take place. However, the pupils' use of mathematical skills is underdeveloped and little use is made of investigative work throughout the school. There is a growing confidence in the teaching to the format of the National Numeracy Strategy. However, not all teachers plan the activities together to maximise the targeting of pupils' learning and the sharing of resources. This results in some inconsistency in work coverage across the Years 1 and 2 and in the use of pupil target cards, which support individual pupils' learning records. The setting for lessons from Years 3 to 6 has helped target resources and helped the planning activities. However, insufficient attention is given to matching the work activities to the needs of the pupils. This results in some groups of pupils becoming less independent in thinking and doing and more reliant on adult support to be able to tackle and finish their work.
95. All lessons start with a brisk pace and this is mostly maintained throughout the lesson. The main part of the lesson is usually well directed and with an appropriate mix of concentrated practical or personal activity that ensures that pupils develop their concentration and apply the strategies they learn in other lessons. Teachers in most cases target pupils well with questions that meet their needs and make good use of the end of the session to assess pupils' knowledge and understanding. Assessment procedures are satisfactory but teachers have not used National Curriculum levels of attainment sufficiently well as tools for assessment. For example, they have not been used to predicting what they expect each pupil to achieve by the end of the year. Marking tends to consist mainly of ticks and crosses and seldom gives pupils clear indications of what they need to do to improve their work. Some teachers' marking of books and worksheets are inconsistent with the school marking policy. Marking indicates that the below average pupils are supported. However, many are unable to complete their work without support and this is confirmed by discussions with pupils.
96. Mathematics is well managed by the subject co-ordinator. This has had a very positive impact in raising standards. The co-ordinator, in co-operation with the headteacher and deputy headteacher, monitors planning and some teaching of the subject to identify areas for improvement. She has an appropriate action plan to begin to raise standards in mathematics but presently has not included the use of information and communication technology and how it will support mathematics development across the school. The use of information and communication technology in mathematics is limited. It is often used as an activity for pupils when they complete work or pupils explore some programs where there is a fit to an area of study. Programs to support mathematics development have not been mapped to specific programs supporting the present scheme of work for each year group. Test results are now analysed to highlight differences in attainment to identify areas of strength or those in need of further input. Target setting for individual pupils is an area identified for increasing development.

## SCIENCE

97. Standards in science at the end of Year 2 are in line with national expectations. In Year 6 standards are above national expectations. Since the last inspection standards have remained the same at the end of Year 2 but have improved in Year 6. This is because of the rigorous teaching in Year 6 and pupils' positive attitudes towards learning. All pupils are fully involved in lessons. For instance, they are given opportunities to speculate in class discussion and are allowed to get things wrong. This enables them to develop their scientific thinking skills. Good use of literacy skills contribute to the high quality of class discussion. This results in all pupils, including those with special educational needs and those for whom English is an additional language, making satisfactory progress overall throughout the school.
98. By the end of Year 2 pupils are confident in describing the differences between plants and animals. They make observational drawings, which reflect the differences in size and shape of trees, shrubs and smaller plants. Pupils use information about themselves; for example, a study of eye and hair colour is collected to create a range of different graphs. These include bar charts and Venn diagrams. The pupils are able to use this information to compare the characteristics of different groups of children in the class effectively.
99. Pupils in Year 6 are confident in explaining chemical changes and use 'fair testing' accurately to separate out solids and liquids. Their work on the human body shows that pupils have a good understanding of how joints and muscles work. They also confidently discuss the functions and care of teeth and know how food is broken down to be useful in growth and to maintain a healthy body. However, pupils' work indicates that progress is slower in Years 4 and 5 than in Year 6. This is because the pace of teaching is slower in Years 4 and 5.
100. The quality of teaching and learning in Years 1 and 2 is satisfactory. It is good overall in Years 3 to 6 but does range from very good to unsatisfactory. When the quality of teaching is good, pupil input is used effectively to link their experiences to the topic. The careful teaching of scientific vocabulary during whole-class sessions enhances pupils' understanding. Practical science lessons are well organised and carefully planned to engage pupils' attention effectively. Lessons are often imaginative and are often rooted in the pupils' own experiences. This was well illustrated in one lesson where the pupils had created their own identity cards with photos, likes and dislikes. These were used very well as a vehicle to teach classification and differences. Teachers use resources very effectively to further pupils' understanding in all aspects of science teaching. An example of this is the good use made by several classes of the local environmental centre. Pupils throughout the school enjoy science and have a good attitude towards the subject. In the one lesson that was unsatisfactory, tasks were not carefully matched to pupils' abilities and the pace of the lesson was slow. This resulted in pupils losing interest because they were unclear about what they were supposed to do.
101. The role of the curriculum co-ordinator is underdeveloped. There is no monitoring to ensure that the curriculum is covered effectively and that pupils are given appropriate opportunities to progress in their learning. There is no whole-school assessment in place for science. Some useful analysis has been completed following the national test results of 2001 but these have not been used to address areas for development. Effective long-term development of the subject is hampered by the lack of strategic planning.

## ART AND DESIGN

102. At the time of the last inspection, attainment at the end of Year 2 and Year 6 was unsatisfactory. Teaching ranged from very good to poor. The standards in art and design throughout the school are now satisfactory. All pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress. Good planning ensures that teachers follow a full and detailed programme. Improved teaching ensures pupils make progress and build on their knowledge and skills securely. Displays around the school reflect the value placed on pupils' achievements and celebrate a range of skills and techniques. The introduction of sketchbooks has helped pupils develop and explore their ideas. However, there is insufficient monitoring of their use to ensure consistency or measure standards. Some work is of a low standard. Current displays, photographic evidence, discussions with pupils and lesson observations indicate that the subject is beginning to make a greater contribution to the ethos of the school.
103. By Year 2 standards are in line with what is found nationally. When matching colours to fruits and vegetables, pupils in Year 2 use primary and secondary colours well. They observe carefully, selecting and adding colours systematically to mix the correct shade. They know that adding black makes colours darker, and white lighter. They evaluate their own colour matching, remix to correct their mistakes and refine their work. Pupils use a range of materials and techniques, successfully developing what has been introduced in the Foundation Stage. In Year 1, a class book displayed pupils' detailed leaf paintings using small, delicate brushstrokes, in the style of Monet. Detailed watercolours of a spray of carnations demonstrated pupils' attention to detail and use of colour tone. A range of techniques, such as drawing, painting and pastel work, are well developed.
104. Standards achieved by Year 6 are also in line with what is found nationally. Few art and design lessons were seen. However, discussions were held with pupils and staff, displays and photographic evidence were considered and pupils' work analysed. Sketchbooks record evidence of pupils' progress in exploring and developing ideas. In the best examples seen, pupils are using their sketches to record from experience and imagination. For example, they record changes in the school wildlife area across the seasons or respond imaginatively to a piece of music. Work of a high standard was seen in Year 6 where pupils were beginning to adapt and evaluate their work. However, the use of sketchbooks is inconsistent between classes and across year groups. Pupils explore ideas using paint, pastel, collage and clay. Paper, wire and glue models inspired by Year 6 pupils' analysis of a range of feelings and emotions demonstrated a confident manipulation of the material to fulfil the design criteria. However, too few opportunities are provided for pupils to collaborate on large-scale two and three-dimensional projects or to utilise information and communication technology in their investigating and making. This limits the range and breadth of the art curriculum for all pupils.
105. Analysis of pupils' work, displays and photographic evidence point to satisfactory teaching across the school with some good examples. Teachers plan well for art and design and identify clear objectives. They provide an appropriate range of resources to enable pupils to develop their control of tools and techniques. Effectively focused intervention by teachers and teaching assistants includes and supports pupils with special educational needs. Pupils are taught about colour, pattern and texture. They talk about tone and shape when observing and matching colours to vegetables. They are introduced to the styles and techniques of artists and craftspeople. For example, in Year 5 pupils researched the work of Jackson Pollock and thought about the impact

of his abstract style on the establishment. Pupils are enthusiastic and motivated to try out ideas and techniques in their work. They talk about their work with pride and are careful and thorough; they concentrate well and sustain their effort to produce an end product. Where teaching is unsatisfactory, the task does not challenge the pupils' creative skills and pupils' behaviour declines. Pupils are not given the opportunity to select their materials, use a variety of methods and approaches, nor to evaluate and refine their ideas.

106. The management of teaching and learning in art and design is improving. The co-ordinator has good subject knowledge and is beginning to share, informally, this knowledge and experience with staff. She has provided a detailed scheme of work and lesson plans. The plan does not include sufficient links with non-European artists, living artists or visits to galleries and museums to contribute to pupils' cultural development. The breadth and range of the curriculum are also limited by the lack of planned opportunities for two and three-dimensional work and the use of information and communication technology to enhance pupils' experience. The standard of display in school has improved as a direct result of the co-ordinator's monitoring and feedback. Resources have improved in range and quality by audit and needs analysis. The co-ordinator's current monitoring role is not yet regular or rigorous enough, to have an impact on teaching standards.

## **DESIGN AND TECHNOLOGY**

107. At the time of the last inspection, standards in design and technology were below those found nationally at the end of Year 2 and at the end of Year 6. Teaching was inconsistent and ranged from poor to satisfactory. Some of these weaknesses have been addressed in the infant classes. Inspection evidence indicates that both teaching and standards have improved so that now standards by the end of Year 2 are in line with those found nationally. This is a result of changes and improvements in the programme offered to pupils and improved resourcing. This improvement has yet to have an impact on standards by the end of Year 6 and these remain below those found nationally. Although few lessons were seen during the inspection, evidence from planning, discussions with staff and pupils and the work samples seen confirm that the subject is regularly taught, the curriculum is appropriately covered in Years 1 and 2, and teaching is satisfactory across the school. Satisfactory use of numeracy skills to promote learning.
108. Pupils in Year 2 attain standards that are in line with national expectation. All pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress in Years 1 and 2. This is illustrated well by Year 2 pupils who used their design and making skills confidently to produce character puppets from the story of Cinderella. A range of resources, like textured material, felt, buttons and sequins, provided a choice for pupils to represent the features of their particular character. Younger pupils in Year 1 evaluate their models of playground swings and check for design faults. Pupils discussed their product thoughtfully. They then applied this knowledge to their new task of making a playground slide. They then tested their model for stability using a plastic figure and refined the design if necessary. Pupils discussed and contrasted the success of their new model, learning from the mistakes made with their swings.
109. By Year 6 pupils attain standards that are below national expectations and all pupils do not make sufficient gains in their learning. This is because the range and breadth of the curriculum is not yet being fully taught and there is no detailed programme in place to support staff in teaching the development of key skills. Consequently,

instead of building on previous skills, pupils often repeat the same methods and processes in their design projects and use similar tools and materials, thus limiting their progress. However, there is evidence of improvement. Many pupils are able to develop and plan ideas, putting together a list of what they want their design to achieve. This was illustrated when pupils in Year 6 designed shelters from rolled newspaper. They planned their design, bearing in mind the purpose and use of their shelter. They shaped and joined the materials, combined components accurately and used finishing techniques to strengthen their product. They carried out tests and reflected upon their finished result, recognising that the quality of a product depends on how well it is made.

110. Teaching and learning are good in Years 1 and 2, successfully extending and refining what has been introduced in the Foundation Stage. Teaching and learning are inconsistent across Years 3 to 6. An analysis of photographic records, written evidence and discussions with pupils contributes to the judgement that the range of resources has improved. Pupils select the appropriate tools and techniques for making their product. However, planning is not always in sufficient detail about the skills to be taught and some teachers' lack of subject knowledge and confidence leads to limited opportunities for pupils to experience the full range of the design and technology curriculum. This applies to working with information and communication technology, mechanisms or electricity. Tasks for pupils with special educational needs are not always identified in teachers' planning. However, individual pupils are well supported by teachers and teaching assistants and these pupils make satisfactory progress in lessons. Above average pupils make less than expected progress where tasks are not challenging and teachers are not focused and accurate in their teaching.
111. The co-ordinator is relatively new to the role. A scheme of work is in place to identify the purpose of each lesson and task. The co-ordinator has attended courses but there has been no training for other staff and this has had a negative impact on standards in Years 3 to 6. The co-ordinator's monitoring role is based on a two-year cycle. This is not regular or rigorous enough to monitor and target improvement accurately. There is no clear strategic plan in place to support improvement. This has contributed to the lack of progress since the last inspection.

## **GEOGRAPHY**

112. When the school was last inspected, standards in geography were in line with national expectations at the end of Year 2 and the end of Year 6 and teaching was satisfactory and good in equal measure. Standards in Year 2 are still in line with national expectations but standards in Year 6 are higher than the national average. This is partly due to the improvement in teaching, which is now good throughout the school. It is also due to a secure programme for learning, good links with other subjects like history and English and good reinforcement of geography skills such as map reading, as pupils move through the school. Pupils with special educational needs are fully included in learning opportunities, though often tasks are not planned specifically to meet their needs. A high level of adult intervention and support is provided to ensure understanding and learning amongst these pupils. This is invariably available from teachers or skilled classroom assistants, ensuring that these pupils make satisfactory progress.
113. Year 2 pupils know that different parts of the United Kingdom and different areas of the world have a different environment and climate from what they experience locally. In Year 1 they study their own locality and identify features like factories and tower

blocks, making simple maps from home to school. Pupils in Year 2 successfully extend their work to the study of the imaginary Scottish island of Struay and to the study of Tocuaro, a Mexican location. Teachers have a high level of knowledge about what they teach, so that in discussion, questions are answered in detail. References to tortillas and the symbols and patterns on Mexican masks hold pupils' interest so that they remember what has been taught. Teachers' skilful reinforcement of learning and links with other subjects like literacy or local history ensure that pupils have a rich and colourful view of the subject. Descriptions and explanations use pupils' skills in speaking and listening very well and the imaginative and exciting teaching develops pupils' confidence well. Walks and visits, stories and discussions and the making of Mexican masks and pottery all enrich pupils' experiences so that they are introduced to many new skills. The level of learning is good and brings them to an average standard by the end of Year 2.

114. Through Year 3 to Year 6 this good teaching continues and Year 6 pupils exceed the standard expected for their age. Teachers' own knowledge of the subject is secure, which contributes well to ensuring these high standards. The development of specific skills like map reading, and themes like the effect of the environment on people's lives, is continuous through Years 3 to 6 and this, too has a positive impact on learning. However, the analysis of pupils' work indicates that there are inconsistencies in teaching between some parallel classes. Some teachers do not always follow the prescribed programme in as great a depth as others, which leads to lower standards in some classes. Many Year 3 pupils recognise map symbols and use these when drawing a map of the neighbourhood, charting their route to school successfully and compiling a clear, accurate key. This relates well to their work on early settlements in the locality and ensures a good level of local knowledge. Teachers encourage a range of styles for presentation, like a tourist information leaflet for Grays, and this approach involves pupils fully and leads to good learning, also providing good links with literacy and history. Pupils in Year 4 extend the work in world locations and describe how life is different in other countries, explaining that religion, weather and poverty are factors which influence the way people live. Their work on town plans is successfully linked with Greece, and data collection on holiday destinations provides an appropriate mathematical link. Pupils in Year 5 know that water is essential to life but that a quarter of the world does not have clean, safe water and understand the implications of this. A study of Maldon and a comparison with Grays gives further opportunities to develop map work and enhances pupils' learning about the provision of clean water and the county of Essex. Pupils in Year 6 have studied the mountains and rivers of the world in some depth and can bring a good level of knowledge to their work. They know the lengths of the major world rivers and the characteristics of the terrain through which they flow. Class discussion is at a sophisticated level, with all pupils using accurate geographical vocabulary and understanding terms like 'meander' and 'irrigation' linked with the physical features of rivers. High quality teaching and well-focused lessons ensure that pupils enjoy the subject and involve themselves positively in discussion and tasks. The management of classroom behaviour is good. However, one Year 6 lesson was a sophisticated teacher-led production using computer presentation. This ensured that pupils remained on task, but it reduced the level of challenge and involvement for higher attaining pupils. Homework is well used to support and extend learning with many pupils using the Internet and information books for support.
115. The plan for the teaching in the subject is good and is closely followed throughout the school. The subject is appropriately resourced and resources are readily available and well used. The co-ordinator has good subject knowledge but has had no opportunity as yet to monitor teaching in the subject. As a result, the differences in

teaching in some pairs of parallel classes, with the resultant impact of lower standards have not been addressed, nor has the school developed a uniform and informative method of evaluating pupils' progress.

## HISTORY

116. The last inspection report indicated that standards in history were in line with what would normally be expected by the end of Year 2 and Year 6 and that teaching was satisfactory and good in equal proportions. The school has maintained standards and they are still in line with what is normally seen in Year 2 and in Year 6. Teaching in Years 1 and 2 is satisfactory and pupils make satisfactory progress. In Years 3 to 6 good teaching ensures good progress. Pupils with special educational needs make satisfactory progress in history throughout the school.
117. In Year 2, standards of pupils' knowledge and understanding of history are what would be expected for their age. Pupils show a good level of factual knowledge about particular events in history they have recently studied and know for example, that The Great Fire of London started in Pudding Lane. They can deduce how the fire affected the landscape of London and the lives of people who lived in the area at the time. Teaching in Year 1 and Year 2 is satisfactory. Pupils have an appropriate knowledge of chronology. They know that local features like the Cenotaph are linked with the war, and that in an earlier war Florence Nightingale worked as a nurse, 'though her mum did not want her to work in a hospital'. Pupils' knowledge of historical enquiry is appropriate for their age. They understand the effects of the passage of time on the materials used for building. In a good lesson on The Great Fire, through high quality discussion, pupils recognise that not only are old buildings of a different style from modern buildings, but they are usually made of materials like wood or stone, with roads made of mud. However, in another lesson on the same theme, opportunities to hypothesise were missed and pupils were not so involved in their learning. In a good lesson, when comparing a London scene from 1666 with a modern picture of the same location, Year 2 pupils can say why certain things, like the metal water pump and stone church have survived, but why particular features like the open drain, no longer exist. Throughout Year 1 and Year 2, pupils enjoy their work when teachers take time to ask searching questions and encourage discussion, linking new information with what pupils already know. For example, they remind pupils that the River Thames, which saved many people from the fire, is the same river that flows through Grays and joins the sea at Southend. Good links with geography and literacy reinforce learning well. Pupils use speaking and listening skills well in high quality discussion. They have opportunities to read information books and search the Internet and to record work in a variety of forms. However, when they are not enthusiastically directed to different sources of evidence, challenge is lacking and pupils respond in less enthusiastic ways and standards of work produced are not so high.
118. A positive enthusiasm for history is also evident in several classes in Year 3 to Year 6 where teaching is good and leads to standards in line with national expectations by Year 6. This average standard is because the main content of the programme is new information. Pupils have little or no prior knowledge about many of the periods of history studied. Enthusiastic, knowledgeable teaching encourages a good level of involvement. This was particularly evident in a lesson in Year 6 where a study of Egyptian life gripped pupils' attention. Very good teaching ensured a real buzz of excitement and motivation. When writing newspaper reports of Howard Carter's discovery of Tutankhamun's tomb, pupils use headlines like, 'King Tut's Death Flash!' This very good teaching was characterised by clearly planned tasks, which enabled



all pupils to participate at an appropriate level. Pupils with special educational needs are fully included with individual tasks for example, relating to preparing a mummy. In this very good lesson, the depth of knowledge and understanding engendered about this period of history was good. However, other lessons are not so inspirational. The teachers' enthusiasm and knowledge are less evident and pupils are less involved in their tasks. This leads to a slower pace in the lesson and the emphasis on worthwhile investigation is not so sharply focused. In Year 5 lessons, this slower pace leads to average achievement when studying World War II, although teachers have made considerable efforts to use relevant and interesting resources. Teaching of historical enquiry is less secure than teaching about events and people. The level of challenge relating to interpreting sources and whether or not they are reliable is inconsistent so that many pupils have not yet developed appropriate research skills.

119. A secure scheme of work, good range of books and other interesting factual texts and artefacts ensure that learning is well supported. Visits and visitors are well used to generate enthusiasm and give real experiences which all serve to enhance learning well. For example, Year 5 pupils were visited by a group of elderly people who had experienced World War II. Pupils were fascinated to hear their memories, recalling their anecdotes throughout the afternoon. The teacher used this information successfully to engender enthusiasm for music in a lesson that followed the visit. Pupils joined in the singing of World War II hits like the 'Boogy-Woogy' with gusto and sang 'Who do you think you're kidding Mr Hitler' pleasantly and accurately. These good links with music ensure that learning in history is reinforced appropriately. The subject co-ordinator has had some opportunities to monitor teaching and learning, and has a reasonable idea about how the subject should be developed. However, as yet, this knowledge has not been sufficiently well discussed and shared with other staff to ensure consistency in teaching and to have a positive impact on improving standards.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

120. The previous inspection report found that pupils' attainment was below average and progress unsatisfactory. The findings of this inspection indicate that by Year 2 and 6, pupils' attainment is average. This is the direct result of the school's attention to making improvements to its provision over the last two years. This includes adapting a library area into a computer suite and implementing a plan of renewal and replacement of old computers. Since these innovations, attention to development and progress has increased because all teachers have undergone further training and now have good support from the subject co-ordinator. They also get easy access to computers for class lessons and Internet use. There are many strengths developing to enhance the quality of teaching and learning in the bringing together of the breadth of content and subject planning. Information and communication technology is being mapped through the curriculum. This is evident from pupils' more recent work, teachers' planning, lesson observations and discussions with the pupils in the school.
121. Specific lessons in information and communication technology for all classes are now timetabled to take place in the library suite and only one lesson with some direct teaching was observed in this area. Other lessons and use of information and communication technology were based around the use of the computer in classrooms. By Year 2 pupils have developed satisfactory word-processing skills. They know and understand how the basic commands work to type and edit the text they work upon by changing fonts and sizes. They also save and print out their own work. Pupils understand and follow directions from their teacher or peer partners in order to open or close programs using the CD-ROM or a disc. Pupils in a Year 1

class are able to use a shape and pattern program to follow-up and consolidate their learning in a numeracy lesson. By Year 6 pupils word process with confidence. However, their typing and inputting skills are insufficiently developed to enable them to be as fast as they wish. They have a clear understanding of the uses of information and communication technology, how it is used in the world and its increasing impact on their daily lives. Pupils confidently use a CD-ROM to support their work on 'habitats' in science and use the Internet with developing skill for research about the Egyptians. Pupils in Year 5 independently use a mathematics programme to reinforce their learning about sequences of numbers. Year 6 pupils use the Internet to complete a 'Web Hunt Challenge'. This enables them to confidently create a multimedia page about the Amazon and this enables them to help in their research about rivers and coasts. Their skills in refining their research are still at an early stage and need further development. Teachers ensure there is equal access for boys and girls. Pupils with special educational needs and those for whom English is an additional language are given good access to facilities with sensitive adult help often through the special educational needs co-ordinator or classroom assistants. Above average pupils show suitable independent skills in using information and communication technology, whilst many average and below average pupils are gaining the confidence to proceed with a little guidance or help.

122. The quality of teaching of pupils from Year 1 to Year 6, is overall satisfactory. One lesson taught in the information and communication technology/library suite was good. Most teachers have grown in confidence and have sufficient knowledge to teach the subject. The support they receive from the co-ordinator and the availability of the computer suite is helping to increase confidence further. Teachers have high expectations of pupils' abilities to co-operate and work supportively with their peer partners and, in the lesson seen, work at a good pace. Many pupils have computers at home and teachers are aware of the need to ensure that skilled pupils work with those pupils who are less confident. Teachers are also aware that the above average pupils need further challenges; for example, in a Year 6 lesson 'web hunt challenge' the teacher set high expectations in his lesson objectives for the above average pupils. All teachers place appropriate emphasis on sharing learning objectives with the pupils and reviewing them at the end of a session. Lessons are mostly well planned but there is not enough use being made of information and communication technology to support teaching and learning in other subjects.
123. Major aspects of the subject such as the use of databases, spreadsheets, desktop publishing and multimedia work are being gradually developed but pupils' experiences of these are still limited. No work was seen during the inspection concerning control technology. At present the control technology strand has yet to be developed for pupils to use to control apparatus and sequence instructions within other subjects, like science for example. However, pupils are familiar with the use of e-mail and the need to be a responsible user. The school has created and adopted an Internet and e-mail policy. This requires a parental consent form and a code of conduct to follow, which is good practice.
124. The policy and the national scheme of work have ensured that pupils are able to make progress in a continuous and progressive way suited to their needs. The subject co-ordinator takes responsibility for ordering and maintaining appropriate software. He has developed a clear and progressive action plan for the subject. In addition, more recently he has created a curriculum map to guide teachers in the use of information and communication technology in other subjects. Although this is useful, it requires further work to enable teachers to be clear about how the school's software resources can support the learning content in specific lessons. During the last year

12 members of staff have participated in an approved government-training programme and this has been effective. The co-ordinator is at present organising further in-service training, which is a priority for the development plan. This is having a major, positive impact on pupils' standards of work. Although the computer suite provides an important resource for the school, conditions are cramped when older pupils are working in it. The numbers of computers available is only just adequate for the number of pupils on roll. Those located in classrooms are not being used enough and this is a weakness.

## MUSIC

125. In the current Year 2 and Year 6, standards are in line with the national expectations for the age groups with some good attainment. Standards have been maintained since the last inspection. Pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress throughout the school.
126. The quality of pupils' singing in Year 2 is in line with that expected from the age group. They sing a variety of songs tunefully and with expression. In one Year 2 lesson pupils used instruments to respond to directions, including volume, speed and duration. They were introduced to simple notation and terms such as fortissimo and pianissimo. All the pupils were fully involved as the teacher 'conducted the orchestra.' They then suggested ways in which the performance could be improved. In Year 6, pupils sing with increased confidence and control. In both Year 6 classes, pupils composed 'musical space journeys' using instruments chosen from a range of tuned and untuned percussion. Pupils were able to work together and improvise to combine and organise musical ideas within a musical structure. Those pupils learning to play recorders and keyboards added a further dimension to the groups. One group made use of the computer to provide a simple backing track for their composition. The pupils worked with enthusiasm to explore their own ideas and feelings about space through their music. Each group achieved a rhythmic and melodic finished performance.
127. The quality of teaching and learning is satisfactory overall but there are many good features. Lessons are well planned and well supported by radio and television programmes. Teaching is best where lesson objectives are clear. Pupils are motivated and interested in their work. They are able to work well together and listen and respond to the suggestions and views of others. They sustain concentration, refining and developing their work. Teachers intervene well in Years 2 and 6 to ask challenging questions and ensure lessons move on at a swift pace. Teaching is weak when the purpose of the lesson is not made clear to the pupils and behaviour management is poor.
128. The co-ordinator is relatively new to the role but worked alongside the previous post holder. Resources from a published scheme are used to supplement the school's scheme. This ensures that there is a progression to learning throughout the school. There is a wide range of good quality musical instruments that enhances pupils' opportunities to perform. The range of instruments representing other cultures has been improved and this has enhanced opportunities for pupils' cultural development. Music lessons and singing practice contribute to pupils' spiritual and cultural development. For example, in Year 5 the teacher encouraged feelings of empathy with people experiencing war when singing 'Boogie Woogie Bugle Boy from Company B'. Standards in music are enhanced by visiting teachers of violin and keyboards.

There are extra-curricular recorder groups for Year 5 and, at times, a choir, which also contributes to pupils' skills in performance.

## PHYSICAL EDUCATION

129. Standards in physical education at the end of Year 6 are in line with national expectations. This includes those pupils with special educational needs and those for whom English is an additional language. It is clear that they all make satisfactory progress throughout the school. However, it was not possible to make a judgement on standards by the end of Year 2 because of insufficient evidence.
130. By Year 6 movement and co-ordination skills are good as a result of good teaching. Teachers set high expectations about what the pupils should achieve. This was seen in a Year 6 gymnastics lesson when pupils were able to move in curled and stretched positions using both their arms and feet to take their weight. They worked sensibly with their partners and confidently showed their routines to the rest of the class. The rest of the class watched their peers with very good levels of concentration and made responsible and helpful suggestions on how they could improve their movements. Pupils in Years 3 to 6 also successfully achieve in outdoor games because they are taught skills and techniques systematically. This was illustrated well in a good Year 3 lesson, which focused on running, jumping and throwing skills. The teacher explained how to throw and catch a ball appropriately and the pupils were successful in their learning because they concentrated and co-operate well. Skilful demonstration and use of a well-structured lesson ensures that the pupils face increased challenges, their full capacity is met and all pupils are fully involved in the lesson. This was seen in an excellent Year 6 outdoor games lesson that focused on cricket skills. The expertise of the teacher was evident through the very focused warm-up session, which very successfully linked the importance of exercise to science. This meant that the pupils clearly understood why they needed to warm-up before exercising. During this lesson the pupils sent and retrieved balls with their hands and hit a cricket ball with a bat. Most demonstrated good control of the bat and accurate ball throwing. All pupils were actively involved in the lesson because groups were organised into small numbers. Pupils showed very good attitudes towards each other and were heard encouraging their partners. They were clearly enjoying the lesson very much and one pupil, who gleefully expressed to the inspector, that he had experienced his 'best bat', typified the enthusiasm of the pupils.
131. Pupils in Years 1 to 4 learn to swim in the nearby swimming pool. By the time they leave school all pupils can swim a minimum of 25 metres and many do much more.
132. Only one lesson was observed in Years 1 and 2 and this outdoor games session was judged to be unsatisfactory. This was because the pace of the lesson was slow, pupils were insufficiently challenged and skills were not consistently taught. The class were also separated into single sex teams, which were very large. This meant that pupils spent much time waiting around for their turn and little was achieved during the lesson. This resulted in weak behaviour, which went unchecked by the teacher. Use of support staff was also considered weak because the teaching assistant was not used to best advantage.
133. The school plans from nationally agreed documentation and this ensures that there is a clearly recorded programme of skills to develop. The subject is co-ordinated satisfactorily; no lessons have been observed and this is reflected in the variation of the quality of teaching which was evident during the inspection. However, the co-ordinator has discussed levels of fitness with a group of pupils and lesson plans are

regularly monitored. Sporting expertise is used well to promote standards. This is illustrated well through the links with the local hockey club and the good use that is made of a parent who is an expert in netball. Although good use has also been made of specific grants to enhance the adequate learning resources the co-ordinator has had no opportunity to take responsibility for the physical education budget.

## RELIGIOUS EDUCATION

134. Standards in religious education at the end of Year 2 and 6 are in line with the expectations of the locally agreed syllabus and the nationally recommended scheme of work. These standards remain similar to those in the last inspection. All pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress throughout the school.
135. By the end of Year 2, pupils are able to relate aspects of the creation story to the natural cycle of the seasons, which is evident in the wildlife area. They understand that a wide range of plants and animals live together harmoniously in this area. This is achieved through the careful and open-ended questions they are asked to think about. Pupils reflect on creation when they discover a frog that they observe later in the classroom. They are very inquisitive and show respect and care for living creatures. This mirrors the behaviour of the teacher and teaching assistant.
136. By the end of Year 6 pupils explain how the arts are linked to different faiths through the acting out the story of Rama and Sita. This is skilfully linked by the teacher to the theme of good and evil in the story of David and Goliath. Pupils describe effectively the importance of some art and rituals in major faiths. Pupils enjoy learning about different faiths and often ask searching questions about beliefs different from their own.
137. The quality of teaching and learning is good overall but during the inspection a very good lesson was observed in a Year 1 class. In this lesson the teacher successfully linked religious education with science and made very good use of the outdoor area as a teaching resource. In fact, the good use of resources throughout the school ensures that the pupils gain practical experience of different religions. For example, teachers use a good range of models and posters of different Hindu gods. They also share with the pupils a tallit (prayer shawl), which is used in the Jewish faith. Teachers always link the teaching to the pupils' own experience. This encourages them to think about the customs of others positively. Effective discussion in lessons is generated to broaden pupils' own beliefs, knowledge and understanding of others. Teachers also heighten pupils' sense of ritual with their good subject knowledge.
138. Curriculum co-ordination is unsatisfactory. It is not sufficiently developed to enable the subject to build on the good teaching and learning that takes place in lessons. The school uses a nationally recommended assessment system but no overall checking of standards takes place across the school. Insufficient use is made of local places of worship of different faith groups to enrich the curriculum and extend pupils' experiences.