

INSPECTION REPORT

WHYBRIDGE JUNIOR SCHOOL

Rainham

LEA area: Havering

Unique reference number: 102284

Headteacher: Mr P J Rogerson

Reporting inspector: Mr A Shield
3569

Dates of inspection: 23rd – 26th June 2003

Inspection number: 246191

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11 years
Gender of pupils:	Mixed
School address:	Blacksmith's Lane Rainham Essex
Postcode:	RM13 7AH
Telephone number:	01708 552870
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Appropriate authority:	The governing body
Name of chair of governors:	Mr I Burns
Date of previous inspection:	February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
3569	Mr A Shield	Registered inspector	Educational inclusion, including race equality Art and design Music	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
14214	Ms G Smith	Lay inspector		Pupils' attitudes, behaviour and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
32924	Ms F Jackson	Team inspector	Science Design and technology Geography	
15678	Ms J Radford	Team inspector	Special educational needs English as an additional language English History Religious education	
32201	Mr D Shearsmith	Team inspector	Mathematics Information and communication technology Physical education	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Whybridge Junior School is a community school for boys and girls aged seven to eleven. There are 288 pupils on roll. Numbers on roll have been falling in recent years. Pupils come from the immediate area, which has a mix of owner occupied, housing association and local authority rented properties. The proportion of pupils eligible for free school meals at 14 per cent is broadly in line with the national average. The percentage of pupils on the register of special educational needs is above average at 27 per cent. Three pupils have statements of special educational need. Most pupils with identified special educational needs have either learning or emotional and behaviour difficulties. The majority of pupils are of white (British) heritage, with relatively few pupils from other ethnic groups. Ten pupils have English as an additional language, although none of these are at an early stage of learning English. The school has above average rates of pupils leaving and joining the school at other than the usual times. Attainment on entry is broadly average in all years, although the current Year 6 is not such an able year group. In common with many schools in London, the school suffers from its inability to recruit and retain permanent teachers, which has an adverse impact on the continuity of learning.

HOW GOOD THE SCHOOL IS

This is an improving school, now providing a sound education for its pupils. Attainment in English, mathematics and a number of other subjects in Year 6 is below average, and many pupils in this year are not reaching the standards of which they are capable. However, they have made satisfactory progress since September 2002 but have missed too much learning in the past to enable them to reach appropriate standards. In other years, pupils' achievements are satisfactory. Teaching is satisfactory, and much teaching is good. The very good leadership provided by the headteacher is strongly promoting improvement. The school offers satisfactory value for money.

What the school does well

- The very effective and committed leadership of the headteacher is ensuring a strong focus on improvement and re-establishing the school's values.
- The school's strong commitment to inclusion ensures that all pupils feel valued, cared for, and enjoy coming to school.
- Good relationships encourage positive attitudes to learning amongst the pupils.
- Pupils' personal development is supported through the good provision for their spiritual, moral, social and cultural education.
- The behaviour of pupils is well managed.

What could be improved

- Standards of attainment in all subjects but particularly in English, mathematics, science, art and design, music, design and technology and information and communication technology (ICT).
- The use of assessment to improve the quality of teaching and plan work which is adapted to pupils' individual needs.
- The role of subject co-ordinators and year group leaders in leading and monitoring developments.
- The use of ICT to support learning in all subjects.
- Relationships and communication with parents.
- The accommodation is in a poor state of repair.

The strengths of the school outweigh its weaknesses. The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Overall, the school has made satisfactory progress since the last inspection in February 1998. For some years prior to the arrival of the current headteacher in January 2002, progress was not as good as might have been expected. Improvement since 2002 has been good, and there is now a determined drive for further improvement. Standards in Year 6 test results are about the same as at the time of the last inspection. The quality of teaching is improving, with fewer unsatisfactory lessons observed during this

inspection. The very good quality leadership of the headteacher has the committed support of the staff and governors. Progress on the key issues identified at the time of the last inspection has been satisfactory, although the use of assessment and the match of work to pupils' needs remain issues to develop.

STANDARDS

The table shows the standards achieved by eleven-year-olds (Year 6) based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	C	E	E	E
mathematics	E	E	E*	E*
science	E	E	E	E

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

Standards in national tests in English and science in 2002 taken at the end of Year 6 were well below average, and in mathematics they were very low and in the lowest five per cent of schools nationally. When compared with schools with a similar proportion of pupils eligible for free school meals, the school's performance was also well below average in English and science and very low in mathematics. Results have varied over the last few years, but have not been improving at the same rate as results nationally. There is no significant difference between the attainment of boys and girls or between pupils of different ethnic groups. The school's challenging targets for Year 6 test results in 2002 were not met. Those set for 2003 are challenging and if met would indicate a marked improvement in performance.

In work seen during the inspection, attainment overall in English, mathematics and science and most other subjects is below the national average at the end Year 6. Pupils in Year 6 have not achieved as well as they should have although they have made satisfactory progress during this final year. The quality of pupils' writing in particular is a factor in below average attainment in a number of subjects. In Years 3, 4 and 5, pupils' achievements are broadly satisfactory and pupils are now attaining expected levels.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils show enthusiasm for the school and are interested and involved in their work. They come to school ready to learn and keen to do well.
Behaviour, in and out of classrooms	Good. In the playground, in the dining hall and when moving about the school, pupils are polite, courteous and well mannered. Behaviour in lessons is good.
Personal development and relationships	Good overall. Pupils work co-operatively with each other and with adults. They demonstrate patience, tolerance and understanding of others. Good relationships amongst the whole school community contribute strongly to pupils' personal development and the school's values.
Attendance	Unsatisfactory and below average, largely because of the poor attendance of pupils from a small number of families, and the taking of

	term time holidays.
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TEACHING AND LEARNING

Teaching of pupils:	Years 3 - 6
Lessons seen overall	Satisfactory

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

The quality of teaching is satisfactory overall, although some good teaching was observed during the inspection. Strengths of the teaching include the good relationships between staff and pupils, the good quality of support offered by classroom assistants and effective classroom and behaviour management which encourage pupils to respond positively.

The teaching of literacy and numeracy is satisfactory, and the recent emphasis on writing and numeracy is beginning to improve standards. Teaching is not always well planned to meet the needs of all pupils and there needs to be a sharper learning focus to the planning of some lessons. In science, ICT, physical education, religious education, art and design and music, some teachers' lack of subject knowledge is affecting progress. Pupils make at least satisfactory progress in the vast majority of lessons. Their learning is characterised by a lively interest in their work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Much work has been done to ensure that the breadth and balance of what pupils learn is satisfactory. The time allocated to teaching is below recommended levels and some aspects of ICT and the geography curriculum do not meet statutory requirements.
Provision for pupils with special educational needs	Satisfactory. The identification and support for pupils are effective in ensuring they make satisfactory progress against their targets in individual education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for pupils' social and moral development is good and makes a strong contribution to pupils' personal development through the school. Provision for both spiritual and cultural development is satisfactory.
How well the school cares for its pupils	The school effectively promotes the welfare, health and safety of the pupils in a warm, caring and secure environment. There are good procedures for assessing and monitoring pupils' progress, although assessment data is not being used consistently and effectively to plan the next step for pupils.

The school is beginning to regain the trust and confidence of its parents, but there is more to be done to ensure the school has the full support of its parents and the community it serves. Overall, the effectiveness of the school's partnership with parents is satisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the	Satisfactory overall. The very good leadership of the headteacher is giving a determined lead in tackling the school's problems. The clarity of his

headteacher and other key staff	vision is giving all staff a strong sense of purpose and commitment to improve. He is being given effective and loyal support by all other staff in management positions, although the role of year group leaders and subject co-ordinators is still underdeveloped.
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Aspect	Comment
How well the governors fulfil their responsibilities	Satisfactory. Governors are committed and hardworking. There are satisfactory procedures for monitoring the school's work, and through their regular visits and meetings, governors have a sound insight into the school's work.
The school's evaluation of its performance	Good. The school has thorough and comprehensive procedures for monitoring which have enabled it to draw up a coherent strategy for improvement.
The strategic use of resources	Satisfactory. The school applies the principles of best value to its spending decisions whenever possible, and the budget is appropriately targeted on priorities in the school's action plan.

The school is adequately staffed but suffers from too high a rate of teacher turnover. Although this is being well managed by the school, at the time of the inspection, six members of staff were agency staff. This has an adverse impact on continuity and the progress pupils make in the long term. Resources are adequate in most subjects, but the library and computer suite are not fully effective as resources for learning. The accommodation is adequate but some areas are in urgent need of refurbishment.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That the school expects their children to work hard and achieve his or her best • That their children like coming to school and that the school is helping them to become mature and responsible • The approachability of all the staff 	<ul style="list-style-type: none"> • The high turnover of staff • Some parents feel that the range of activities outside of lessons is too limited • The amount of homework set • Information about how well their children are getting on

Inspectors agree with the positive views expressed by parents, and the strengths identified are confirmed by inspection evidence. Inspectors also agree that the high turnover of teachers does not promote continuity in the pupils' learning. Inspectors judge the range of extra-curricular activities, including clubs, educational trips and visits, the amount of homework set and the report on progress given to parents to be satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. On entry in Year 3, national tests indicate that attainment is broadly in line with the average, and pupils of all abilities are represented in school. Standards in writing, however, are below average in each year and significantly lower than in reading and mathematics. The proportion of pupils with special educational needs (27 per cent) is above average, reflecting below average attainment in writing. Most of these pupils are identified as having learning difficulties; some pupils also have emotional and behavioural difficulties.
2. Overall standards of attainment in national tests taken at the end of Year 6 in 2002 were well below average. Standards in tests in English and science were well below the national average, and well below average in comparison with schools in similar social circumstances. In mathematics, the results were very low and within the lowest five per cent of schools nationally. Mathematics results were also very low in comparison with similar schools. In relation to prior attainment in Year 2, performance in English and mathematics was very low, while in science it was well below average.
3. Pupils in Year 6 in 2002 underachieved, and most pupils did not attain the standards of which they were capable.
4. Results overall have been declining and the trend has been lower than the improving national trend. In all three subjects, there are no significant differences between the performance of boys and girls or of the performance of pupils from different ethnic groups.
5. Year 6 targets set by the school for 2002 were not met. Targets set for 2003 are challenging given the particular ability profile of the current Year 6 group. They are based on a realistic analysis of teacher assessments through the year and indicate that a marked improvement in results is anticipated.
6. Standards in work seen overall in Year 6 were below average and the long-term achievements of this group of pupils remain unsatisfactory. However, Year 6 pupils have made satisfactory gains in their learning since September. Attainment was judged below average in English, mathematics, science, design and technology, information and communication technology (ICT), art and design and music during the inspection. Attainment is more in line with average standards in history, geography, physical education and religious education. This is higher than the 2002 results suggest, but in line with the school's own predictions for 2003. Pupils in Year 6 have had too much to catch up from earlier years in order to reach expected levels of attainment.
7. In Years 3, 4 and 5, pupils are now attaining expected levels and their achievements in most subjects are satisfactory. However, in design and technology, ICT, art and design and music, pupils' achievements are unsatisfactory throughout the school. No significant differences were noted between the achievements of boys and girls or of different ethnic groups.
8. In English, standards are below average in Year 6. Pupils' achievements are unsatisfactory in Year 6 given their prior attainment on entry. In other years, pupils' progress has been satisfactory. Speaking and listening skills are average. Pupils speak

with confidence, and listen attentively. They express ideas freely and are able to explain and reason a case. Higher attaining pupils speak very fluently. Many pupils are reasonably confident readers but standards are below average overall. Standards of writing are well below average, although improving as a result of the attention the school is giving to writing. While some pupils throughout the school write interestingly and imaginatively, and are confident in writing, others show weaknesses in handwriting, spelling and grammar.

9. In mathematics, standards are below average in Year 6. These pupils are underachieving as a result of poor continuity in the teaching in earlier years, and of the failure of the school to adopt the National Numeracy Strategy until only recently. In Years 3, 4 and 5, pupils are achieving satisfactorily. Most pupils in Year 6 are able to manipulate numbers accurately, but other aspects, including pupils' knowledge of shape, space and their ability to handle data, are less strong. Their ability to use and apply mathematics is not well developed.
10. Standards in science are below average in Year 6, and pupils' achievements are unsatisfactory. In other years, pupils are making satisfactory progress and standards are more in line with average standards. Pupils' knowledge across the range of science is reasonable and they understand the principles of a fair test, but their experience of investigative science and understanding of scientific concepts are not sufficiently well developed.
11. Pupils with special educational needs make satisfactory progress in lessons with other pupils. In withdrawal lessons their progress is usually better because they are often working on an individual basis with their teacher, and so the resources and styles of teaching are more effectively matched to their needs. Pupils make satisfactory progress in working towards the targets set for them in their individual education plans.
12. There are no pupils who are at the early stage of learning English, and the small number of pupils from minority ethnic groups make the same progress as their peers.

Pupils' attitudes, values and personal development

13. All pupils, including those with special educational needs, have positive attitudes to school and work, matching the judgement made at the time of the last inspection. During discussions, pupils of all ages say that they find work interesting and that they look forward to taking part in the various activities provided. Pupils also speak highly of their teachers, and relationships between pupils and with adults are good. Pupils of all ages and ethnic groups mix freely; they develop into confident and outgoing young people and they are very friendly towards visitors. The result is a vibrant, friendly and harmonious community. There were no exclusions during the school year that preceded the inspection, but there has been one permanent exclusion during the current school year. Although attendance was average at the time of the previous inspection, it has since declined and is now below the national average. Pupils usually arrive in good time for the start of the first lesson and this helps them to make good use of their time in school.
14. Pupils, including those with special educational needs, behave well during lessons and they usually settle down quickly and do their best. They readily offer help to each other and persevere with work they find difficult. For example, during a lesson when Year 6 pupils were studying a poem that described the memories and impressions of a young child, pupils worked hard to understand the text and helped each other to infer the meaning of the words used. Although some pupils are insufficiently aware of the way in

which their behaviour affects others, the majority behave responsibly and with consideration for each other. Pupils, however, say that they dislike assemblies and find them to be of little relevance. During some lessons observed, pupils lost concentration and became increasingly restless. Lunchtimes are sociable and well organised. Pupils regard being able to use the attractive quad area as a privilege that is not to be abused and they thoroughly enjoy talking to their friends at the picnic tables and playing games such as chess. In the dining room, pupils form an orderly queue and eat their meal with the minimum of fuss. Pupils say that although bullying sometimes occurs, once they inform a member of staff, the situation is usually quickly and effectively resolved.

15. Although the school does not specifically plan the way in which it promotes pupils' spiritual, moral, social and cultural development during lessons, these strands form an integral part of school life. Pupils respond well to this provision and, as a result, pupils' personal development is good. Over time, pupils form their own set of values, principles and beliefs. As they get older, pupils are increasingly able to distinguish right from wrong and the majority are able to make reasoned and responsible moral decisions. Pupils work constructively in pairs or groups and amicably share opinions and learning resources. Pupils learn about cultures other than their own and are very open to new ideas.
16. Pupils undertake a wide range of responsibilities and they relish being able to help. For example, some pupils in Years 5 and 6 have trained as peer mediators and they provide lunchtime 'drop in' sessions for schoolmates who are feeling lonely or unhappy. There is a well-established school council and pupils in Year 6 also undertake a residential visit to the Isle of Wight, where they take part in canoeing, abseiling and climbing, helping them to grow in confidence.
17. Attendance has fallen since the previous inspection and has been below the national average for the last three years. The school, however, reminds parents of the importance of regular attendance and good punctuality and there has been a small improvement during the current academic year. Much of the poor attendance is attributable to a small number of families. When pupils are absent, it is usually because they have been ill or have been taken on a term-time holiday. Holidays cause one in six of all absences and pupils miss important work.

HOW WELL ARE PUPILS TAUGHT?

18. The quality of teaching is satisfactory overall. However, nearly two out of five lessons seen were good. Good teaching was observed in all years. The quality of teaching has marginally improved since the time of the previous inspection, when there was a higher proportion of unsatisfactory teaching seen. Teaching was judged to be at least satisfactory in over 94 per cent of lessons observed during this inspection. Teaching was unsatisfactory in just three lessons observed.
19. In English, mathematics and science, the quality of teaching is satisfactory throughout the school. It is also satisfactory in all other subjects. Teaching was not observed in design and technology and history so no judgement can be made in these subjects. There is a very close link between the quality of teaching and the quality of learning, and pupils' progress in lessons is directly related to the quality of teaching.
20. The teaching of literacy is satisfactory. The literacy co-ordinator has only recently been able to resume her role, after her involvement in responsibilities of school management. As a result of the school's analysis of standards in reading and writing, there has been a focus on writing in the current school year, and this has borne fruit in

greater emphasis on writing for different purposes, and in more opportunities for writing across the curriculum. For instance, in history there are some carefully researched descriptions of the hard working conditions endured by children in early Victorian times, and a well-informed summary of changes in working conditions and education, brought about by philanthropists such as Lord Shaftesbury. Writing skills are also used effectively in conjunction with diagrams and sketches to record observations in science and visits to places of worship in religious education. However, in some extended writing in geography, there are examples of unselective copying from information sources, and there are wide variations in the amount of written work in exercise books across the subjects and within the year groups. The school rightly identifies the development of writing skills as a continuing focus for school improvement.

21. In mathematics, numeracy skills are given satisfactory emphasis in lessons, particularly since the introduction of the National Numeracy Strategy. However, apart from in science, insufficient attention is given to developing these skills in other subjects. In science, good attention is paid to the accurate reading and recording of results, and to presenting these in the form of bar charts and line graphs. However, in other subjects, such as geography and physical education, teachers do not always emphasise the teaching of numeracy skills in real-life contexts.
22. It is the expectations that teachers have of what pupils can achieve that distinguishes the best teaching from the less effective. Where expectations are high, pupils are challenged, the pace of lessons is brisk and the pupils' learning is at least good. This takes place within a well-planned and well-ordered lesson that meets the needs of all pupils, taking account of their different starting points. For example, in an excellent Year 4 science lesson, pupils were classifying different organisms. Lesson planning was detailed and included specific and detailed advice to the teaching assistant. The teacher gave a clear introduction to the task. Very good pace was maintained throughout and the pupils were keen to respond and get involved. Probing and challenging questions ensured pupils thought deeply about what they were doing and developed their use of language and, particularly, the relevant scientific vocabulary. Work was set which challenged all pupils at their own level. The support provided for pupils with special educational needs was sensitive and very effective.
23. Good relationships and positive attitudes contribute strongly to the progress pupils make. As a result, most pupils work hard and are able to concentrate and persevere when they find the work difficult. In a very good Year 6 mathematics lesson, the pupils concentrated well in working out the factors of given whole numbers. Their high levels of motivation and commitment to finding the right answer were a significant factor in the very good progress they made. The teacher further consolidated their learning through an effective review of learning at the end, bringing the pupils back to the original learning intention.
24. Another strength of the teaching is the effective classroom and behaviour management of the teachers. The strategies used by teachers to manage sometimes quite challenging behaviour are effective. During a Year 5 physical education lesson, for example, some pupils failed to join in initially, but, as a result of the teacher's successful intervention, were encouraged to participate fully. There were a number of other examples of skilful and effective classroom management observed during the inspection. Many teachers use praise effectively to encourage the pupils and ensure that their learning is reinforced at regular points in the lesson.
25. Less effective teaching lacks some of these qualities, often involving pupils in routine work that fails to stimulate their interest and their thinking. Sometimes the teacher fails

to plan and teach explicitly for improvements in performance. In a Year 5 music lesson, the pupils responded positively to the teachers' enthusiastic and energetic approach. While they worked co-operatively and with a sense of purpose, the teacher failed to intervene and inform the pupils how their musical skills in accompanying a tune with percussion instruments might be improved. As a result, pupils made little headway and continued to make the same mistakes.

26. To a certain extent, this was because the teacher's own subject knowledge and skills were limited. A number of teachers lack specific skills and subject knowledge, not just in music but also in art and design, ICT, science, physical education and religious education. In mathematics, some teachers still lack confidence in the implementation of the National Numeracy Strategy.
27. Much of the teaching is inclusive and well adapted to suit the needs of the sometimes wide range of abilities of pupils in the class. This is usually because the teachers know individual pupils well and are able to respond well to their individual learning needs. Classroom support provided by classroom assistants and other adults is often particularly effective with lower attaining pupils and those with special educational needs. However, this is not consistently so, and not all teaching stretches all pupils.
28. The school has recently adopted a policy of sharing the learning intention with pupils at the beginning of the lesson. The 'WALT' (We Are Learning To...) is often written on the whiteboard and used as a point of reference during the lesson. Criteria against which learning tasks are set and assessed should also be made clear – the 'WILF' (What I am Looking For). In some cases, these are used effectively to set tasks related to prior attainment and build on each pupil's learning. At the end of the lesson, pupils are sometimes asked whether they have met the WALT and, as a consequence, they are being guided to an understanding of their progress. In other cases, the WALT is not challenging enough or is used merely to define the nature of the activity rather than the learning to be achieved. Learning is not always effectively reinforced and consolidated at the end of the lesson. WILFs are being used infrequently and, as a result, activities and tasks are not always being set to challenge pupils at their particular level. This impacts on the progress of higher attaining pupils in some subjects, such as mathematics, but is a factor in the progress of all pupils. The lack of precision in the implementation of the school's policy in this area is reducing its impact.
29. Marking of pupils' work often comments on whether the learning objective has been met. Much good practice exists, but it is not consistent. In English, mathematics and science, much marking is regular and supportive but misses opportunities to set targets or tell the pupils how to improve. As a result, pupils themselves are sometimes unsure of their progress and how they might reach higher levels of attainment. A more consistent approach to marking and target setting across the school could ensure planning was more focused, help pupils evaluate their own progress better and ensure that they are more aware of how they might improve.
30. Teachers are not using ICT as a resource to support learning. While there have been some improvements in resources and training for staff, more needs to be done to ensure the use of computers is regarded as a natural part of the lesson. To some extent, this is because access to computers in classrooms remains limited and pupils only use ICT when they can get into the ICT suite. This remains an important priority for school improvement.
31. The teaching of pupils with special educational needs is satisfactory. In a few cases observed, teachers successfully adapted their teaching styles and learning materials to

pupils' requirements. As a result, pupils achieved well. The good relationships in the classroom, and the effectiveness of the classroom support, also have a positive impact on pupils' learning. For example, in a Year 4 English lesson, the teacher's very good lesson planning and high expectations for all pupils in the class resulted in carefully chosen questions for pupils with special educational needs which were challenging, yet well within their scope. Consequently, the pupils answered them with confidence. The classroom assistant was able to give very effective support because she was well briefed and skilfully included in lesson activities. By the end of the lesson, pupils with special educational needs had made very good progress in understanding how to express opinions in a balanced way. However, more frequently, lesson planning has not taken pupils' different needs into account, and when there are no structured prompts in writing, pupils find difficulty in coping with the set tasks, and so they do not achieve as well as they should.

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

32. The quality and range of curriculum opportunities are satisfactory. Following a whole-school curriculum audit, the school now offers a reasonably balanced and broad curriculum. All subjects of the National Curriculum are taught, including religious education and personal, social and health education (PSHE). This programme includes sex and health education and appropriate opportunities for pupils to learn about drugs misuse. Most subjects have schemes of work based on national subject guidance, and are now able to ensure progression through each year, a criticism of the curriculum at the time of the last inspection.
33. However, there are weaknesses and National Curriculum requirements are not fully met. In ICT, there are no opportunities for pupils to learn about control and subject schemes of work do not identify clearly where ICT can be used to support learning. In geography, pupils are not taught about maps and mapping skills sufficiently. In art and design, a scheme of work is in place but has not been fully implemented. Insufficient time is allocated on the timetable for design and technology for pupils to be able to make satisfactory progress. The citizenship curriculum has not been fully implemented, although the school is broadly following national guidance and has allocated sufficient time to PSHE.
34. The school's commitment to educational inclusion is evident from its approach to the curriculum. All pupils have equal access and an accessibility plan has been formulated and is being implemented. The school rightly highlights multiracial inclusion as a priority and it has a comprehensive and detailed draft policy, including a race equality policy, currently ready for governors' adoption.
35. The school's strategies for teaching literacy and numeracy are satisfactory. The school has only recently implemented the National Numeracy Strategy, and significant progress has been made in a very short time in the teaching of numeracy. The National Literacy Strategy is more fully in place and teachers are aware of the importance of teaching literacy across all subjects. In particular, many teachers take opportunities to develop the pupils' speaking and listening skills through the use of whole-class and group discussions. The school is currently prioritising the development of writing skills, and all classes have additional curriculum time for the teaching of extended writing.
36. The school has a clear policy for special educational needs and makes satisfactory provision for those pupils who are in need of extra help. The curriculum is accessible to all pupils on the special educational needs register. Booster lessons and withdrawal

sessions give pupils good opportunities to improve their basic skills, and the updated individual education plans are effective in ensuring that pupils' particular needs are identified and catered for. Short-term targets in literacy, numeracy, general organisation and behaviour are expressed in a straightforward and realistic way, so that pupils can understand them easily.

37. The school has identified its gifted and talented pupils. Specific curricular provision, however, is minimal and as yet has had only a limited impact on the progress of these pupils.
38. The quantity and range of extra-curricular activities are satisfactory. The gardening club is well supported and has made a considerable impact on environmental improvements to the school grounds. In addition, an art club, football and netball provide opportunities for pupils to extend their learning. The school has recently established a breakfast club which offers good opportunities for pupils to participate in chess and other board games before school starts. Instrumental music lessons are offered and around 25 pupils participate. In addition to regular clubs, the curriculum is enhanced by visits to museums such as the British Museum and Duxford Air Museum. Year 6 have an annual residential visit to the Isle of Wight.
39. There are good links with the wider community, which make a satisfactory contribution to the pupils' learning. There is good police liaison, including talks about drugs and road safety. Music groups visit and perform to the school. As part of the school's religious education programme, pupils visit the local church and synagogue. Where possible, parents and grandparents are used to contribute to pupils' learning, as in history when a grandparent related her experiences of the second world war. The school's relationships with its partner schools are satisfactory and developing well. During the inspection, Year 5 pupils visited the local secondary school to take part in a science programme. Other links are developed in sport and ICT. The school also has satisfactory links with the infant school with which it shares the site.
40. The provision for spiritual, moral, social and cultural development is good. The school works hard to create a secure environment in which pupils behave with respect and friendliness to each other. Pupils are confident and polite with adults and the school has a calm but purposeful atmosphere. In this respect the school is fulfilling its stated aim to prepare all pupils for the responsibilities and experiences of life. Pupils with special educational needs have good opportunities for personal development through activities which are designed to improve their social skills, such as group work in lessons, school clubs, and teamwork in physical education.
41. Provision for pupils' spiritual development is satisfactory. Opportunities are provided through class activities when pupils sit in a circle to develop an awareness of their own thoughts and feelings, to develop self-esteem and to engender respect for others. In a Year 4 science lesson when classifying organisms, pupils were encouraged to appreciate the wonder and variety of the created world, to appreciate its diversity and develop a respect for all creatures. Assemblies around the themes of trusting and commitment were seen on a number of occasions. Teachers usually told an appropriate story to exemplify the theme but, because the opportunity for pupils to reflect was omitted, the statutory requirements for collective worship are not fully met.
42. The school's provision for moral education is good. The school's code for movement around the school is adopted very well and pupils' behaviour as they move around the school shows self-control and courtesy. In religious education, pupils have the opportunity to explore moral issues, such as 'How do Christians and Sikhs care for

their neighbours?’ In assemblies, they are encouraged to keep promises and to prove themselves trustworthy. In PSHE, pupils are encouraged to consider how vandalism affects their community and write persuasively to encourage others to look after their local park. In literacy lessons in Year 4, pupils have good opportunities to develop points of view for and against football and are encouraged to think about their rights and responsibilities and the impact of their behaviour on others. In Year 6, pupils have good opportunities to discuss issues about drug and alcohol abuse and are encouraged to think about the consequences of their actions and those of others.

43. The provision for social development is good. Older pupils have been trained as peer mediators to listen to those who need to talk. The school council has been very effective in developing lunchtime facilities and supporting improvements in playtime behaviour. Each class is represented on the school council by two pupils, and meetings encourage pupils to develop a sense of social responsibility. In PSHE lessons, pupils address issues such as ‘What makes a good friend?’ and in assemblies they consider how to maintain friendships and what trust and commitment mean.
44. Provision for cultural development is satisfactory. Opportunities to develop an awareness of their own cultural heritage are available through visits to the London Museum and Duxford Air Museum as well as locally to the library and around the community. Pupils have the opportunity to learn to play musical instruments, to listen to visiting musicians and to join the art and gardening clubs. Curricular opportunities to learn about life in Ghana and India enable pupils to consider how the cultures of these communities differ from their own. A study of Sikhism and Judaism (which incorporates a visit to the Romford synagogue) provides further opportunities for pupils to learn about the diverse cultures and faiths in our society. However, there is little evidence of this understanding being followed through into art and design, music or other aspects of the curriculum and the school is aware of the need to provide more books which reflect the multicultural nature of society. Currently, the school employs several teachers from a range of other cultural backgrounds. One teacher has put up a display in her classroom about her home country with captions in both English and Afrikaans. Other teachers from Australia talk to their classes about their home culture. More could be done by the school to prepare pupils for adult life in a culturally diverse society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. The previous inspection judged that a high priority was given to pupils’ welfare and that all members of staff provided a good level of personal support and guidance. This positive picture has been maintained during the intervening five years and the standard of personal care provided continues to be good. During discussions, pupils say that they like coming to school and that they feel well looked after. Although many of the routine health and safety procedures are in place, records of recent fire drills and the testing of equipment, such as the fire alarm bells, are incomplete. Governors, however, have recently commissioned an external audit of the school’s procedures and they have since drawn up a comprehensive action plan. Child protection procedures are very good and regular training is provided for all members of staff. Procedures for monitoring and promoting behaviour are good, as are procedures for eliminating anti-social or bullying behaviour. Procedures to promote attendance are satisfactory.
46. Although procedures for the monitoring of pupils’ personal development are largely informal, they are satisfactory. Relationships between pupils and with members of staff are good and teachers are sensitive to pupils’ ‘ups and downs’. This helps to ensure that any emerging personal or academic problems are identified and addressed at an

early stage. Pupils also have their individual records of achievement and these include details of each individual's attendance, behaviour, personal and academic targets. Over time, these effectively form a cumulative record of the way in which each pupil is developing and of any particular successes or difficulties they have encountered.

47. Procedures for monitoring and promoting good behaviour are effective. The school has a clear code of conduct and this is promoted through two campaigns: 'STEP' (Stay to the side, Thank you, Excuse me and Please) and TEAM (Together Everyone Achieves More). These form the two central tenets by which the school promotes good behaviour and pupils are always urged to understand why it is important to consider the needs of others. Pupils say that those who misbehave are managed firmly but fairly and that the procedures for eliminating bullying and other oppressive behaviour are usually effective. The level of racial harmony is very good. This is a testament to the successful way in which the school promotes mutual tolerance and understanding between pupils who represent a wide range of cultures and religious beliefs.
48. Procedures for monitoring and promoting attendance are satisfactory. The school regularly emphasises the importance of prompt and regular attendance and the education welfare officer follows up any pupils who have intermittent or poor attendance. In addition, pupils with outstandingly good attendance receive a congratulatory certificate at the end of the school year.
49. The school is keen to recognise and celebrate pupils' academic success and teachers are quick to praise pupils' efforts and achievements. The procedures for assessing pupils' attainment and progress are good. The school's policy for assessment has recently been reviewed. The school now carefully analyses pupils' progress and is able to identify underachievement. It is now beginning to put in place programmes of intervention and support. Assessment was a weakness identified at the time of the last inspection, and good progress has been made in tackling this issue.
50. Regular assessments are now made of pupils' progress in English, mathematics and science. Optional national tests are taken at the end of each year, enabling progress of all pupils to be monitored. A detailed and careful analysis of progress has been made, enabling the school to set targets and identify pupils in need of support. The headteacher has written comprehensive reports to governors using these analyses, enabling them to agree proposed action to improve overall attainment. This process is also enabling the school to detect any patterns of achievement across the school and whether particular groups are doing better than others. The school is planning to undertake further analysis to identify any areas of particular weakness in each subject. Assessment procedures are less comprehensive for subjects other than English, mathematics and science.
51. The use of assessment by teachers to guide their planning is unsatisfactory. While pupils' progress is monitored carefully by both the class teacher and the headteacher, this has not been translated into meaningful targets for each pupil. In addition, there is little modification of curriculum planning to ensure that pupils' needs are being met effectively. Assessment procedures are still relatively newly established in the school and teachers have yet to use the outcomes to plan for individual needs. For example, although targets in English are displayed on every classroom wall, only very rarely is reference made to what they mean for individual pupils. Specific assessment criteria in lessons – the WILF – are inconsistently used to set targets adapted for the different needs of pupils.

52. The school monitors and supports the performance of pupils with special educational needs in a satisfactory way. The arrangements for identifying pupils in need of extra help generally work well, and the recently introduced recording system is proving useful in monitoring pupils' day-to-day progress in lessons. Individual education plans give clear information on pupils' current standards, their targets for improvement and the arrangements for support. Helpful advice is also provided on suitable learning activities for pupils with different problems. However, most teachers are not yet using assessment information effectively to plan adequate support for pupils with special educational needs in lesson activities or through well-structured learning materials. Classroom assistants usually know their pupils well, and the good relationships that they build up make an important contribution towards the personal development of the pupils whom they support. There is an effective liaison between the school and its partner schools, and also with local specialist services.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. Although the majority of parents are supportive of the school, a substantial minority are critical of certain aspects, and this is unsatisfactory. The previous inspection found that this school enjoyed a good relationship with parents and that the partnership between home and school was effective. During the intervening five years, parents have become concerned about a number of issues and the school is working hard to regain their confidence. Less than one fifth of the pre-inspection questionnaires was returned and only a handful of parents came along to the pre-inspection meeting.
54. The areas that meet with the greatest level of dissatisfaction are the high turnover of teaching staff, the range of extra-curricular activities, the amount of homework that is set and the amount of information they receive about their children's progress. Inspectors understand parents' concerns about the high turnover of teaching staff but judge that the school is doing all it can to manage a difficult situation. Inspectors disagree with the comments made about the range of activities that take place outside lessons; the range is similar to other schools, with many taking place during lunchtime. Arrangements for homework and the quality of information provided are similar to other schools.
55. The school has a satisfactory partnership with parents of pupils with special educational needs. Parents usually attend the reviews of their children's progress, and the majority of parents are pleased with the support that their children receive, although a very small number of parents expressed dissatisfaction at the pre-inspection meeting with inspectors. There are not yet enough opportunities for parents to be actively involved in their children's learning, for instance through contribution to reading records, discussions on progress with the special educational needs co-ordinator during parents' evenings, and family learning. However, the school is aware of these shortcomings and has plans to remedy them.
56. End-of-year reports include clear information about what pupils can and cannot do. They do not, however, give parents a clear picture as to whether or not their children's progress compares with what would normally be expected. In addition, parents do not receive written information about what their children will be learning and this makes it difficult for them to help at home.
57. Links with parents are satisfactory and they make a sound contribution to their children's learning at home and at school. They enjoy coming along to concerts and almost everyone attends their children's consultation evenings. Although parents are keen for their children to do well, few are willing to become directly involved with the

school. The school association has recently lapsed. In order to encourage parents to become more involved with their children's education, the school has run information evenings, including one on mathematics which was well attended. In addition, a working party has secured funding for the redevelopment of part of the playground and this has been used to install an attractive shaded area where the children can sit down or play quietly.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. Leadership and management are satisfactory overall. After several years of drift, the school is now beginning to improve and regain the trust of the community it serves. Much has already been achieved and the school is now well placed to move forward with more confidence. The school's values are seen in its commitment to good relationships and educational inclusion. All pupils are valued and there are high expectations of both work and behaviour.
59. The major factor in the school's recent improvement is the very good leadership provided by the headteacher. He is thoughtful and analytical in his approach and is promoting a strong and clear vision for the school. He has the respect and trust of staff and governors and is steering the school confidently towards improvement. His identification of the school's strengths and weaknesses shows both insight and realism. He has drawn up a challenging plan for improvement, based on a comprehensive and thorough analysis of performance. This is proving an effective blueprint for the future. Much remains to be done but there is now a realistic and coherent strategy.
60. The headteacher has made some strong recent appointments, including a deputy headteacher who has taken a lead in improving the quality of teaching and learning. She provides committed support and manages her areas of responsibility well. The headteacher has also reorganised senior management to include four year-group leaders. This has provided a good focus for ensuring more consistent practice through the year, particularly with regard to curriculum coverage and planning. The group provides loyal and committed support. As yet their role in monitoring the work of their teams is not fully developed. However, the senior management team, which consists of the headteacher, his deputy and the four year-group leaders, is increasingly effective as a forum for the discussion of ideas for the school's improvement. Although the impact of many recent management initiatives has yet to be felt, inspectors share the headteacher's confidence that management at all levels is improving and beginning to make a difference to pupils' performance in the classroom.
61. The school has suffered from significant problems of staff recruitment and retention. At the time of the inspection, six out of twelve classes were being taught by long-term agency staff. This situation is being managed well and, with a reduction in classes being planned for next year, the position is likely to improve. However, the potential for the delegation of management responsibilities, particularly those related to subject leadership, is reduced. Subject leadership of design and technology, music and religious education is taken by the headteacher, and some co-ordinators have only recently been appointed. Inevitably, the leadership of some individual subjects suffers, particularly those where there has been no specific leadership in the recent past. The role of subject co-ordinators in monitoring teaching and learning and in leading and supporting developments in their subject is satisfactory, but not consistently so.
62. Despite this limitation, much has been achieved in the last five terms. Strengths of the school, including its commitment to social and educational inclusion, good relationships

and the good provision for pupils' moral and social development, have been maintained. Standards of attainment after some years of decline are now improving and the quality of teaching is now more consistently satisfactory. This has been achieved through a rigorous programme of monitoring followed by support and effective action where necessary. As a result, the quality of provision in a number of areas has improved. The commitment of all staff to school improvement is evident in the way issues are tackled, and the school's capacity to improve further, once the staffing situation is more stable, is good.

63. Management of special educational needs is satisfactory. The co-ordinator has made a good start in revising and improving arrangements for the assessment and support of pupils' progress. She manages her responsibilities efficiently, and gives sound educational direction. Resources within the department are now good and they make a positive contribution to pupils' progress. Statutory requirements in respect of pupils with statements of special educational needs are met.
64. Governors are committed and hardworking, and they are making a satisfactory contribution to the school's governance. They are reasonably knowledgeable about the school and have satisfactory procedures to monitor its effectiveness. The chair of governors works productively in co-operation with the headteacher, with whom he shares the vision of the school's direction. He has done much to establish the procedures for monitoring the school's work through its newly-formed committee structure. Governors take their responsibilities seriously, and have undergone training in how best to monitor and support the school's work. They are committed to improving their skills and experience in this area further. Governors are involved in drawing up the school's improvement plan and monitoring progress towards the implementation of its targets through their committee structure. Statutory requirements are largely met, although some aspects of the National Curriculum and those in relation to collective worship are not fully met.
65. The headteacher monitors teaching and learning effectively. This has led directly to improving standards. Feedback ensures that teachers are increasingly reflective about their teaching and committed to improvement. Considerable training and support have been necessary to ensure that a number of overseas trained teachers are familiar with recent national initiatives, including both literacy and numeracy strategies. This has been managed sensitively and thoroughly. The school improvement plan provides a good framework for improvement. Although currently a one-year plan, the school intends to set it within the context of a three-year plan. Priorities identified are appropriate, and the plan is securely based on an audit of current standards and provision.
66. The headteacher has a good understanding of issues related to social and educational inclusion. Considerable emphasis is placed on ensuring that pupils have equality of opportunity, and the governors' policy for multiracial inclusion is detailed and thorough. The school has a positive ethos that is reflected in its work. Equality of opportunity is taken seriously and pupils are encouraged to respect each other.
67. The school's financial planning is satisfactory, and spending is directly linked to educational priorities. These are clearly established through the process of drawing up the school improvement plan. The school's budget is only just in balance. However, the planned reduction in staff will ensure that there is a reduction in spending to match the school's income next year. Overall financial procedures and control are satisfactory. Spending is checked regularly by the governors' finance committee to ensure it is in line with the agreed priorities. Specific grants, such as those for special educational

needs and curriculum and staff development, are used effectively for their designated purposes. The governors are fully aware of the principles of best value and seek to apply them whenever possible.

68. Overall there is an adequate match of teachers and support staff to the demands of the curriculum. However, the school suffers from too high a rate of teacher turnover and this has had a negative impact on the continuity of teaching and learning. The headteacher has taken an active role in developing constructive relationships with local teacher agencies, so that temporary staff remain in post for the whole school year. In addition, agency teachers who provide short-term cover are known to pupils, and have access to appropriate resources in terms of lesson plans and learning materials.
69. Induction procedures for new staff are good. Teachers, including temporary agency staff, who have come into the school during the past year speak highly of the support they have been given by staff in management positions, in helping them to become familiar with the requirements of the National Curriculum and National Literacy and Numeracy Strategies. The quality of classroom assistance is good and enables pupils who need extra support to gain confidence and take an active part in lessons. In music, qualified instrumental teachers provide effective tuition for individual pupils.
70. Arrangements for staff development are good, and are linked to the school improvement plan and analysis of need. For instance, as a result of an analysis of standards in writing, teachers have benefited from training courses in improving the quality of pupils' writing, and marking and moderating writing. Performance management policy has led to targeted improvements. However, teachers' subject knowledge in some subjects remains unsatisfactory and, because of the high rate of staff turnover, continuing professional development remains a high priority.
71. Resources are adequate in most subjects. However computers in the ICT suite are unreliable, and the lack of computers in classrooms restricts the opportunities for developing ICT skills and the use of them to support other subjects.
72. An audit of curriculum resources is being undertaken and staff have been assigned budgets to enable them to improve provision in their areas of responsibility. There is a lack of multicultural resources to support learning. The library contains books of satisfactory quality but the quantity and range are unsatisfactory. The recently catalogued books are presented in an unattractive manner and are difficult to access; as a result, pupils have lost the habit of borrowing books and this important resource is underused.
73. The outside environment has been developed into a rich resource; as a natural habitat for enhancing study in science and also as an attractive playground resource which offers shaded areas, seating and playground markings. This development has been well managed through staff, pupils and parents working together. The input of the pupils in particular through the school council has been very effective.
74. The accommodation is spacious, but several rooms and areas are dilapidated and in urgent need of repair and redecoration. Governors are well aware of this and have already upgraded areas such as the dining hall and toilets. There is much that remains, however, and there are plans to upgrade the main hall over the forthcoming summer holidays. The lack of air conditioning in the computer suite means that it quickly becomes very hot.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

75. In order to improve standards and the quality of provision, the headteacher, governors and staff should:

(1) Improve standards and pupils' achievements in all subjects and particularly English, mathematics, science, art and design, design and technology, music and ICT by:

- raising teachers' expectations of what pupils can achieve;
- working to ensure that the discontinuity in pupils' progress caused by high teacher turnover is minimised;
- continuing to place an emphasis on developing pupils' skills in writing;
- ensuring an appropriate emphasis is placed on using and applying mathematics, and investigative work in science;
- improving teachers' subject skills and confidence, particularly in science, ICT, art and design, physical education, religious education and music;
- ensuring that learning is reinforced and consolidated at the end of the lesson;
- continuing to improve access to and use of the library;
- continuing to work at improving attendance.

(paragraphs 6, 7, 8, 9, 10, 17, 20, 26, 30, 31, 80, 85, 92, 94, 99, 113, 116, 117)

(2) Improve the use of assessment to raise the quality of teaching and ensure planned work is adapted to pupils' individual needs by:

- improving teachers' planning to ensure the needs of pupils with different prior attainment or capability are fully met;
- ensuring the setting of meaningful targets for individual pupils, based on assessment data;
- empowering pupils by making them aware of the next step in their learning;
- using assessment criteria in lessons which are adapted to the needs of different groups of pupils;
- providing opportunities for skills to be practised and improved;
- ensuring that the lesson's learning objective is precisely defined and shared with the pupils;
- improving the quality of marking to enable pupils to be aware of their own progress and how to improve.

(paragraphs 25, 28, 29, 51)

(3) Improve the role of subject co-ordinators and year-group leaders in leading and monitoring developments by:

- holding them to account for standards and ensuring that they have a greater influence on improving the quality of teaching and learning in their subject;
- providing training in management roles;
- giving opportunities for shared teaching and the dissemination of good practice.

(paragraphs 60, 61)

(4) Improve the use of ICT to support learning in all subjects by:

- ensuring access to ICT is made easier;
- reviewing schemes of work to ensure opportunities are taken to use ICT to enhance learning;
- improving teachers' own confidence and skills in the teaching of ICT.

(paragraph 33)

(5) Improve relationships and communications with parents by:

- improving the quality of end-of-year reports on pupils' progress to parents;
 - increasing the opportunities provided for parents to be actively involved in their children's learning;
 - using the reading record/homework diary as a more effective channel for communication;
 - providing information about the curriculum to be studied to parents.
- (paragraphs 53, 54, 55, 56, 57)*

- (6) Continue to work to improve the quality of accommodation by:
- implementing the planned programme of repair and refurbishment.
- (paragraph 74)*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	53
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	4	16	29	3	0	0
Percentage	1.9	7.5	30.2	54.7	5.7	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	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	288
Number of full-time pupils known to be eligible for free school meals	41

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	50

English as an additional language	No of pupils
Number of pupils with English as an additional language	10

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

	%
School data	6.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.5
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 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	47	39	86

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	19	35
	Girls	27	19	31
	Total	53	38	66
Percentage of pupils at NC level 4 or above	School	62 (65)	44 (53)	77 (79)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	23	30
	Girls	29	23	28
	Total	54	46	58
Percentage of pupils at NC level 4 or above	School	64 (75)	54 (58)	68 (63)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	233	0	1
White – Irish	0	0	0
White – any other White background	3	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British - Indian	1	0	0
Asian or Asian British - Pakistani	2	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	3	0	0
Black or Black British – African	1	0	0
Black or Black British – any other Black background	0	0	0
Chinese	2	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	38	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	14
Number of pupils per qualified teacher	20
Average class size	24

Education support staff: Y3 – Y6

Total number of education support staff	8
Total aggregate hours worked per week	168

FTE means full-time equivalent.

Financial information

Financial year	2002/2003
	£
Total income	720,435
Total expenditure	793,647
Expenditure per pupil	2755
Balance brought forward from previous year	73.212
Balance carried forward to next year	0

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	12
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	6
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	288
Number of questionnaires returned	54

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	31	61	6	2	0
My child is making good progress in school.	26	54	19	2	0
Behaviour in the school is good.	19	54	17	2	9
My child gets the right amount of work to do at home.	15	39	33	13	0
The teaching is good.	19	57	20	2	2
I am kept well informed about how my child is getting on.	17	50	26	2	6
I would feel comfortable about approaching the school with questions or a problem.	39	48	11	2	0
The school expects my child to work hard and achieve his or her best.	22	59	17	0	2
The school works closely with parents.	13	54	20	7	6
The school is well led and managed.	9	61	22	2	6
The school is helping my child become mature and responsible.	17	67	13	2	2
The school provides an interesting range of activities outside lessons.	6	30	43	11	11

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

ENGLISH

76. In the 2002 national tests for eleven-year-olds, pupils' standards were well below average when compared with schools nationally. They were also well below the average of schools with pupils of similar backgrounds. This represents poor achievement because the standards of the same pupils were broadly average when they entered the school in Year 3. The proportion of pupils reaching Level 5 or higher was well below the national and similar schools' average. There was no difference in standards between boys and girls. Pupils' results were better in English than in mathematics, but not as good as in science. Standards in Year 6 have declined since the last inspection and the trend is below the improving national trend. The school's targets set for the Year 6 test results in 2002 were not met. However, the challenging targets for this year indicate a considerable improvement in performance.
77. On the evidence of work seen during the inspection, overall standards in English are below average in Year 6. Many pupils are not reaching the standards of which they are capable because of lack of continuity in learning in earlier years. Nevertheless, they have made satisfactory progress since the beginning of this school year. In other years, pupils are making satisfactory progress because of greater consistency in the quality of teaching. Pupils with special educational needs and minority ethnic pupils progress at the same rate as other groups of pupils, as do those pupils who have been identified as gifted and talented.
78. Irrespective of the standards in reading and writing, the standards of speaking and listening are average, and are a strength across the curriculum. Pupils generally speak with confidence, and they usually listen attentively to their teachers and fellow pupils. The National Literacy Strategy has been instrumental in improving pupils' explanatory and reasoning skills and, as a result, most pupils of all levels of attainment express their ideas clearly. Higher attaining pupils speak very fluently, as was apparent during the interviews inspectors held with pupils, and they use a wide range of vocabulary when expanding on their opinions.
79. Standards of reading in Year 6 are below average. Although pupils borrow fiction and non-fiction books from class libraries and subject resource collections, the restricted access to the school library this year has had a negative impact on the development of independent reading and skills in locating information. However, library accommodation is set to improve in the coming school year. Pupils generally enjoy reading, and when reading aloud they can usually correct their inaccuracies. Another factor affecting standards is the lack of a reading diary to provide a comprehensive record of what pupils have read over the year, and to be an effective channel of communication between teachers and parents in monitoring pupils' progress. The school management is aware of this shortcoming and is making plans to remedy it.
80. Standards of writing are well below average, but they have started to rise during the course of the year because of the school's focus on writing across the curriculum. However, pupils in Year 6 have been unable to catch up sufficiently on lost time in earlier years. In English, pupils write for a variety of different purposes, such as giving descriptions of school visits, drawing up advertisements, and sending formal letters of thanks, as well as creating original stories and poems. They are also beginning to appreciate the techniques of explanatory writing. The writing of some higher attaining pupils is lively and confident, as seen in their autobiographies, but, in lessons, the

progress of pupils of all levels of attainment is often hampered because of a lack of structured support for their writing. Handwriting is usually joined and legible, but there are too many examples of inaccurate spelling of commonly used words. Although pupils benefit from access to dictionaries in lessons, spelling notebooks are not used consistently, and errors often go uncorrected in exercise books.

81. The quality of teaching and learning is satisfactory overall, although much good teaching was observed. The main strengths of the teaching are the good relationships in the classroom and teachers' skilful management of pupils, both of which are instrumental in creating a positive learning environment. As a result, pupils generally have good attitudes towards their work and behave well. In the most effective lessons, pupils are keen to learn because they enjoy the challenges in the different activities and know what is required of them. For example, in a Year 4 lesson on debating, pupils enjoyed putting forward opposing points of view on whether they should be allowed to come to school on bicycles. The teacher's high expectations of the pupils' debating techniques and their conformity to accepted debating procedures resulted in good quality presentations, and in attentive listening and respect for other people's points of view. Because of the teacher's careful planning in previous lessons, pupils had prepared some well-constructed arguments for and against the proposal, and during the debate they made good progress in learning how to formulate valuable supplementary points at speed, and express them clearly. Another element in effective lessons is the good collaboration between the teacher and classroom assistants, which results in well-focused help being given when and where it is needed, thus enabling pupils with particular problems to gain confidence and make progress. Individual whiteboards are used to good effect in checking on pupils' grasp of new work, and for quick notes. Where teaching is satisfactory rather than good, it is usually because expectations are not high enough and teaching styles and materials do not meet the requirements of all pupils. Learning objectives, although written on the board, are rarely referred to during the lesson, or revisited at the end to find out how well pupils have progressed in their learning. Planning for group work is not sufficiently rigorous, and the aims of the tasks are not thought through clearly. Consequently, pupils can spend too much time in unnecessary copying, and they often lack the structured support to enable them to complete the set tasks successfully. However, there are more strengths than weaknesses and, overall, the quality of the teaching has a positive impact on pupils' progress.
82. Leadership and management of the subject are satisfactory. A detailed analysis of standards has enabled a clear plan for improvement to be agreed. Recent action taken is beginning to have an impact on the quality of provision. However, procedures for the monitoring of teaching and learning are still to be fully developed. English makes a good contribution to pupils' spiritual, moral, social and cultural development through the opportunities available for reading and discussion, drama work, debating and original writing. Pupils in Year 6 have made good use of ICT to store work in progress and to produce their autobiographies. Areas for further development include the better use of assessment to plan work that is adapted effectively to pupils' individual needs. Improvement since the last inspection has been satisfactory.

MATHEMATICS

83. At the end of Year 6, performance in the 2002 national tests was very low in comparison with schools nationally, and with schools with a similar proportion of pupils eligible for free school meals and similar prior attainment in Year 2 tests. Results have been declining for several years and the gap between the school's performance and

that of all schools nationally has been widening. There has been no significant difference between the attainment of boys and girls.

84. Attainment in work seen in Year 6 is below average. This is higher than recent national test results suggest but, since September 2002, pupils have made at least satisfactory progress and have begun to catch up. This is largely because the school has introduced the National Numeracy Strategy, which has provided a consistent structure to the teaching and learning. In addition, teachers are beginning to make use of assessment data to plan more effectively. The school has identified improving standards in mathematics as a priority on its improvement plan and this is beginning to make an impact. Pupils in Year 6 are still underachieving, but pupils in earlier years are now reaching expected standards and achieving satisfactorily. Pupils with special educational needs and English as an additional language make the same progress as other pupils.
85. Pupils in Year 6 understand place value and manipulate numbers with reasonable confidence. They calculate number facts accurately. They confidently use algebra to solve area and perimeter problems. They can recognise and identify shapes and record data and construct and interpret simple line graphs. Pupils' knowledge and understanding in number work are generally stronger than other areas of mathematics. Their ability to calculate simple problems mentally is satisfactory. Pupils have less experience of using and applying mathematics and are consequently less confident in this aspect of the curriculum.
86. The quality of teaching and learning is satisfactory. Effective teaching is characterised by planning which meets the needs of individual pupils and ensures that pupils are clear what the objective is at the beginning of the lesson. This was seen in a good Year 6 lesson when pupils were asked to calculate the perimeter and area of simple shapes. The objective was clearly explained to the class, and the open-ended nature of the task ensured that pupils of all prior attainment were challenged at their own level. Effective use of questions by the teacher prompted the pupils to think deeply and describe what they saw with precision. As a result, pupils responded enthusiastically and made good progress. In less effective teaching, pupils are unclear about the objective of the lesson and the pace of learning slows. In some lessons, higher attaining pupils are not always challenged sufficiently. Pupils respond positively to problems related to real-life situations, such as in a Year 5 lesson on probability. Clear explanations and effective use of questions also contributed to good progress. While teachers' subject knowledge and understanding are satisfactory, some teachers' knowledge of the numeracy strategy is less confident. Training has been undertaken but, although all teachers adopt the three-part lesson structure, the plenary is not always effective in reinforcing and consolidating learning. The use of ICT to support learning in mathematics is underdeveloped.
87. The school has recently appointed a new co-ordinator for mathematics. He has quickly identified the priorities for development and is leading and managing the subject effectively. The implementation of the National Numeracy Strategy has been managed well and support and training for other teachers put in place. As yet systems for the monitoring and evaluation of teaching are in their infancy, although the co-ordinator does monitor planning and has carried out a scrutiny of pupils' work. Since his appointment there have been strong improvements in the provision for mathematics. However, overall improvement since the last inspection has been just satisfactory.

SCIENCE

88. Results of national tests in 2002 show that standards at age eleven were well below the national average and when compared with schools in similar social circumstances and with the pupils' prior attainment. Between 1998 and 2002, performance has been well below the national average. From work seen and lessons observed, standards are below national expectations and achievement for pupils currently in Year 6 is unsatisfactory because, even though progress during this year has been satisfactory, there has been too much ground to make up. This is the same for pupils with special educational needs, gifted and talented pupils and pupils for whom English is an additional language. In Years 3, 4 and 5, standards are in line with expectations and achievement is satisfactory overall.
89. In Year 6, pupils have a reasonable knowledge of plants and nutrition and micro-organisms and their function in the human body. They know the importance of a healthy lifestyle and the dangers of abuse of drugs and alcohol. They have used their knowledge of organs of the human body to create models of the digestive system and have a satisfactory understanding of electricity and the solubility of a range of substances. Evidence from an analysis of this year's work suggests that curriculum coverage is now satisfactory and the issues from the previous inspection regarding the implementation of the school's schemes of work have been tackled.
90. Teaching and learning are satisfactory overall, although the quality varies widely. Where learning was good or very good, pupils understood what was meant by the lesson objective and this was revisited at intervals during the lesson to ensure that pupils were secure in the learning intentions. A lesson on electricity in Year 5 was good because the teacher had secure knowledge, built on pupils' prior learning, and ensured that pupils knew what they were going to learn. By the end of the lesson all pupils knew what they had learned and were well aware of the safety precautions required when dealing with electricity. In a less effective lesson observed in Year 6, the teacher's subject knowledge was less confident and pupils were making circuit games with resources that were difficult to manipulate to ensure a successful outcome. However, pupils worked well and stayed on task even when they were finding progress slow.
91. In an excellent lesson in Year 4 on the classification of organisms, the learning was very good because of the teacher's expert knowledge and enthusiasm, combined with clear instructions to the pupils, and the lesson was taught at a brisk pace. Very good opportunities were given for pupils to express their thinking to the rest of the class. The teaching was exciting, with reference to both the wonder and beauty of small creatures. This inspired the pupils, who were fully engrossed in their learning. The lesson was planned to ensure challenge for both higher and lower attaining pupils. Pupils with special educational needs were very well supported by a highly skilled teaching assistant. The objective was checked as the lesson progressed to ensure all pupils fully understood what they were learning. In some lessons seen, teachers did not express the lesson objective in language which the pupils could clearly understand, nor did they refer to it at the end of the lesson to ensure the learning was consolidated and to enable the teacher to assess progress and inform future planning.
92. At the time of the last inspection there was considered to be an over-reliance on worksheets, insufficient use and interpretation of data collected from first-hand experience and a lack of challenge for higher attaining pupils. Work seen in books suggests that the issues have been addressed in Years 3 and 4 but the provision for higher attaining pupils is still not always challenging enough. In Year 3, while pupils are able to draw bar graphs correctly from data they have collected, work in Year 6

indicates that there are not enough opportunities throughout the school to build up their skills sufficiently. There is no evidence of the use of ICT to develop data handling skills or for researching scientific information. There is still insufficient emphasis on scientific enquiry across the school and analysis of pupils' work suggests that too many opportunities for investigative science are missed.

93. The co-ordination of the subject is unsatisfactory because there has been no monitoring of teaching and there has only recently been any analysis of pupils' work. A development plan for the subject is being drawn up as is a curriculum map outlining coverage across the school. Resources in the school are more than adequate to meet the needs of all aspects of the work and the recent development of the school grounds as a resource for environmental investigations should be a great asset. Visits to the Science Museum and National History Museum enrich the curriculum for all children as do the regular visits from a professional scientist.

ART AND DESIGN

94. Standards in art and design are below those expected nationally for pupils in Year 6. Improvement since the last inspection has been unsatisfactory, since standards were then judged to be broadly average. Pupils' experience in Years 3 to 6 is patchy and the school places insufficient emphasis on the progressive teaching of skills and techniques. As a result, pupils' achievements are unsatisfactory. The progress of pupils with special educational needs and those with English as an additional language is similar to other pupils.
95. In Year 3, the work shows a reasonable range of media and pupils demonstrate skills and understanding of colour mixing, tone, line and proportion. They show increasing control, and drawing skills from observation are sometimes detailed and demonstrate attention to detail. Some still-life work in pastels of flowers in a vase was particularly effective. Pupils also work confidently in three dimensions. Some work on Medusa masks was carefully modelled and used colour to good effect. The work of the Years 3 and 4 art club on display in the corridors was often imaginatively done, and pupils who take advantage of this extra-curricular club are gaining a wider experience of working in different media. However, the good foundation of skills and understanding established in Year 3 is not built on effectively in subsequent years. While the quality and quantity of work in Year 4 are satisfactory, the amount and quality of work in Years 5 and 6 diminish and are below average by the time pupils reach the end of Year 6. Pupils' use of sketchbooks is not consistent and there is little evidence of pupils researching, modifying and developing their ideas. In addition, there is little evidence of pupils making connections with the work of famous artists and using their work as a stimulus for their own.
96. In Years 5 and 6, some effective work was observed, particularly some paintings of the Spanish Armada which made a good effort at creating movement and excitement at sea. Some embroidery work of the Tudor rose was carefully and neatly done. Work is often done to enliven the study of other subjects, but this does little to extend and enhance pupils' art skills. In Year 6, pupils were designing costumes for their forthcoming production of *The Wizard of Oz*. Pupils' experience of art overall in Years 5 and 6 is insufficient to acquire sufficient skills and understanding.
97. The quality of teaching observed was satisfactory overall. Teachers make the learning objective of each lesson explicit to pupils and explain the tasks clearly. Art and design lessons are used well to support language development, and positive encouragement is given to pupils to discuss, give opinions and improve their vocabulary. This was

particularly marked and effective in a Year 4 lesson when pupils were asked to create a collage which reflected their own life journey. The use of paired discussion encouraged the development of speaking and listening skills. Teachers provide clear teaching of skills by showing pupils what to do and using pupils' own work as exemplars. In a Year 3 lesson, the pupils worked sensibly and with a good sense of purpose to create a paper sculpture. The finished products were imaginative and striking. Sometimes the teacher fails to develop the pupils' evaluative skills and give them a focus for further development. There is little use of ICT to support learning.

98. Leadership and management of the subject are now satisfactory, particularly since the appointment of a new co-ordinator. Previously there was no co-ordinator and as a consequence there was little focus for subject development. The new co-ordinator is beginning to make an impact, particularly in Year 3. However, monitoring of the subject is not yet fully effective in ensuring consistency throughout the school. The curriculum, based on national guidance, is now in place but has not been fully implemented and therefore does not yet ensure progression throughout all years. A number of teachers lack subject skills and confidence. Some training and support have been organised but these need to be extended and developed further. The school makes very little use of visiting artists or visits to galleries and museums to enhance the curriculum.

DESIGN AND TECHNOLOGY

99. Standards at the end of Year 6 are below national expectations for pupils aged eleven and pupils' achievements are unsatisfactory. This applies to all pupils, those with special educational needs as well as gifted and talented and those for whom English is an additional language. Pupils' achievements are restricted by the minimal time given to the subject, unsatisfactory resources and the lack of teachers' subject knowledge.
100. Resources for work with resistant materials are available but have been neglected and require attention before they can be used. The lack of support, materials and guidance results in teachers not appreciating the standards expected and not having the confidence to provide the challenges to pupils in order to enable them to achieve satisfactorily. The lack of ICT provision, in particular pupils' access to drawing software and control technology, also has a significant negative impact on pupils' achievements.
101. The range of work seen suggests that topics undertaken are interesting to the pupils and draw on their learning in other curriculum areas. Bread making in Year 5 was clearly linked to the science work on chemical changes and the Year 6 work on Anderson shelters was appropriately linked to their history topic on World War Two.
102. Evidence of evaluating end products was seen in the Year 3 work on dragons and in some of the work in Year 6 on Anderson shelters but there was no evidence from the work seen of any evaluations taking place during the design process, so that initial ideas could be modified to improve the intended outcome. There was no written evidence from the analysis of pupils' work of pupils undertaking a 'design and make' process, from generation of idea through designing, planning the making process, and communicating these so that there is a rationale behind the product. This was confirmed from discussion with teachers.
103. In the one lesson that took place during the inspection, the teacher was confidently showing the pupils the process of bread making by hand and the class were comparing the process with that using a machine. Appropriate health and hygiene standards were met. There were good links with science as the pupils observed for themselves the reaction of yeast with warm water and sugar and were then able to explain how this

was important for the expansion of the dough. They were being encouraged to consider adding a range of savoury flavourings to the bread and it was planned to evaluate the success of their ideas.

104. At the time of the previous inspection, standards were not satisfactory, progress was unsatisfactory and attainment was below national expectations for pupils of this age. This continues to be the case, therefore progress since the previous inspection is unsatisfactory.
105. Currently, there is no co-ordinator for the subject. Teachers have recently started to use the nationally recommended scheme of work but, with little guidance or support, they have not been able to ensure that the expectations of these units are fully met. There are plans to appoint a new co-ordinator, to review the work undertaken and improve the quality and range of resources; if these plans include measures to increase teachers' confidence in teaching the design and technology curriculum, standards should rise.

GEOGRAPHY

106. In Year 6, standards are broadly in line with national expectations, and achievement in terms of knowledge and understanding of places, patterns and processes is satisfactory. Pupils also have a satisfactory knowledge of environmental change and sustainable development. At the end of Year 6, a residential visit to the Isle of Wight, with a focus on studying coastline features and how people manage the environment, complements the work. There is, however, insufficient emphasis on the development of geographical skills, the use of fieldwork techniques, the ability to use atlases and maps and to draw maps and plans on a range of scales. Pupils' work shows that, although appropriate plans and maps are drawn and used in Years 3 and 4, the related skills are not developed into Years 5 and 6 and, in this aspect of the work, the curricular provision and attainment are unsatisfactory. There is no difference in achievement of different groups of pupils.
107. The quality of teaching is satisfactory, although some good teaching was seen. In a good Year 3 lesson observed, teaching encouraged the development of geographical skills through following and identifying locations on a plan of the school while making decisions and judgements about environmental improvements to the site. Where the teaching was less effective the focus of the lesson was lost as the activity was too long and the questions for enquiry were not clearly identified. In Year 4, pupils were developing their understanding of different locations and environments through a study of Chembakolli in India. They used photographs accurately to identify features that showed similarities and differences when compared to their own homes and were effectively encouraged to understand how climate, situation and economy impact on lifestyle. Pupils' work seen in displays around school and from the analysis of work showed a high level of interest and understanding and this contributed well to their understanding of cultures other than their own. In Year 5, pupils were learning how drought can have a significant impact on lifestyle and thoughtful questioning by the teacher, after the pupils had watched a video, encouraged them to appreciate the difficulties experienced in Ghana when droughts occur and to understand how the provision of clean water can radically affect the quality of life.
108. Resources for geography are satisfactory; some new atlases have been purchased and resources are gradually being collected to support the schemes of work that are being taught. The lack of maps and plans makes the development of mapping skills difficult and the lack of access to ICT on which to develop databases and through

which to search for information across a range of areas inhibits the development of the subject.

109. The co-ordinator for the subject is developing her understanding of the geography curriculum through attending training and is planning to develop moderation and assessment of pupils' work in the next year. She has not had any opportunity to observe teaching in the subject or to analyse pupils' work in order to monitor learning across the school and to ensure that all aspects of the curriculum are taught. Consequently, the management of the subject is unsatisfactory. Improvements since the last inspection have been satisfactory.

HISTORY

110. No history lessons were seen during the inspection week because the subject was not being taught at the time, in line with the school's planning arrangements. Judgements have therefore been based on pupils' written work, together with evidence from discussions with pupils and staff, and school documentation. Although the subject has not had a high priority in recent years, because of the focus on the National Literacy and Numeracy Strategies, most pupils are attaining average standards by the end of Year 6. Their achievements are satisfactory. They have a reasonable understanding of what life was like in Roman Britain and Tudor England, and in the Aztec civilisation in Mexico. However, their knowledge of life in Britain in Victorian times and at the time of the Second World War is more firmly based. For example, they can describe vividly what conditions were like for a Victorian child working in a coal mine, and they prepare thoughtful questions for visitors who come to talk about their memories of ordinary daily life in wartime Britain.
111. Pupils in Year 6 respond well to the variety of opportunities offered for writing. For instance, higher attaining pupils have made good summaries of beneficial educational changes brought about in the Victorian era, and displays of work show that pupils of all levels of attainment were able to produce informative notes and sketches showing the construction of an Anderson shelter. Similarly, in Year 5, there were several examples of lively report writing and critical evaluations after the visit made to the school by the 'Tudor Ladies'. Younger pupils generally use worksheets efficiently to record their findings, as in the comparison between the appearance of a Roman legionary and a Celt. However, their exercise books do not contain many other examples of written work. Little evidence of the use of ICT in history was seen.
112. The subject is managed in a satisfactory way and the co-ordinator provides helpful support for class teachers in terms of planning. The programmes of study have recently been reorganised, in order to give them greater coherence within the whole-school curriculum. The subject makes a good contribution to pupils' cultural awareness, not only through the study of different civilisations and historical eras, but also through visits and period presentations which give pupils an illuminating insight into life in the past. Improvement since the last inspection has been satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

113. By the end of Year 6, pupils' attainment overall is below average, and pupils' achievements are unsatisfactory. Although skills in wordprocessing and the use of graphics are broadly average, pupils' experience of control, monitoring and modelling, the Internet and electronic mail is insufficient to ensure standards are high enough. Pupils use wordprocessing programs confidently. In Year 6, pupils know how to use insert and revise tables and create a chart. They use spell and grammar checkers to revise their work, and re-align their work using different font sizes, colours and borders. Pupils were also seen using spreadsheets, although with less confidence. Most pupils are able to save, copy and locate new documents with ease. Pupils with English as an additional language and those with special educational needs make satisfactory progress and there is no difference between the performance of boys and girls.
114. The quality of teaching and learning is satisfactory overall. Lessons usually have good structure and teachers are skilled in managing pupils. Where teachers themselves are confident in their own ICT skills, pupils usually learn quickly. Pupils usually respond with enthusiasm to activities which involve them in working out problems by themselves. Interventions by the teacher are effective in ensuring that pupils persevere and try to solve problems independently of the teacher. However, in one Year 3 lesson, the teacher's lack of specialist knowledge led to unsatisfactory progress. In this case the teacher failed to intervene sufficiently, or explain with sufficient clarity to enable the pupils to learn with confidence. Good teaching in a Year 6 class was characterised by a clear explanation of the task, effective questioning to encourage pupils to explain and consolidate their learning and very good relationships which helped to establish a positive working atmosphere. Teachers insist on the correct use of technical vocabulary, and learning is usually effectively reinforced through a well-managed summary. Teaching was less effective when the planning failed to involve the teaching assistants sufficiently, when the lesson objective was not made clear and when tasks were not broken down into manageable learning steps.
115. A new scheme of work has recently been introduced. However, its implementation has still to be evaluated. A number of teachers lack confidence in teaching ICT and using it to support learning in other subjects. Procedures for assessing pupils' attainment and progress are unsatisfactory, and day-to-day planning is not sufficiently related to pupils' previous learning. The school has recently introduced ICT folders for each pupil, so that they can store and retrieve a range of work using ICT. These are planned to include assessment data, which will provide a clear view of individual pupils' attainment.
116. The leadership and management of the subject have been unsatisfactory. A recently appointed co-ordinator is now providing a clear direction for the subject. She is aware of the issues for improvement and is currently putting work on display to demonstrate expected standards in order to raise expectations. However, much remains to be done to ensure a more consistent approach, that teachers are confident in their use of ICT, that there is comprehensive coverage of the curriculum, and that there is ready access to ICT by pupils. There have been very limited opportunities so far to monitor and support the teaching of ICT in lessons. The use of ICT to support learning in other subjects is currently limited and unsatisfactory. Subject schemes of work need to be reviewed in order to ensure that opportunities are identified to use ICT in all subjects. Resources for ICT are unsatisfactory. There is very limited access to computers in classrooms and the machines in the computer suite are unreliable, although the school has been working to overcome these technical problems. Improvement since the last inspection has been unsatisfactory.

MUSIC

117. Standards at the end of Year 6 are below average and pupils' achievements are unsatisfactory. The subject currently has no co-ordinator and, as a result, music lacks direction. Provision is very patchy and progression through the school is not therefore assured. Although all teachers regularly teach the subject, their lack of subject expertise and confidence in teaching music means that musical skills are not systematically taught and developed. A small number of pupils (just under ten per cent of the roll) take advantage of the opportunities to learn to play musical instruments with visiting specialists. Their skills are much better and they are making good progress.
118. In Year 6, pupils were observed singing in preparation for the forthcoming production of *The Wizard of Oz*. The learning of a new song was supported by a recording, but pupils found difficulty in joining in and singing with any sense of confidence or accuracy. The teacher's own lack of specialist knowledge was a barrier to progress being made. Although there was a firm insistence on clear articulation of the words, the singing lacked a clear sense of phrasing, rhythmic and pitch accuracy. In Year 6, no evidence was seen during the inspection of pupils' standards in composing or playing or of their ability to listen and appraise the music of others. In Year 4, pupils were able to clap simple rhythms accurately as an echo and were confident in relating sounds to real-life situations. Their knowledge and use of technical language, such as 'crescendo' and 'diminuendo', were less well developed. Year 5 pupils were able to keep a steady beat while accompanying a song on percussion instruments but were confused about the difference between pulse and rhythm. Listening skills are good, but pupils' specialist vocabulary with which to evaluate their own work and that of others is limited.
119. The quality of teaching is satisfactory. However, pupils' progress is never better than satisfactory because the teachers' own subject skills and knowledge are limited. Teachers are effective in establishing a positive working ethos and pupils respond with enthusiasm and commitment. They encourage the development of speaking and listening skills through effective use of questions. Teachers are less successful in developing musical skills because attention to musical detail and demonstration by example are not part of the learning. In a Year 4 lesson observed, although a wide range of musical techniques was used, technical language to support the learning was not introduced. In a Year 6 lesson the teacher failed to give a strong lead in teaching a new song. As a result, the pupils' response lacked confidence. In a Year 5 lesson, the teacher's enthusiasm and energy were infectious, but opportunities were missed to improve the quality of the performance. Although the teacher explained how the performance might be improved, he failed to give the pupils the opportunity to practise and rehearse. There is very little use of ICT to support learning in music.
120. Leadership and management of the subject are unsatisfactory. The subject currently lacks a co-ordinator and, as a result, provision is inconsistent in different classes. Monitoring of music teaching and learning is not undertaken in a systematic way. The range of musical opportunities available for pupils is limited. Improvement since the last inspection has been unsatisfactory.

PHYSICAL EDUCATION

121. By the end of Year 6, attainment is broadly in line with expectations, and pupils' achievements are satisfactory. Pupils throw and catch with accuracy and are able to sustain a game and demonstrate effective skills. They are developing an awareness of playing as a team member. Swimming records show that the majority of pupils achieve the required 25 metres and some do much better than this. In games, the school has had successes in competing with others in the local area. Pupils show a satisfactory understanding and knowledge of the effects of physical exercise, and the importance of warm-up activities.
122. The quality of teaching and learning is satisfactory overall. Teachers use a common structure to their lessons involving a warm-up activity. The most effective teaching involves the pupils in explaining the purposes of the activities, and giving opportunities for pupils to practise particular skills. In a Year 3 lesson, the pupils' throwing and catching were reasonably accurate but improved further when the teacher explained the techniques involved and set additional challenges. Where teachers fail to demonstrate techniques or give no opportunity to practise, pupils make less satisfactory progress. In the most effective lessons, pupils are encouraged to evaluate their own performance and that of others. Pupils enjoy physical exercise and are keen to participate. They are mostly well motivated throughout the lesson.
123. The co-ordinator provides satisfactory leadership and management and has a clear understanding of the subject. Areas for development have been identified and a detailed action plan created. The co-ordinator has monitored teaching in some classes, but more support is needed for teachers whose knowledge and confidence in teaching physical education are limited. Procedures for assessing pupils' attainment and progress are largely informal. As a result, assessment information is not used sufficiently so that areas for improvement can be worked on during the next lesson. There are good opportunities for extending pupils' experiences through clubs and residential trips, and the links made with the school's partner secondary school have benefited pupils and helped the school to develop its provision further. Improvement since the last inspection has been satisfactory.

RELIGIOUS EDUCATION

124. By the end of Year 6, the standards attained by most pupils meet the requirements of the locally agreed syllabus. The achievement of all pupils, including those with special educational needs and those from ethnic minorities, is satisfactory and standards have been maintained since the last inspection. Pupils have a sound knowledge of the beliefs and practices of Christianity and of Judaism and Sikhism. They know the main events in the life of Jesus and they can explain the lessons underpinning some of the parables he told. They are also aware of how the Christian Church began, and they can give examples of ways in which Christians in the Early Church put into practice the teachings of Jesus. Pupils are well versed in the history of the Jewish nation as told in the Old Testament. This is as a result of the course of lessons entitled 'Bible Explorers' organised by the local parish church. Younger pupils know the names of the holy books in Judaism and Sikhism and can explain the rituals associated with handling them and reading them in public. They have a good recall of key religious words in both of these religions. Discussions in lessons and themes of daily assemblies enable pupils to learn from religious beliefs and values, for instance in suggesting different ways of sharing experiences and reflecting on the importance of trust and friendship.

125. Written work in religious education is limited. This reflects discontinuity in staffing over time, and the need to concentrate on raising standards in English and mathematics. However, there are several examples of lively writing, such as a report in the 'Jerusalem News' about the healing of Jairus' daughter, and a description of how Bartimaeus reacted when his blindness was cured. Pupils have also produced attractive booklets on places of worship that they have visited, such as the parish church, the local synagogue and the gudwara.
126. The quality of teaching and learning is satisfactory overall. Lesson planning is based on a scheme of work that is linked to the locally agreed syllabus. On occasion, some adjustments are required to the suggested activities and resources to make the lesson more purposeful and interesting to the pupils. Whereas experienced teachers adapt the lessons effectively, other teachers who are less confident in making changes often find this difficult to do, as was the case in the one unsatisfactory lesson seen. The difference in approach was well illustrated in two Year 6 lessons where the theme was the work of Christian Aid, and the learning materials were more suited to an older age group. In the first lesson, both teacher and pupils struggled to understand the key points in the information provided, and the lesson only came to life when pupils started to take a more active part by giving examples from their own experience to show what they knew about charity work. In the other class, however, pupils made good progress in deepening their awareness of the different ways in which the Christian commitment to being a good neighbour is fulfilled because the teacher had refocused the lesson activities to match the age and experience of the pupils. Pupils discussed the importance to Christians of the parable of the Good Samaritan, and then gave examples of how their fellow pupils had recently helped other people. The lesson was brought to an end very effectively by a general discussion on ways in which people show love and care in the world today, and pupils themselves introduced the subject of charitable work when describing the fundraising events organised in the school for national and local charities.
127. Management of the subject is unsatisfactory because there is no co-ordinator at the present time, although the headteacher holds a watching brief. Although resources are satisfactory in the main, some of the subject areas covered in Year 6 are not adequately resourced. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development through the lesson themes and discussion activities, the involvement of local clergy and visits to local places of worship. Improvement since the last inspection has been satisfactory.