

INSPECTION REPORT

ELLINGHAM PRIMARY SCHOOL

Chessington, Surrey

LEA area: Kingston upon Thames

Unique reference number: 102568

Headteacher: Mr Ian Jones

Reporting inspector: Mrs June Punnett
17826

Dates of inspection: 10 to 13 February 2003

Inspection number: 246212

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Ellingham Road Chessington Surrey
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Eric Duffell
Date of previous inspection:	October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17826	Mrs June Punnett	Registered inspector	Mathematics	Characteristics of the school Results and achievements Teaching How well is the school led and managed What should the school do to further improve?
			Art and design	
			Music	
			Religious Education	
			English as an additional language	
11414	Mrs Ann Bennett	Lay inspector	Educational inclusion	Pupils' attitudes, values and personal development How well does the school care for its pupils? Partnership with parents.
10270	Mrs Sandra Teacher	Team inspector	Science	How good are curricular opportunities?
			Foundation Stage	
			Special educational needs	
			Information and communication technology	
32580	Judith Pemberton	Team inspector	English	
			Design and technology	
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			Geography	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ellingham Primary School educates pupils aged between four and eleven. It is situated in the southern outskirts of Kingston upon Thames. Most children come from the local area. The school is regularly over-subscribed. There are 245 pupils on roll organised into seven classes. There are 42 children in the Foundation Stage. A morning nursery class meets each day. The percentage of pupils known to be eligible for free school meals is below the national average for schools of a similar size. Six per cent of pupils come from minority ethnic families. Six pupils speak English as an additional language; two of them are at an early stage of English acquisition. The percentage of pupils identified as having special educational needs, including those with statements, nine per cent, is below the national average. During the last school year, six pupils entered the school other than at the usual time of first admission and 14 left it at times which were not the normal leaving or transfer stages for most pupils. This represents the usual incidence of mobility. Children's attainment on entry to the nursery is average.

HOW GOOD THE SCHOOL IS

This is an effective school because almost all its pupils achieve well, relative to their capability. There is good teamwork that supports teaching and learning and answers the needs of most groups of pupils very well. The leadership of the headteacher and his senior team is very good, and they are well supported by all staff, governors and parents. The school has a clear sense of purpose and direction and is managed efficiently. The quality of teaching is predominantly good, with some that is excellent. No unsatisfactory teaching was seen during the inspection. The school has improved its results in the national tests for eleven-year-olds more than the average of other schools. The pupils are very keen to come to school and participate in an excellent range of extra-curricular activities. The curriculum meets all statutory requirements. The school manages its finances very efficiently and gives good value for money.

What the school does well

- Standards in English, mathematics, science and information and communication technology (ICT) are above average by the end of Year 6.
- The leadership of the headteacher and other senior staff is very good, and contributes to the school's very good ethos.
- The quality of teaching is good overall, and this helps pupils to make good progress in their learning.
- The provision for pupils' personal development, moral and social education, and the development of their relationships are excellent.
- The provision of extra-curricular activities is excellent, and contributes significantly to pupils' curriculum enrichment.
- The school's procedures for making regular checks on pupils' progress and for keeping clear records is excellent and helps them to make good progress.
- The parents' support for the school is very good.

What could be improved

- The standards in religious education by the end of Year 6.
- The teachers' lesson plans to include specific provision to better meet the needs of pupils with special educational needs, the gifted and talented, and those who speak English as an additional language.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection the school has made good improvement overall, with very good improvements in their assessment practices. This has been due to the determination and vision of the senior management team to further develop the school and raise standards. The issues raised in the last report have been addressed well. Some lesser issues identified within the body of that report have not moved forward at the same speed as those identified as key issues, for example, the standards in religious education by the end of Year 6. Although there have been good improvements in many aspects of the subject, there is insufficient written work by eleven-year-olds, with the result that standards in religious education are below average by the end of Year 6. All statutory requirements are met. The school is on course to meet, and perhaps exceed, the targets it has set for pupils to reach Level 4 and above, in English and mathematics, in the end of Key Stage 2 national tests in 2003. The headteacher has a very good vision for this school, which is shared by staff, governors and parents. The school has a good capacity to continue to improve.

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	C	A	A*	A
Mathematics	C	B	A*	A
Science	D	B	A	A

Key

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

The information shows that standards in English and mathematics were in the top five per cent of all schools, and that science was well above average. When compared with similar schools, standards were well above average in all three subjects. Since 2001 there has been a good improvement in mathematics and science standards. In the 2002 national tests, the proportion of pupils achieving the higher Level 5 in English and mathematics was more than twice the national average, and in science just under twice the national average. Girls perform better than boys in all three subjects. During the inspection, the work seen in English, mathematics and science was above average, and pupils are likely to attain high standards again in the 2003 national tests. The work seen in ICT was above average. In all other subjects, standards of work are average, except that standards seen in religious education were below average. Achievement in swimming is satisfactory.

The end of Year 2 national tests showed well above average standards in reading, writing, and mathematics. In science, the teacher assessments showed pupils attaining very high standards. The inspection findings are that the current Year 2 pupils are attaining above-average standards in speaking and listening, reading, writing, mathematics, science and ICT. In religious education standards are average. Standards in other subjects are in line with those expected for pupils' ages. There was insufficient evidence to make a judgement about standards of work in music. Children in the Foundation Stage are on track to achieve, and some will exceed, the early learning goals in all aspects of their work in mathematics, creative development, their personal, social and emotional development, communication, language and literacy, physical development and in their knowledge and understanding of the world.

Pupils with special educational needs, and those who speak English as an additional language make good progress in their learning and achieve standards that reflect their potential. Higher-attaining pupils make good progress due to the school's focus on English, mathematics and science in Year 6.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Most pupils enjoy their work and apply themselves well to it.
Behaviour, in and out of classrooms	Good. Pupils are friendly and courteous and work well together. Teachers manage the behaviour of pupils very well.
Personal development and relationships	Excellent. Pupils respect one another and often help each other. The excellent relationships in the school between all adults and pupils are a key factor in the school's very good ethos.
Attendance	Satisfactory. Pupils mostly attend regularly and on time.

TEACHING AND LEARNING

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

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

Teaching is good and never less than satisfactory. In nearly seven out of ten lessons teaching was good or better, and in just under four out of ten it was very good or better. In three out of ten lessons the quality of teaching was satisfactory. The teaching of English and mathematics is good in Years 1 to 6. The quality of teaching of literacy and numeracy is good across the school. Teachers have a good understanding of most subjects they teach and use this well to extend the learning of pupils. They manage pupils' behaviour well, so pupils can listen and learn. Relationships are excellent, so pupils feel very confident and this helps them to learn well. There are some variations in teaching between year groups and subjects, which the monitoring of teaching has not yet tackled successfully.

The quality of the pupils' learning and progress reflects the quality of teaching and is good overall across the school. Strengths in learning include the way the pupils take turns and use

equipment effectively and the enthusiasm with which they take part in lessons and answer questions when they are motivated by the teaching.

Pupils with special educational needs, and those who speak English as an additional language, make overall good progress in their learning. Higher-attaining pupils make good progress, especially in Year 6, due to the school's emphasis on preparing them for the national tests. Pupils are capable of making even more progress if the teachers' planning more clearly identifies specific activities for these groups in all lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum meets statutory requirements although there is a need to re-think the allocation of time to art and design. The range and quality of extra-curricular activities are excellent.
Provision for pupils with special educational needs	Satisfactory. The school is aware of the need to re-allocate the responsibility for the co-ordination of special educational needs to make it more effective.
Provision for pupils with English as an additional language	Satisfactory. Despite their good progress and attainment, teachers' planning takes insufficient account of the needs of these pupils in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school's provision for pupils' moral and social education is excellent. For pupils' spiritual and cultural education, the provision is only satisfactory as these aspects are insufficiently identified in the curriculum.
How well the school cares for its pupils	Very good. The staff know the pupils well. The ethos of the school is one of caring and valuing all who work in it.

The parents hold very positive views about the school; it is over-subscribed. The systems for checking pupils' progress are excellent and that information is used very well to ensure that pupils from most groups make the progress they should in almost all subjects.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher leads by example and is a capable and effective manager. There is a high level of commitment to improvement, and this is shared and supported by staff and governors. Financial resources are managed well, and decisions are carefully considered to help the school decide whether it is providing best value.
How well the governors fulfil their responsibilities	Well. The chair of finance has a good overview of the use of the school's funds. Governors keep a good eye on the day-to-day performance of their school, and have every confidence in the headteacher's ability to run it smoothly and efficiently. The governors fulfil most of their statutory responsibilities effectively.

The school's evaluation of its performance	Very good. There is a strategic overview of where the school is, and where the governors and headteacher want it to go. The school's use of statistical information to monitor pupils' progress is excellent, as are the tracking procedures.
The strategic use of resources	Good. Funds are targeted well at priorities within the school development plan.

There are very good systems in place that involve staff and governors in developing the school's improvement plan. The accommodation is satisfactory overall, although there are access issues that have been reported to the governors. The school has no library, and this is unsatisfactory because it limits pupils' opportunities to develop their library and research skills. Resources are satisfactory although the school would benefit from having more books. The staff have a suitable range of experience and expertise, and as a result of this pupils with special educational needs and those who speak English as an additional language make good progress. However, the school recognises that better progress could be made with the addition of a school-based teacher to take these groups. A temporary teacher is responsible for art and design and design and technology.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The values and attitudes promoted by the school. • The good quality teaching. • The school council. • The organisation of provision for, and communication about, children with special educational needs. • The ICT suite. 	<ul style="list-style-type: none"> • The number of formal consultation evenings. • The public right of way to the secondary school that goes directly through the school grounds. • Parking on zigzag lines. • The amount of information given about children's progress.

The inspection team agrees with the positive views of parents. Inspectors examined the areas that parents would like to see improved but consider that the number of opportunities for parents to formally consult with teachers are similar to those found in other schools. The governors are considering the issue of access to the secondary school. Parents themselves are responsible for deciding whether or not to park on the yellow lines. The amount of information given about children's progress is very good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children who enter the Foundation Stage have average attainment. The quality of teaching and learning is good overall and the children achieve good standards. By the end of the Reception year, most children are on course to meet the recommended national targets in respect of their personal, social and emotional development, communication, language and literacy, and mathematical development, creative and physical development and their knowledge and understanding of the world. The children become increasingly independent and organise themselves in a responsible way. They are confident and take part in discussions eagerly. Their love of books is evident and most children can listen to stories for good periods of time. They are well aware of the need to behave well and most manage to do so in the classroom, outdoors in the playground, during whole school assemblies and during physical education lessons in the hall. All staff work hard as a team to promote good attitudes in the children and motivate them to participate in all activities. Those with special educational needs, and those who speak English as an additional language, are well supported and make appropriate progress in relation to their prior attainment.
2. In the end of Year 2 tests, in 2002, when compared with all schools, standards in reading, writing and mathematics were well above average. When compared with similar schools they were above average in reading and mathematics, and well above average in writing. The science assessments made by teachers in 2002 were very high in comparison to the national average. The trend in standards in these tests and assessments show a sharp improvement between 2000 and 2002. There are no significant differences in the attainment of girls and boys, although over time girls have performed slightly less well in mathematics tests.
3. On the evidence of inspection, pupils by the end of Year 2 achieve above average standards in speaking and listening, reading, writing and mathematics, and have good literacy and numeracy skills. In science, pupils attain above average standards. Pupils' mathematical and numeracy skills, are well developed, and nearly all pupils are confident in using numbers. The school thinks that these groups of pupils will all attain the Level 2 and above in the 2003 national tests, and inspection evidence indicates that this seems probable. In science, pupils have a good knowledge and understanding about how plants grow, and know how to conduct a fair test. Standards in information and communication technology (ICT) and physical education are above average. In art and design, design and technology, history, and geography, standards are average. There was insufficient evidence to make a judgement about standards in music because no lessons were seen. Pupils' attainment in religious education is average. Compared with the findings of the school's last inspection, standards are higher in English, mathematics and science. Standards have improved significantly in ICT.
4. By the end of Year 6, in English, mathematics and science, pupils achieved better results in 2002 than in the 2001 national tests. In 2002, in English and mathematics, standards were very high when compared with all schools; they were in the top five per cent of all schools nationally. In science, standards in 2002 were well above average. When compared with similar schools, pupils achieved well above average standards in all three subjects. In the 2002 national tests the proportion of pupils achieving the higher Level 5 in both English and mathematics was more than twice the national average. In

science, the proportion at Level 5 was just under twice the national average. Over time the school's average National Curriculum points for all three subjects are above the national trend. The school's targets for 2002 were exceeded in English and mathematics, and, it is likely that the 2003 targets will be exceeded in both subjects.

5. On inspection evidence, by the end of Year 6, pupils attain above average standards in English, mathematics and science. Speaking and listening skills are above average. In ICT, standards are also above average. In physical education standards are above average. In other subjects, standards are average. Compared with the last inspection, there have been good improvements in music, when standards were unsatisfactory, and in ICT when they were judged as average. The school meets statutory requirements for religious education. However, as a result of the lack of opportunities for pupils to produce written work in this subject, the standards achieved by pupils by the end of Year 6 are too low. Higher standards are found in mathematics, ICT and music when compared with the 1997 inspection findings. The most significant factor that has led to this improvement in standards is the school's target setting and assessment practices, and the quality of teaching by the music co-ordinator.
6. Pupils with special educational needs make good progress and reach appropriate standards in relation to their previous attainment. The good knowledge which teachers and learning support assistants have of their pupils helps pupils to feel confident and secure. Pupils' progress is more marked in literacy and numeracy, because they receive support that is well matched to their needs. Once a week a specialist teacher from the borough comes into school to manage the provision. This temporary co-ordination arrangement is unsatisfactory and is due to change next term. There is a policy for helping more able pupils, but identification of the gifted and talented pupils is not yet complete.
7. There are six pupils in the school, approximately two per cent of the roll, who speak English as an additional language. Two of these six pupils are at an early stage of the acquisition of English. Pupils who speak English as an additional language make good progress in learning English, and good progress against their previous learning in general. They gain fluency in English relatively quickly, and are able to take part in all the usual activities and lessons the school offers. As there are so few pupils the provision is satisfactory, but teachers are not yet planning sufficiently well for this specific group in lessons

Pupils' attitudes, values and personal development

8. Pupils show very good attitudes towards school, in their work and in the way they become involved in school life. Good numbers attend the extensive range of extra curricular activities, and prefects perform their roles with maturity, for example arranging the hall for assembly unsupervised. Pupils in the nursery handle books with care, Reception pupils can change for physical education by themselves, then work independently making up a dance for their teddy bears' picnic, Year 1 pupils persevere when their literacy work is hard, and pupils were enthusiastic in a Year 2 history lesson. Sometimes their enthusiasm leads to noise, and this can hinder their learning. Year 3 pupils worked in a mature manner as they identified types of soil.
9. Overall, pupils behave well in class, especially when their teachers manage them well. In assembly and at lunch their behaviour is very good. They arrive and sit quietly for assembly, and are very attentive as they listen to the stories being told. They are able to think about the application of the story, but sometimes are not given enough time to

apply this to their lives. The playgrounds are busy, noisy places, with pupils amusing themselves. No inappropriate behaviour was observed.

10. One of the striking elements is the increasing maturity of pupils as they progress through the school. By the time they are in Year 6, pupils are able to talk about themselves in lessons, hold intelligent conversations about the reliability of the Internet as a source of information, and to have opinions about fair trade. They accept each other, make allowances for those with behavioural difficulties, and do not permit disruption to interrupt their learning. Pupils from Reception upwards are involved in making decisions in the school council, and in learning about the democratic process through being elected to their position.
11. Relationships in school are excellent. Year 6 pupils have '*buddies*' in Reception, and talk about their buddies in a kindly manner. One pupil was surprised at the courage of a younger pupil, approaching the Year 6 classroom. In class, pupils work together really well: pairs of Year 4 pupils were engrossed in the creativity of making chairs for Henry VIII, and those in Year 5 enjoyed their success when making hats from J-cloths. Year 6 pupils listen attentively to each other in personal, social and health education lesson, as they began to think about the realities of peer-pressure. Pupils show great respect for each other and for all the adults in the school.
12. Pupils with special educational needs have good attitudes, try hard and are motivated to learn, even when coming from difficult circumstances. The school works hard to raise confidence and self-esteem through praise and encouragement, offering credits and making pupils feel valued. These attributes are often discussed in assemblies. Pupils with special educational needs derive great benefit from the school's personal, social and health education programme.
13. Attendance is broadly in line with other schools nationally, whilst the zero rate of unauthorised absence is better. These levels are very similar to those at the time of the last inspection. There is quite a lot of lateness marked in registers, but this is mostly only a few minutes and because the school closes registers very promptly. The governors are not reporting the absence statistics in the prospectus, nor the unauthorised absence rate in their annual report to parents, as required.

HOW WELL ARE PUPILS TAUGHT?

14. The last inspection found teaching to be 'sound with some good features'. Insufficient emphasis was placed on planning different tasks for the more able, assessment was mainly confined to English, mathematics and science, and pupils were not always clear about what they were expected to learn. All these aspects of teaching have been tackled successfully, although the school has yet to clearly distinguish between higher attaining pupils and the gifted and talented in lesson planning. There have been good improvements in the overall quality of teaching, which is now good in Years 1 to 6, with no unsatisfactory teaching seen. One-in-ten lessons, was excellent. Almost six out of ten lessons seen were good or very good, and just over three out of ten lessons were satisfactory. The quality of teaching in the Foundation Stage is good. The teaching of English and mathematics is good in Years 1 to 6. Literacy and numeracy are taught well, especially in Years 2, 3 and 6.
15. The teaching of pupils with special educational needs is good overall. Teachers make good use of adult support in their classes; they organise the groups so that the less able have support. Teachers work well with learning support assistants.

16. The progress of higher attaining pupils has improved as teachers in the upper juniors use ability grouping in both English and mathematics lessons. It is particularly effective with the older pupils. Assessment of pupils' progress in subjects other than English, mathematics and science is developing well in many subjects such as religious education and music. It is already identified by the school for further development in other, non-core, subjects.
17. Teachers have a good understanding of the subjects they teach. Where teachers are less confident in areas such as music, this is taught effectively by the co-ordinator. Resources are used well by teachers to develop pupils' knowledge, skills and understanding and to motivate pupils. Computer skills are well taught in Years 1 to 6, and the use of the computer as a tool for learning is well developed in most subjects. In many subjects, teachers use specialist language well, so pupils learn its meaning and discuss their ideas with precision. The teaching of literacy is good overall, in Years 1 to 6. Letter sound skills are taught thoroughly across the school. Numeracy is well taught in Years 1 to 6. Teachers have a secure knowledge of the National Numeracy Strategy, and apply it well. Good, quick mental question sessions encourage pupils to answer promptly.
18. The quality of teaching and learning for children in the nursery and Reception class are good. Lessons observed in the nursery were very good. Children were particularly well motivated to learn through challenging, well-paced, imaginative and lively activities such as number games with the '*Ginger Bread Man*'. The main strength lies in teachers' and teaching assistants' secure understanding of the active way that young children learn and the need to provide a wide range of practical and relevant activities. Planning is very good and the teaching areas, including the outside, are well organised. Tasks are suitably challenging overall, and expectations for children's behaviour are high. Through careful observation, teachers and teaching assistants know the children well and use this knowledge well to plan the next steps in learning. Teamwork is very good and the qualified teaching assistants make a valuable contribution to children's learning.
19. Early identification and care in the Foundation Stage enable pupils with special educational needs to make a good start. Good teaching throughout the school enables pupils on the special educational needs register to benefit and make good gains in their learning. They cope with the work in hand with support, but flounder at times when asked to work independently. A peripatetic teacher from the local authority who works with individual pupils on a weekly basis on literacy skills provides good support. Good support is also provided by a specialised speech and language assistant to help raise standards in literacy.
20. Relationships in the classrooms across the school are very good, and occasionally excellent, and teachers manage the behaviour of pupils very well. This ensures that all pupils have good opportunities to listen and learn, and enables those who take longer to answer questions to gain in confidence.
21. There are some less strong areas in teaching, but these are individual rather than consistent across the school. These comprise an occasional lack of subject knowledge that inhibits pupils' progress, behaviour management, and slow pace. Teaching, however, is never less than satisfactory.
22. The headteacher and senior management team have much information about teaching, which feeds the school improvement plan. Good improvements have come about during the past few years. A very few parents raised concerns about the amount of homework being set, some thought there was too much, and others too little. This

inspection finds that the government recommendations for homework are adhered to, and that this arrangement is satisfactory.

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

23. The school provides well-planned and relevant learning opportunities for all pupils. This planning ensures that the curriculum meets the statutory requirements of the National Curriculum and for religious education. There has been good improvement since the previous inspection, particularly in music and information and communication technology. However, standards in religious education by the end of Year 6 remain below average.
24. The curriculum is broad and balanced with an emphasis on direct experience especially for younger pupils. There is insufficient time allocated for art and design, which leads to only average standards in the subject. The time allocated for religious education in the upper junior classes is less than recommended by the Agreed Syllabus and means that pupils do not achieve as well as they might. Curriculum frameworks for each year group ensure that pupils cover the required aspects of each subject in a measured way and build on their learning steadily as they move through the school. The high priority teachers give to literacy is having a positive affect upon standards, especially in reading. Through frequent, systematic and direct teaching of sounds and letters, pupils tackle new words with confidence and make rapid progress. They have good opportunities to practise and reinforce their developing literacy skills in other subjects, for example in geography and history. Daily mathematics lessons help pupils to make steady progress as they move through the school. The curriculum meets the needs of pupils of different backgrounds and abilities. However, the provision for pupils with special educational needs and those who speak English as an additional language is less well developed. This is because the teachers do not include specific provision for these pupils in their planning. Although teachers identify pupils with the potential to attain at higher levels, in lessons they are not always challenged well enough, as at the time of the last inspection. The school prepares pupils well for the next stage in their education.
25. Pupils of lower attainment gain full access to the learning opportunities through focused support in the well-resourced room for pupils with special educational needs, and through in class support. The deputy headteacher has a full school role in ensuring all pupils gain access to the curriculum. This is already having a positive affect, although the school recognises that there is still work to do.
26. Visits to relevant places of interest such as the Science Museum or Outward Bound residential centre enrich the curriculum. Theatre groups and storytellers stimulate the pupils' imagination and musicians visit the school from time to time. The excellent range of clubs, including sporting and musical activities, is a strength of the school and demonstrates the strong commitment of staff and governors to broadening the pupils' experiences. This helps pupils to have higher aspirations and to become better motivated.
27. The curriculum for children in the nursery and Reception class is good, as at the time of the last inspection. Well-organised planning suitably takes account of the nationally recommended curriculum for young children. Staff provide a wealth of interesting, relevant and practical activities and as a result children play and learn purposefully. Teachers achieve an effective balance between focused activities led by an adult, and those that the children can choose for themselves. They reflect a central theme such as '*Nursery Rhymes*' or '*Toys*', to encourage children to make links between different

aspects of their learning. The high priority that teachers and teaching assistants give to personal, social and emotional development underpins work in all other areas of learning. The daily priority they give to developing talk and children's early reading and writing skills is effective. They foster children's developing mathematical skills well through regular focused activities, as well as capitalising on other activities such as cooking. This curriculum provides a secure foundation for work within the National Curriculum and is already raising standards further up the school.

Provision for personal development

28. The curricular provision for pupils' personal development is very good. An exciting new programme for personal, social and health education is in place, which includes study of sex and relationships. Health education such as healthy eating and the care of teeth is suitably addressed in science lessons.
29. Overall, the provision for spiritual, moral, social and cultural development is very good and there are more strengths than weaknesses. This is a similar judgement to that made at the time of the last inspection and leads to pupils having good attitudes to school and being keen to learn.
30. Personal development is a priority at Ellingham and is supported by care from the headteacher and all teaching and support staff. The school seeks to develop a range of beliefs and values, particularly those of care and respect and knowing the difference between right and wrong. These are well promoted through display and actions within the building, through the use of flowers and plants, and intrinsically through the caring relationships between adults and pupils and amongst pupils. Discussions about thoughts and feelings permeate the life of the school, for example, in conversations during *'circle time'*.
31. The provision for spiritual development is satisfactory. The school provides opportunities for spiritual awareness through assemblies, but time for reflection is brief, and stories are not often read from the religious scriptures. Religious education lessons give pupils too few opportunities to reflect on the beliefs and practices of several major world faiths and the pupils' own life experiences. Spirituality is fostered in some lessons, for example, some pupils were inspired to write imaginative poetry in English. The school environment has the potential to encourage pupils to develop an awareness of natural beauty, and pupils plant seeds and watch them grow. Opportunities to appreciate art and literature are not as good as those in music.
32. Daily assemblies are used to build pupils' confidence and self-esteem for example, through a celebration of birthdays, achievements and 'good work'. During the week of the inspection, the theme of *'The School Community'* was emphasised through story and discussion. However, opportunities are often missed to help pupils to reflect on their experiences in a way that develops their spiritual awareness and self-knowledge. The taught curriculum does not contain planning for spiritual development. This was identified in the last inspection.
33. Provision for moral development is excellent. The use of moral themes, such as the importance of helping others, leads pupils to recognise the needs of people less fortunate than themselves. Such themes are emphasised in school assemblies and pupils take part in regular fund raising events for charitable causes. On occasion, moral issues are considered within subjects, for example, in geography and science as part of studies on pollution and other environmental issues. One pupil comments, *'Animals lose their dignity in zoos'*. Within religious education lessons, moral issues are

discussed in relation to respect and friendship for example, where pupils discuss the qualities of a special person in their class, and study aspects of citizenship. Rules of good behaviour that are agreed by parents, pupils and teachers are in evidence around the school and are referred to when necessary to reinforce good behaviour.

34. Provision for pupils' social development is excellent. The school successfully fosters the social development of its pupils and is working hard to create a strong sense of community. The governors and staff are very conscious of the need to encourage good behaviour. They strive hard to promote the conditions in which a caring environment can be fostered and maintained, and work hard to develop trust between adults and pupils. Pupils are encouraged to relate well to each other in different contexts around the school and make sensible choices. Older pupils are reminded to look after younger ones. They receive excellent opportunities to take part in organised social activities, such as plays, music concerts and carol singing, in collaboration with pupils from a special school. Older pupils are encouraged to use their own initiative and take on more mature responsibilities such as showing visitors around the school or organising the school council.
35. The school's provision for cultural development is satisfactory. Pupils are made aware of the nation's English heritage, for example through their work in dance and drama, local history and geography. Pupils celebrated the Jubilee and poppies were sold in the playground to commemorate 'Remembrance Day'. Pupils study Maori art, dance as Samurai warriors and discuss how 'Fair Trading' affects people's lives. However, the school does not fully or sufficiently celebrate the rich ethnic mix within Britain and within the school, by involving parents from differing cultures, inviting visitors from different faith communities or using the environment to help pupils learn and understand more about their own and other cultures.

How inclusive is the curriculum?

36. The school works hard to be fully inclusive. It does not give up on pupils, and works with families to keep poorly behaved pupils in school. Teachers and support staff receive training together so that they give a consistent message. Staff treat and value pupils as individuals. They track their behaviour and attendance, give praise when pupils improve, and plan timely interventions when they do not.
37. Although all adults know the pupils very well, and cater to their individual needs, the targets as laid down in the individual education plans for pupils with special educational needs are not included in the teachers' planning.

The contribution of the community

38. The headteacher and other staff work with many community groups and have brought the school into the hub of the community. Many parents involve themselves with the life and work of the school and there are many visitors from the community. This close partnership enriches the pupils' learning in lessons and extends their learning through, for example, working with and giving performances with pupils from a special school, or taking pottery lessons at the local college. This community aspect of the school's strategy for improvement makes a significant contribution to the pupils' learning and personal development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The school continues to be a close and caring community, as reported at the last inspection, and it makes very good provision for its pupils' welfare.
40. Teachers know their pupils really well, as shown by the detailed personal comments made on their reports. Teachers have recently received very good multi-agency training in aspects of child protection, and the headteacher's long service helps him with an over-view of areas of concern. Pupils who are injured or unwell are well cared for; there are sufficient trained first-aiders and a separate medical room with a supervision window into the school office. Governors take routine health and safety matters seriously, and make regular monitoring visits during the school day. Concerns raised over physical education in the hall at the time of the last inspection have been resolved. A few parents raised concern about access to the secondary school through the school grounds, which the governors are considering.
41. The school emphasises healthy eating, fruit is provided for younger pupils, and the dining arrangements have improved since the last inspection. Concern for pupils extends to giving extra swimming lessons before school to ensure that all Year 6 pupils can swim before they leave.
42. Attendance monitoring is satisfactory; office staff contact parents, if a child is absent, or uses the educational welfare service for long-standing problems.
43. There are clear expectations of good behaviour and co-operation. School rules are easy for pupils to understand, and teachers use praise very well to encourage good behaviour. There is very little poor behaviour, and only one exclusion in recent years. Pupils are treated as valued members of the school community and encouraged to be involved, for example as a buddy to a younger pupil, or as a prefect or member of school council. These good aspects of the school's work have been maintained since the last inspection.
44. Small playgrounds surround the school, and are difficult to supervise. Only the younger pupils have play equipment, and one playground is dominated by football. The current arrangements need review. The work of the school council is very effective. They have painted a mural on the wall of the Reception outside play area, and have a budget and responsibility for choosing additional equipment for the Year 1 and 2 pupils' playground. Members of the council are changed regularly, so that many pupils have this very valuable experience. This is a strong aspect of the school's work.
45. The school has excellent procedures for the assessment of pupils' academic and personal development. The whole school policy is used by all staff and is very well incorporated in the core subjects. Record keeping and assessments in the non-core subjects are being developed to follow the examples contained in national guidelines. In addition to the statutory assessments, the school uses national test materials and standardised tests to make annual assessments. The school now analyses assessment data from national tests to identify strengths and weaknesses in learning and to determine the action needed. The senior management team undertakes a comprehensive analysis of pupils' progress on a half-termly basis. Teachers' mark books are monitored half-termly. Tracking grids are completed half-termly in English, mathematics, science and ICT and recorded in the whole-school tracking document. At the end of year tracking grids are discussed and passed on to the next teacher. The information supplied is used to inform decisions about planning and grouping pupils. An area identified for development is the need to ensure that pupils' individual education plans are used to inform teachers' planning. An analysis of data has been used to identify issues with boys' writing and provide extra support.

46. All class teachers have an assessment file, which is updated half-termly. It contains pieces of work that are graded against national standards and indicates the progress of pupils of all ability levels. There is close monitoring of pupils' academic progress, which is tracked comprehensively as they go through the school. The senior management team, the chair of governors and the link adviser meet at the beginning of the academic year to agree school targets for English, mathematics and science. Individual targets are set for all pupils in English, mathematics, science and ICT and these are sent home to parents. From Year 1, pupils assess their own progress against these targets. Pupils are accustomed to evaluating their progress against the lesson objectives on a daily basis. If pupils do not meet their targets, parents are informed. There is evidence of some very good marking in the core subjects, which contains constructive feedback and targets for pupils to achieve. However, this is not consistently applied in other subjects and does not always give indications of how pupils could improve their work. The assessment of gifted and talented pupils is currently the responsibility of the temporary special needs co-ordinator. This is currently unsatisfactory; the school intends to release the deputy head from her class responsibility to take on this role.
47. Assessment procedures for pupils with special educational needs are carried out in the same way as the whole school. However, these assessments and the observations of the learning support staff are not fed back to the individual education plans, to help review and amend the targets. This is unsatisfactory. Targets are not set on a short step regular basis and pupils have to wait for a whole term before their plans are reviewed. Learning support assistants feedback regularly and informally to class teachers and much discussion takes place on an informal basis.
48. Very good use is made of the '*Record of Achievement*' that is sent home to parents. A significant strength of the assessment system is that personal development as well as academic progress is monitored and reported to parents. A self-evaluation sheet completed by the pupils relates to their general progress, progress in ICT and their behaviour. There has been very good improvement in the assessment systems.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. Parents are very supportive of the school, and feel that it helps pupils, whatever their ability, to make progress. The school sees itself as a family school, '*and parents own it*' as one reported. The last inspection reported a strong partnership with parents: this continues. Although less than a fifth of parents replied to the pre-inspection questionnaire, all who did so thought that teaching was good. Over 90 per cent said that their child likes school, is being helped to become mature and responsible, is expected to work hard and do their best, that behaviour is good, pupils are making good progress and that the school is well led and managed.
50. Parents find teachers very accessible for informal chats, and they have formal opportunities to meet their child's teacher each term, and these occasions are very well attended. Overall, the school's written communication with parents is very good. They are sent information about what pupils are to learn each half term, but because this is taken straight from the school's planning documents some parts are not readily comprehensible. Newsletters are very friendly and informative, and end of year reports very thorough. They contain information about what the child knows, understands and can do in each of the national curriculum subjects, and very good quality remarks on the pupil's personal and social development. Teachers set clear targets for improvement, and from the time they start in Reception, pupils are involved in writing about how they are getting on. Parents are also able to work out how their child is getting on compared

with national averages because the school includes copies of all the external test results, both statutory and optional. This is very good practice, and the inspection findings cannot support the 15 parents who responded to the questionnaire and did not feel that they were kept well informed about how their child is getting on.

51. Parents of pupils starting school, in the nursery or in Reception, receive a booklet and a home visit or telephone call, and this helps to establish good relationships at an early stage. Throughout the school, pupils take books home every night, and have homework diaries as a reminder for, and a communication vehicle with, parents. There is plenty of scope for those parents who want to support their children with their learning at home to do so.
52. There is limited support from parents in supporting the targets as laid down in pupils' individual education plans. This does not meet the requirements of the revised 'Code of Practice'. Parents receive a copy of the plan and sign, but a record is not always kept at school. There are good informal links with parents and the school works hard to support the families.
53. A good number of parents help regularly in school, on practical tasks or hearing pupils read. *The Friends of Ellingham Association*, re-named to be inclusive of former parents and members of the community, is very active and organises events and fundraising to support the school's work. It also makes a strong but unusual contribution, by organising swimming tuition throughout the school. The school's procedures for child protection are very good.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The headteacher leads and manages the school very well. Overall, the leadership and management of the school provided by the headteacher, deputy headteacher and other key staff are judged to be very good. The purposeful development of the school is clearly indicated by the good improvement, which the school has made since it was last inspected in 1997. The key issues for action have been addressed successfully in all areas. Issues embodied within the report, such as standards in religious education by the end of Year 6, have been addressed less well. Since that inspection, standards have risen considerably in English, mathematics and science, as shown by the end of Year 6 2002 national test results.
55. The headteacher is well supported by the deputy headteacher and other senior staff. The monitoring, evaluation and development of teaching by the headteacher and senior staff are strong, and are having a positive impact on raising standards at the school. The monitoring of teachers' planning is less rigorous because specific planning for pupils with special educational needs, those who speak English as an additional language, and the gifted and talented is not clearly identified.
56. There are excellent procedures in place for the induction of new and newly qualified teachers to the school. Job descriptions are in place. The school has taken appropriate steps to ensure that performance management procedures are in place to support staff development.
57. The school has good links with local playgroups. Transfer arrangements with local secondary schools are also good, as are the links with a local school for pupils with mild learning difficulties. The school successfully works to promote equality of opportunity and inclusion. The development plan is a useful document that is helping the school to

move forward effectively. All staff and governors contribute to this document; as a result there is real ownership of developments within the school.

58. The present co-ordination arrangements for special educational needs are unsatisfactory. These are due to change next term when the deputy head will take over the role. At present the paperwork is unsatisfactory; very little is up to date. The deputy head supports the learning assistants who have had some good training, although it is not always specific to the needs of the pupils in their care. There are good informal discussions about pupils but no formal records are kept. Resources are satisfactory and are usually provided in the classrooms where most lessons take place for the majority of pupils with special educational needs.
59. The governing body fulfils most of its responsibilities well. The governors are not reporting the absence statistics in the school's prospectus, nor the unauthorised absence rate in their annual report to parents. There are new members of the governing body, who are being quickly absorbed into its methods of working and practices. The governors have an appropriate committee structure that assists them to manage their work effectively. They have a sound understanding of the strengths and weaknesses of the school. Through focused visits and their committees, governors are suitably informed about the school. They are beginning to work effectively as 'critical friends'. Relationships with the school are good.
60. Overall, the school monitors its performance very well. The headteacher and senior staff have a good knowledge of the school and are setting appropriate targets for school improvement and to improve curricular planning. Careful financial planning, administration and monitoring of expenditure ensure that the school's resources are used well to promote the pupils' learning. The governors oversee all aspects of the school's income and expenditure. The very recent audit of the school's finances identified some areas for improvement, and these have been suitably addressed. The day-to-day management of finance is good. In order to ensure best value for money, three quotations are obtained when significant expenditure is planned. The school uses computers well for administration and for the education of the pupils. Criteria to determine how well the money is spent are well established, and the governors have a finance policy in place. The strategic role of governors is good.
61. The staff who are involved with children in the Foundation Stage are suitably qualified and experienced. Overall, staffing requirements are met and there are sufficient well-qualified teachers to allow the curriculum to be taught effectively. The support staff are well qualified and have appropriate training.
62. Accommodation in the school as a whole is satisfactory. Overall, the accommodation allows the curriculum to be taught effectively, although there is no library due to lack of space. Storage in the school is limited and makes access to resources difficult, although staff do their best with what is available. There is a specialist medical room. The grounds are well maintained. The parents raised the issue of access to the secondary school, and the governors are considering this issue.
63. Learning resources are satisfactory overall, and provide adequately for the curriculum. In the core subjects of English and mathematics they have been improved to provide for literacy and numeracy teaching. The school would benefit from extending the range of books in classrooms. The present range of computers is good and exceeds government recommendations. However, the present suite arrangements limit the amount of time that pupils have ready access to them. The pupils would benefit from having greater access to computers in their classrooms.

64. Statutory requirements are met in almost all areas. The quality of provision for pupils' moral and social education is excellent, the quality of teaching is good overall, and the quality of the school's leadership and management is very good. The unit costs per pupil are average. These factors mean that the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. To improve further the achievements of pupils and the standards they attain, the headteacher, governors and staff should:

- (1) Raise standards in religious education by the end of Year 6 by;
 - ensuring that the school's policy for religious education is followed more closely;
 - ensuring that the subject is given the recommended allocation of time to enable pupils to reach their potential in the subject;
 - increasing significantly the amount of written work completed by pupils in Year 6.(Paragraphs 5, 23, 24, 54, 142, 145, 146)

- (2) Ensure that teachers clearly identify specific activities for pupils with special educational needs, those who speak English as an additional language, and for the gifted and talented, in their lesson plans by:
 - improving the co-ordination of these areas at the earliest opportunity
 - ensuring that teachers' plans fully meet the needs of these groups of pupils.(Paragraphs 24, 37, 45, 46, 47, 58)

Other issues which should be considered by the school

- (1) Review the use of the accommodation to provide a library.
(Paragraphs 62, 82, 89, 101)

- (2) Through curriculum planning develop a greater awareness of the rich diversity of multi-ethnic Britain.
(Paragraphs 35, 89)

- (3) Raise the level of computer use in design and technology to the same high level as in other subjects.
(Paragraphs 109, 129)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	40
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	10	13	12	0	0	0
Percentage	12	25	33	30	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	13	217
Number of full-time pupils known to be eligible for free school meals	0	21

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	20

English as an additional language	No of pupils
Number of pupils with English as an additional language	6

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	5.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	15	15	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	13	14
	Girls	14	15	15
	Total	28	28	29
Percentage of pupils at NC level 2 or above	School	93 (89)	93 (94)	97 (97)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	15	15
	Girls	15	15	15
	Total	29	30	30
Percentage of pupils at NC level 2 or above	School	97 (94)	100 (100)	100 (97)
	National	85 (85)	89 (89)	89 (89)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	13	19	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	12	12
	Girls	19	18	19
	Total	30	30	31
Percentage of pupils at NC level 4 or above	School	94 (91)	94 (91)	97 (97)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	12	12
	Girls	18	18	18
	Total	28	30	30
Percentage of pupils at NC level 4 or above	School	88 (83)	94 (71)	97 (89)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
251	1	0
1		
3		
1		
5		

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: YR – Y6

Total number of qualified teachers (FTE)	8.4
Number of pupils per qualified teacher	27.12:1
Average class size	31

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	134

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0.5
Number of pupils per qualified teacher	13:1
Total number of education support staff	1
Total aggregate hours worked per week	19.5
Number of pupils per FTE adult	6.5:1

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	619688
Total expenditure	600748
Expenditure per pupil	2393
Balance brought forward from previous year	3486
Balance carried forward to next year	22426

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	217
Number of questionnaires returned	52

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	33	4	0	0
My child is making good progress in school.	58	35	6	0	2
Behaviour in the school is good.	46	48	6	0	0
My child gets the right amount of work to do at home.	29	55	14	0	2
The teaching is good.	54	46	0	0	0
I am kept well informed about how my child is getting on.	31	35	27	6	2
I would feel comfortable about approaching the school with questions or a problem.	55	35	10	0	0
The school expects my child to work hard and achieve his or her best.	55	39	4	0	2
The school works closely with parents.	35	44	15	2	4
The school is well led and managed.	38	52	6	2	2
The school is helping my child become mature and responsible.	50	44	2	2	2
The school provides an interesting range of activities outside lessons.	43	35	14	0	8

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

(Provision for early years learning at the Foundation Stage (nursery and reception classes) covers six areas of learning. To prepare for work within the National Curriculum, children are expected to progress through three steps and achieve early learning goals in each area of this learning by the end of the reception year. Guidance for this stage expects learning to be a balance between focused work in groups and structured play with a purpose.)

66. Provision in the Foundation Stage overall is good with several very good features. At the time of the last inspection the school had no nursery provision. Children enter the nursery class in the autumn following their third birthday. They attend for morning sessions each day. They transfer to the Reception class one year later. Most children enter Reception with average levels of attainment. They have good experience of books, and of using pencils and other writing implements. A few are identified as having the potential to attain highly. Children are making good, and in some cases very good, progress in their learning. Almost all children are likely to reach most of the goals set nationally for the end of the Reception year in personal, social and emotional development, mathematical development, knowledge and understanding of the world, physical development, and creative development. Even better, they are likely to exceed the set goals in reading and writing, some aspects of physical development and in their computer skills. All staff in the Foundation Stage have given the children a good start to their life in school.

Teaching

67. The quality of teaching and learning for children in the nursery and Reception class is good. Lessons observed in the nursery were very good. Children were particularly well motivated to learn through challenging, well paced, imaginative and lively activities such as number games with 'The Gingerbread Man'. The main strength lies in teachers' and teaching assistants' secure understanding of the active way that young children learn and the need to provide a wide range of practical and relevant activities. Planning is very good and the teaching areas, including the outside area, are well organised. Tasks are suitably challenging overall, and expectations for children's behaviour are high. Through careful observation, teachers and teaching assistants know the children well and use this knowledge well to plan the next steps in learning. Teamwork is very good and the qualified teaching assistants make a valuable contribution to children's learning.
68. Teachers encourage parents to talk about their children's learning, for example at the home visits, prior to starting school. Daily opportunities to talk with teachers and the use of a home school contact book further promote harmonious links between home and school. The development of the outside area has been an exciting project, which has enabled the children to develop the learning further in all areas. Older pupils care for their 'buddies' and the school council is involved in organising a mural for the enjoyment and benefit of the youngest children.

Personal, social and emotional development

69. Teaching in this area of learning is good, enabling children to settle happily and become familiar with new routines away from home. Many children are likely to reach most of the early learning goals. Teachers and teaching assistants are very caring and deal with the children in a friendly, warm and sympathetic way, valuing their comments and contributions. As a result, children approach staff with ease. They are confident enough to choose their own activities and to move about the teaching areas, including that outside. They enjoy the activities on offer and are keen to participate, sometimes staying for lengthy periods at one task. Most children behave well, through regular, kindly but firm reminders, for example about *'good sitting, good listening'*. Through the staff's imaginative strategies, such as watching sand run through a timer, many children take turns and are learning to share. *'Together Time'* enables nursery and Reception to play together, for example with mathematical shapes or in the sand. Children make reasonable attempts to manage coats and wash hands. Reception children carefully wipe their white boards and put them away correctly. Reception children's involvement in assemblies, play and lunch with the older pupils is making a significant contribution in this area of learning.

Communication, language and literacy

70. With good teaching, most children are likely to meet the early learning goals in communication and language and exceed them in reading and writing. Children, including those with special needs or those who speak English as an additional language, are making good progress from low starting points. Teachers place a high priority on talk through skilful questioning and sensitive encouragement. Children are keen to talk, albeit in a limited way, offering generally relevant comments about stories, for example, or talking to each other in their play. Teachers and teaching assistants speak clearly and work hard to extend the children's vocabulary, introducing such words as *'museum'*, *'park'* and *'furry'*. Children in nursery and Reception *'write'* freely in their play, and in the *'The Bears' House'* or *'Toy Museum'*. Through regular and focused writing activities and good access to writing materials, many four-year-olds are beginning to make letter-like shapes in their writing. Many are starting to spell out simple words, like *'cat'*, *'mat'* and *'fat'*. They write them carefully on white boards. They know a good range of letter sounds making good use of the staff's frequent reinforcement of sounds and letters. Most four-year-olds make reasonable attempts to write their names.
71. Children handle books with care. They enjoy stories and listen attentively. Some three-year-olds are beginning to recognise their name and some four-year-olds know their reading book by heart. They are becoming familiar with some letter names and sounds and are at the early stages of building up new words. With intensive additional support, children are beginning to recognise a good range of familiar words.

Mathematical development

72. Teaching in this area is good overall, and children are likely to reach the early learning goals. The best teaching challenges children effectively, as with the practical beginnings of adding numbers together. It stimulates them well so that they continue their mathematical learning in their play. Many children count accurately to six, and some to ten and beyond. They make reasonable attempts to record numbers. They know the names of some simple geometric shapes and some can make a simple repeating pattern. Teachers promote mathematical learning effectively through daily

focused activities. They use number rhymes to good effect to reinforce children's counting and simple computing skills. They make good use of other activities to reinforce and extend children's mathematical thinking, for example in cooking or role-play, counting the people chasing the gingerbread man in nursery, or in Reception, counting the teddies invited to their picnic. Mathematical opportunities are also exploited during routines such as registration or snack time.

Knowledge and understanding of the world

73. Teaching in this area is good and most children are on course to achieve most of the early learning goals. In scientific aspects, teachers encourage children to be curious and to observe carefully, as when gathering autumn leaves in the nursery or when on a 'nature walk' in Reception. Teachers provide a suitable range of construction activities and children enjoy building, making things from interlocking bricks, cutting and sticking. Children play freely with sand and water, pouring, building, and learning how they work. They mould play dough into different shapes and talk about what they are doing. In cooking activities they observe how ingredients change. Teachers make good use of visits and visitors. Through the 'Toys' topic, which has included a visit from a museum curator and the display of toys from around the world, Reception children are gaining a good awareness of other places. Nursery children are finding out about direction and draw maps based on their stories. Through direct teaching and frequent access, children approach computers with confidence, and many in Reception manage simple games independently. The programmable robot is actively used to help the fox cross the river and the use of the computer suite enables the Reception children to exceed the expected standards in this area.

Physical development

74. Teaching in this area is good and most children are likely to achieve the early learning goals. Teachers provide a wide range of activities to encourage strong hand and finger muscles. Children roll, poke and press play dough. They work effectively with small things such as interlocking bricks and pasta shapes. Some children use scissors successfully and most are learning to have an effective grip with pencils and crayons. Teachers provide good access to the outside area where children can run, ride tricycles, and play with wheeled vehicles. The climbing apparatus, the boat and a range of ball games equipment, such as hopscotch and the netball post, provide stimulation and challenge. In more structured physical sessions in the school hall, children dance in time to the music of the '*Teddy Bears' Picnic*' and evaluate their work. Encouraged by well-paced, appropriately challenging, direct teaching, they are able to exceed standards expected for children of their age.

Creative development

75. Teaching in this area is good with a wide range of creative activities on offer. Most children are likely to reach the early learning goals. Provision across the nursery and Reception class for imaginative and role-play, structured as well as independent, is a real strength. Teachers and teaching assistants join in the play in role, for example, creating an adventure in the park. As a result, children's own imaginative ideas develop so that they continue the play independently, driving the car, sliding down the slide, falling over and having to go to hospital. Teachers encourage children's musical development effectively through frequent songs and rhymes, direct teaching and also access to instruments for free experimentation. Consequently, children know an increasing repertoire of songs and rhymes. Those in Reception are learning how to play correctly simple percussion instruments, such as drums and tambourines. They

make good attempts at tapping the rhythmic pattern of their names. Children draw and paint boldly in nursery, enjoying making marks and applying colour. In Reception their paintings and drawings are becoming more representational.

ENGLISH

76. At the time of the last inspection, standards attained by the end of Year 2 were average. In this inspection, standards are judged to be good, this is a good improvement. In the 2001 national tests, standards in reading and writing by the end of Year 2 were below the national average. In the 2002 national tests, Year 2 pupils were attaining above average standards in comparison to similar schools nationally in reading, and well above average in writing. The proportion of pupils reaching Level 3 in reading was well above average. Pupils made good progress as they moved from Year 1 to Year 2.
77. In the 2002 national tests, the standards attained by the end of Year 6 showed that pupils were attaining very high standards in comparison to similar schools nationally in English. A significant proportion of pupils achieved the higher Level 5.
78. Pupils make good progress as they move from Year 2 to Year 6. Pupils with special educational needs, and those who speak English as an additional language also make good progress. No significant differences were noted in the performances of boys and girls.
79. In Year 2, standards in speaking and listening are good. Pupils interact well during group and class discussions and are good listeners and responders. Pupils listened with great interest to a story about Mother Teresa and there was a sense of awe when the class teacher informed the pupils about a proposed visit by a grandparent who had been one of her pupils.
80. Standards in speaking and listening are good in Year 6. The effective use of Year 6 pupils as '*buddies*' to pupils in the Reception class aids the development of speaking and listening skills. Teachers use challenging, open-ended questions that lead to pupils responding enthusiastically and thoughtfully. Pupils in Year 3 enjoyed entering into a discussion regarding the relative merits of building a new leisure centre in a local town.
81. Pupils' reading skills are good in Year 2. Most pupils read with a developing degree of confidence. Higher attaining pupils read fluently and use a variety of strategies. They read with expression and can express preferences about their choice of books. Average and lower attaining pupils read with developing confidence and can self-correct their errors, using a variety of strategies, including their good knowledge of letter sounds.
82. In Year 6, standards in reading are good. The average and higher attaining pupils are able to discuss their reasons for choosing a book and have good understanding and recall of the story. They are fluent and expressive readers. They have a growing understanding of inference and deduction and enjoy discussing the books they are reading. They are confident about offering ideas and exploring hypotheses. Lower attaining pupils read more hesitantly and have fewer strategies for decoding unknown or unfamiliar words. They are able to express simple preferences about favourite books and authors. Good use is made of guided reading journals. Pupils record reading tasks in these and are expected to make a written response. Pupils rarely visit the local library and have limited library skills.

83. Pupils' writing skills are good in Year 2. They have a good understanding of story structure and this is aided by the effective use of drama to enhance pupils' understanding. This was seen to good effect when they were asked to recreate the story of Mother Teresa working with leprosy victims. The interactive approach used during the main teaching input was based on challenging, open-ended questions. Pupils responded to these with enthusiasm and thought. This enabled pupils to extend and develop their ideas, which were translated into good quality writing. Letter sound skills were generally accurate and the pupils had a good understanding of basic punctuation and grammar. Handwriting is usually joined and clear. Pupils are beginning to edit and draft their work with the aid of a good quality checklist for writing. Pupils are keen to improve on their previous efforts.
84. In Year 6 standards overall are above average. A particular strength is the use of 'booster' classes for all Year 6 pupils. Careful use of available staff enables the pupils to receive good teaching in small groups based on ability levels. This results in pupils benefiting from good teaching that is matched specifically to their ability levels. As a result they make good progress. Punctuation, spelling and grammar are generally accurate. Pupils edit and redraft work. A particular strength is the variety of writing styles that are used confidently, including narrative and non-narrative writing styles. Pupils have a good sense of the purpose of their writing and the intended audience. Examples of writing seen, included letters of thanks or complaint, play-scripts, biographies, reports and instructions. Pupils understand how to empathise with a character, for example poems were written as if by a World War 2 soldier writing home to his family. Lower attaining pupils have a greater emphasis on spelling and grammar exercises. Pupils have good presentation skills and handwriting is generally fluent, legible and joined.
85. Standards in literacy are generally good in all classes and pupils are developing good literacy skills in a number of different subjects. For example, persuasive writing is used in geography to discuss the impact of building a new leisure centre and pupils write in the role of key characters in history topics. Pupils use ICT for word processing work in order to present it in a variety of formats. The Year 6, class teacher's use of 'Power Point' to introduce work on conditional clauses was a very effective strategy that engaged pupils of all ability levels. The Year 1 teacher's use of the interactive whiteboard engaged pupils' interest and involvement during a word-building exercise. Pupils use the Internet confidently for research purposes and to support their writing in a variety of curriculum areas.
86. The quality of teaching and learning throughout the school is good overall. This is an improvement from the last inspection when it was judged to be satisfactory. It is good because pupils respond to the expectation to be well behaved, attentive and responsive. Teachers support, encourage and praise pupils. Teachers are confident about raising more challenging topics for discussion and encouraging pupils to see different points of view. As a result, skills of empathy are developed through discussions, reading and writing, whereby pupils are encouraged to explore attitudes and values. Pupils are presented with challenges and have a commitment to improve. Teachers are enthusiastic and have good subject knowledge. They apply the National Literacy Strategy well and this results in pupils using these skills in other subjects. Teachers' planning is good and generally takes account of the pupils' different needs and abilities. All pupils, including those who have special educational needs or English as an additional language, make good progress although the needs of these specific groups are not generally well addressed in teachers' planning.

87. Letter sound skills are taught very thoroughly. Work is generally well matched to pupils' different needs, although care needs to be taken to ensure that this happens consistently. A particular strength of teaching is the number of teachers who are encouraged to write for the pupils in order to use their own examples of writing for demonstration purposes. Some teachers could make better use of available technology such as an overhead projector in order to enlarge examples of text that are used to illustrate teaching points, thus enabling all pupils to be able to read the text. Good opportunities are used for writing in different subject areas, such as history and geography. Pupils in Year 6 used conditional sentences in preparation for presenting a balanced argument in their geography lesson. Generally, effective use of the plenary session is made. It is used to reinforce teaching objectives and as a lead into the following day's work. In one lesson, the plenary was not observed because the lesson over-ran. Speaking and listening skills are developed in a range of different contexts. Drama is used effectively to enable pupils to discuss and debate historical and current events. A useful framework for drama provides a structure for developing pupils' speaking and listening skills in all year groups. Good use is made of teaching assistants to support pupils with special educational needs.
88. A further strength of the teaching is the use of assessment. Pupils are encouraged to use the learning targets that are explained clearly at the beginning of the lesson and to evaluate their progress towards meeting these at the end of each lesson. Older pupils record this information and younger pupils respond verbally. Progress towards meeting the lesson targets is monitored by teachers during the course of the lesson. Teachers use many opportunities for evaluating pupils' progress; all pupils are tracked on an individual basis and test results are rigorously analysed. From this data, individual pupil targets are set and reviewed on a regular basis. These targets are also shared with parents. All pupils use home-school diaries and parents make regular written response in these. Curriculum information is sent to parents, including guidance on questions to ask when listening to their children read at home.
89. Co-ordination of the subject is very good. The co-ordinator has a good understanding of her subject and organises it well. She monitors lessons and teachers' planning regularly. Helpful, written guidance is provided to teachers, following an assessment of test papers, which helps to inform their planning. Discussions take place with staff on a regular basis, particularly on aspects of writing and strategies for continued improvement. As a result of concerns arising from the standards of writing by boys, the co-ordinator and other key members of staff attended training on the *'Accelerated Learning'* project. This led to all staff looking at the learning styles of different groups of children within the school. As a result, planning and teaching take account of different styles of learning and writing checklists have been introduced for pupils. Guided reading records have been introduced throughout the school. Classroom resources are satisfactory although there is a lack of non-fiction resources throughout the school. Books that have a multi-ethnic dimension are under-represented. The school would benefit considerably from having a library, as this would help all pupils to develop independent research and retrieval skills.

MATHEMATICS

90. At the time of the last inspection, standards were judged as average by the end of Year 2 and by the end of Year 6. This inspection judges standards to be above average by the end of Year 2, and by the end of Year 6. This is a good improvement in standards across the school. The 2002 national tests show an improvement compared with the 2001 results, with a good increase in the number of pupils attaining the higher Level 5.

The majority of pupils, including those with special educational needs and those who speak English as an additional language, make good progress across the school.

91. The quality of teaching and learning is good overall in Years 1 and 2 and leads to good progress by the majority of pupils. Previous work shows most work at an appropriate level. Pupils produce good work on place value, and they show an understanding of halves and quarters. They show sound skills of doubling and halving, and extend their knowledge of two-dimensional and three-dimensional shapes. They satisfactorily collect a variety of data and represent this in chart and graph forms for investigations. In geography, they use their numeracy skills to find the average high temperature in India, working confidently in degrees celsius. Pupils show good understanding of how to sequence objects such as a pineapple, carton of pineapple and a tin of pineapple, by estimated weight. Higher-attaining pupils in Year 2 confidently use electronic scales to check their answers. They know that '*a pineapple is more than a kilogram, the plastic pot is only 134 grams*'.
92. In Years 3 to 6 the work is good and pupils make more rapid progress. In the lessons observed, the quality of teaching and learning ranged from satisfactory to excellent. This is similar to the previous inspection when it was 'never less than satisfactory'. In the Year 6 '*booster*' lessons, work was effectively planned for all ability groups and teachers managed the lessons extremely well. All teachers were very keen and their lively manner motivated the pupils well. The lessons had a very brisk pace and were challenging for all. The higher attaining pupils in Year 6 worked hard on problem solving. They calculated the best shape for a garden, for the teacher who wanted the most grass. The teacher asked, '*Is it better to have a long, narrow garden or a short one?*'. A very good level of questioning enabled pupils to quickly work out an answer. The very good summing up of the lesson showed just how much they had learned. The use of ICT to support learning in this session was very good. The teachers in all ability groups showed excellent relationships with the pupils and ensured a very good working environment, where pupils were attentive, well behaved and extremely keen to learn. A scrutiny of work shows pupils in Year 6 make good progress and work at levels relevant to their age or abilities. They use efficient written methods for computation, such as short multiplication and division. Pupils work at a good level with fractions and percentages and they use this knowledge to work out every day problems. They show a good level of understanding of regular shapes and their properties and find the areas of parallelograms. They use and apply their knowledge of decimals and they measure accurately for length, capacity and temperature. Pupils are particularly adept at solving '*mass*' problems and correctly working out the sequences of numbers.
93. Teachers are secure with the National Numeracy Strategy and they apply it well. Across the school, they show good management of the whole class and groups, and pupils with special educational needs, and those who speak English as an additional language are well supported. However, teachers' lesson plans do not show specific activities for pupils who speak English as an additional language, or for the gifted and talented. On a very few occasions noise levels detract from the lesson, but this is due to pupils' natural exuberance and enthusiasm for the activities. Pupils of all abilities are included well in all lessons, especially the mental '*warm-up*' sessions. Teachers explain what pupils are going to learn. They provide good mental questions and pupils are keen to answer. When pupils are engaged in the activities they concentrate and work well.
94. Mathematics is appropriately used across the curriculum. In science, pupils use accurately a range of measurements, collect data from their investigations and display them in a range of graphs. Measuring skills are appropriate in technology. In art and design, pupils use their measuring skills to put a '*crown*' onto a hat brim. There are time

lines in history and sound use of mathematical skills in map work in geography. There is very good use of computers to support the development of mathematical skills and to extend pupils' knowledge and skills in ICT. This is a significant improvement since the last inspection, when '*many opportunities to use computers are missed*', and a strength of the teaching.

95. The subject is well managed. The co-ordinator has monitored numeracy lessons alongside the headteacher, and this has helped her to identify areas for further development in the subject. Assessment of work and analysis of other assessment data are very well used to identify areas for development and set pupils' targets. The provision of in-service training has been good and has led to the increased confidence of teachers. Marking is good in all classes, and helps pupils to improve their work. Resources are sufficient, and of a satisfactory quality.

SCIENCE

96. The school provides well for learning in science. Standards are above average by the end of Year 2 and Year 6 and apart from in 2000 when they dropped, have been maintained since the previous inspection. The introduction of the '*booster*' classes in Year 6 is having a very positive effect, so that all pupils including those with special education needs and those who speak English as an additional language achieve well and make good progress.
97. Pupils in Year 2 are clear about the need to treat electrical equipment carefully and safely. They have a basic understanding of what electricity is used for in the home, such as the computer, toaster, and cooker. With support they begin to understand that electricity is a source of power or energy. They carry out experiments, for example to find out which car will travel furthest. They begin to make predictions, as when observing ice cubes melting. Pupils with special educational needs are supported effectively individually or alongside their classmates in small groups. Pupils with the potential to attain more highly are sometimes motivated to continue their learning beyond the lesson, for example, by completing a short electrical circuit independently. With support they remember the names of different groups of teeth, some of their functions, and how to keep them healthy. They make appropriate links with previous learning about healthy eating. They know that humans have two sets of teeth and offer simple reasons for why milk teeth are shed.
98. Pupils in Year 6 carry out challenging tasks that bring the central ideas of the National Curriculum within the reach of all pupils. These tasks challenge the highest-attaining pupils to think scientifically to a high standard, considering fine points of detail in constructing investigations, and using vocabulary not often seen for pupils of their age. For example, one pupil suggested that measuring the flow of honey down a slope would test for viscosity, and others were concerned at the need for precise measurement of quantities to ensure a fair test. In later discussion, pupils could relate differences in the viscosity of liquids to the behaviour of particles in them, and the teacher illustrated this with clear diagrams on the writing board. Such teaching prepares pupils very well for secondary and higher education.
99. The quality of teaching in science is good. Sometimes it is very good and excellent, when a brisk pace holds pupils' attention particularly well, and regular reinforcement helps to make the learning explicit. Learning is good, particularly when the electronic microscope is used to support the experimentation. Teachers work hard to stimulate and challenge pupils. They use a variety of teaching methods, often with a practical emphasis, which pupils clearly enjoy. They often begin new topics with an assessment

so that new work can suitably build on prior knowledge. They place an appropriately high priority on experimental work that becomes increasingly more challenging as pupils move through the school. For example, pupils in Year 2 use their senses to investigate ice cubes and talk about what they are finding out.

100. By Year 3, pupils work in a more structured way, asking questions, making predictions and recording findings in a variety of ways such as on tables or graphs. Teachers make good use of resources. For example, they make sure that there are enough sieves to separate types of soils for everyone to work with, and then relate the learning to everyday life and its importance for farmers. Overall, teachers' subject knowledge is secure and their skilful questioning encourages pupils to recall previous learning and make appropriate links to reinforce current learning. Teachers state clearly what pupils are expected to learn from each lesson and emphasise relevant scientific vocabulary such as '*conclusion*', '*energy*', '*incisors*' and '*molars*'. They make sound use of ICT, for data handling and research, and by using the electronic microscope, digital camera or the interactive white board to enrich the learning. They make well-considered use of pupils' developing mathematical skills as when measuring distances travelled by model cars. Because of the good teaching, pupils are interested in and enjoy science. They respond well to lively questioning and are keen to offer suggestions. Sometimes they work together with a partner or in small groups, especially when supported by an adult.
101. The leadership and management of science are very good. The co-ordinator monitors planning and has begun to monitor teaching and learning. She has a clear view of the future development of the subject. Plans are in hand to fine-tune curriculum planning and further develop assessment procedures. Targets set for the national tests are ambitious. With the lack of a library, research skills are not well developed, and the outside environment is not sufficiently used.

ART AND DESIGN

102. Standards in art and design were reported as satisfactory in Year 2 and in Year 6 in the last inspection report. Due to timetabling factors, no lessons were seen in Years 1 and 2. However, the scrutiny of wall displays, and pupils' work, indicates that standards are broadly average by the end of Year 2. Standards are also average by the end of Year 6. This is similar to the judgement of the last inspection. Pupils achieve satisfactorily, take pleasure in their work, and make sound progress in art and design in Years 3 to 6. Pupils with special educational needs do well against the individual targets set for them. Pupils who speak English as an additional language make sound progress in art and design.
103. There was insufficient evidence to make secure judgements on the quality of teaching, learning or attitudes and behaviour in art and design lessons in Years 1 and 2. The quality of teaching and learning in the subject is good in Years 3 to 6, where pupils learn to handle media such as paint, textiles and collage materials, and are given well-planned opportunities to draw, paint, print, weave, and construct images in a variety of ways.
104. An analysis of pupils' work across all year groups indicates that the teaching of a range of skills in art and design enables pupils to make good progress in their learning and to achieve satisfactory standards in what they produce. Pupils from Years 1 to 6 keep sketchbooks, which are used well to keep records of observational drawings and details of designs. These are actively used in designing and planning their art assignments, particularly in a more structured and purposeful way by Years 5 and 6. Teachers provide pupils with well-planned opportunities to use a wide range of media and learn a

variety of techniques in their work in order to create different effects. Pupils in Years 3 to 6 have positive attitudes to the subject, and their behaviour in lessons is good.

105. In Year 3, pupils have developed their understanding of musical instruments from around the world when they painted hard rattles from Peru, and drums from Africa. In Year 4, a display about Maori culture was enhanced by patterns produced by pupils, using colouring techniques that represented woodcarvings that decorate Maori meeting houses. Recent work in Year 5 includes paintings of sports from around the world depicting sports from places such as Korea, New Zealand, Canada and Scotland. In a Year 5 lesson, pupils made hats in the style of hats in *'Degas' Millinery Shop'*. The careful development of the design process, together with the skills imparted to the pupils by the teacher meant the products achieved were of a good standard. Pupils' numeracy skills were used well in this lesson. In a Year 6 lesson, pupils worked individually to produce their versions of *'cross-hatching'*, as used by artists such as Samuel Palmer. Pupils drew representations of jugs, vases and shells, carefully looking at shadow techniques. Pupils' finished products showed a good understanding of the *'crosshatching'* technique.
106. There is a satisfactory art and design policy. Good methods of integration with the use of ICT are also detailed. There is a clear scheme of work, adapted from a national scheme. This is helpful to teachers with its overview of different areas of art and its guidance on the integration of studying the work of famous artists, craftspeople and designers alongside practical activities. A balance between two-dimensional and three-dimensional work is also specified. Teachers' planning is thorough, and there is termly assessment of pupils' performance and progress, carried out to guidance provided in the scheme of work which shows methods of evaluation for a range of different activities.
107. The co-ordinator for art and design is a temporary teacher, and has held the post since September 2002. The co-ordination of the subject is satisfactory though there has been no monitoring of lessons. The co-ordinator has begun to create a portfolio of work across the school. There are no planned visits to art galleries as part of special enrichment experiences, although occasionally when classes visit museums teaching staff promote an art and design focus. At present, art and design is allocated an insufficient amount of time in the school's curricular planning, with the result that standards are not as high as they could be. Display around the school is of a good quality, and enhances the communal areas of the school in an interesting and eye-catching way. Resources are adequate for both the practical and the knowledge-based strands of the subject.

DESIGN AND TECHNOLOGY

108. During the course of the inspection only one lesson was observed. Evidence was gathered from an analysis of pupils' work, teachers' plans and discussions with the co-ordinator. These indicated that pupils attain average standards for designing and making across the school. This is the same as the judgement from the last inspection. All pupils, including those with special educational needs and those who speak English as an additional language, make satisfactory progress in the design and making process.
109. By the end of Year 2, pupils understand that the making process begins with a plan. They use annotated pictures to communicate their designs. They use a variety of tools and techniques and learn to join different materials. They understand how to evaluate

the finished product and how they could make improvements. There is little evidence to show that pupils are using ICT to support their learning.

110. Pupils reach a satisfactory standard by the end of Year 6. They are systematically building on the skills learned previously and pupils' designs and constructions show detailed, annotated plans that are translated into models. Pupils use a variety of equipment and they are able to evaluate the finished product. In a Year 3 lesson, pupils were observed making a model chair for Henry VIII. Pupils worked together successfully with high levels of co-operation. Relevant health and safety points were raised such as working safely with glue guns. Pupils worked imaginatively with their design brief. Many pupils had brought materials from home and one pupil's grandfather had made a scale model. The teacher helpfully revised some key points about joining techniques with the pupils.
111. Examples of previous work indicate that the teaching and learning are satisfactory, as it was in the previous inspection. A variety of work was observed on display, which included bridges built from newspaper to withstand a one kilogram weight, hats made from fabric, based on a Degas painting, moving mechanisms that incorporated a cam system and 'pop-up' books using cutting and folding techniques. There is a useful portfolio containing photographs of examples of a range of work in the school. These showed pupils using joining skills to construct models for a pergola, which has since been constructed in the playground. Some pupils were photographed making pizzas in a local restaurant, as part of a healthy eating project.
112. Teachers follow national guidelines that have been introduced and a list of topics is allocated to each class. There is a helpful policy with useful planning and assessment guidance to ensure that skills are systematically developed. Class teachers record the progress of individual pupils in their mark books, based on an assessment of their skills at the end of a unit of work. Examples of pupils' designing and making planning sheets, together with guidance on health and safety issues and useful web-site addresses, form the basis of a helpful policy. The co-ordinator took on responsibility for the subject in September 2002. It is not currently a priority and little work has been undertaken as yet.

GEOGRAPHY

113. The teaching of geography was not observed during the course of the inspection. Judgements are based on the evidence gathered from an analysis of pupils' work, classroom displays and discussions with pupils and the subject co-ordinator. The evidence indicates that pupils reach average standards by the end of both key stages and that their progress and attainment are satisfactory by the ages of seven and eleven. This judgement is in line with the findings of the previous inspection when standards were found to be average in both key stages. Pupils with special educational needs, and those who speak English as an additional language, make good progress relevant to their ability and there are no differences in the attainment of boys and girls.
114. The quality of teaching and learning is satisfactory by the end of Year 2, which is a similar judgement to that of the school's last inspection. Pupils in Year 1 have undertaken a study of their local area and are in the process of making a booklet entitled '*Around Ellingham Primary School*'. In Year 2 pupils are able to use a key. They have compared locations in the United Kingdom and abroad (India). Year 2 pupils have successfully incorporated their ICT skills to present the information they have researched on India. Captions outline basic facts, '*in India they have monsoons*', '*the Himalayan mountains are high*' and '*Mumbai is a city*'.

115. The story of 'Rosie's Walk' was used to help pupils make a pictorial map of their own walk. Again, effective use of ICT skills, word processing, word art and borders, resulted in an attractive and informative display. This is an improvement since the previous inspection.
116. By the end of Year 6, the quality of teaching and learning is satisfactory. This is similar to the judgement of the last inspection. Pupils develop a good understanding about their environment and their sense of responsibility towards it. Pupils study settlements and weather patterns and develop their map skills. They compare towns and villages in the Britain and study the local area. They are able to give valid reasons for making choices about a settlement. Overseas localities are studied. Pupils in Year 3 have considered in depth the impact of building a new road through a local village. Year 6 pupils have undertaken a 'Fairtrade' project, based on the banana industry. They studied the impact on the lives of farmers in developing countries, comparing facts and opinions.
117. Work on display included a project using the 'My World' software to design weather maps. The pupils subsequently wrote weather reports and presented them to the class using the interactive whiteboard. ICT is being used increasingly to support pupils' learning, and in particular for research purposes. This is an improvement from the previous inspection.
118. Marking of work is inconsistent for pupils in Years 3 to 6. Where it is good, teachers add constructive comments and ask questions to develop pupils' understanding. Some work is only marked superficially, with no feedback to pupils.
119. The co-ordination of geography is satisfactory. The co-ordinator teaches the Year 3 class, in addition to her Year 6 class, on a weekly basis. Teachers use the national scheme of work and guidelines. In addition, a useful policy has been compiled which offers further guidance. There is little evidence of visits to support and enhance the pupils' learning. The co-ordinator has monitored pupils' work and teachers' planning from workbooks, folders and classroom displays but has had relatively little opportunity to monitor the teaching of the subject. Resources are satisfactory and include some photographs and computer software. Additional books are borrowed from the local library service.

HISTORY

120. During the inspection it was only possible to observe the teaching of history in Years 2, 5 and 6, and judgements are based on this evidence. Together with an analysis of pupils' work across the school, discussions with pupils about their work, and an examination of the school's planning in this subject, indications are that average standards are achieved by the end of Year 2 and the end of Year 6. Progress and attainment are satisfactory by the ages of seven and eleven. This judgement is in line with findings during the last inspection. Pupils with special educational needs and those who speak English as an additional language make average progress. There are no significant differences between the attainment of boys and girls.
121. The quality of teaching and learning by the end of Year 2 is satisfactory. Pupils in Year 1 develop a basic understanding of past, present and future with simple time lines and associated vocabulary for example 'before', 'after', 'a long time ago'. Pupils' work was collected in a booklet titled *The history of Ellingham Primary School*. In a Year 2 lesson pupils talked about finding out about the past. One pupil referred to Samuel Pepys - 'he was an eye witness because he wrote a diary'. Effective links were made with drama work previously undertaken. This enabled pupils to incorporate known facts

and use skills of empathy. Pupils are currently finding out about significant events and key characters in history. They have written to Neil Armstrong and are waiting for a reply. They have been studying the life of Mother Teresa and demonstrated a good knowledge and recollection of key events in her life. Skilled questioning enables pupils to demonstrate their knowledge and understanding. Opportunities to role-play these events support the pupils' ability to explore feelings and emotions to help them find out why people behaved in certain ways.

122. The quality of teaching and learning by the end of Year 6, is satisfactory. This is not as good as the previous inspection, when it was judged to be always satisfactory and sometimes good by the end of Year 6. An analysis of work shows most work to be at an average standard. Opportunities are used to develop pupils' literacy skills in the subject, not only in the writing of narrative, but in independent research and in presenting reports. However, there is limited evidence that pupils are using their knowledge and understanding of historical facts to begin to evaluate both primary and secondary sources of information and to identify those that are particularly useful for certain tasks.
123. Pupils in Year 3 have studied the Romans. A web-site was used for research and there was evidence of pupils writing in role. Pupils in Year 4 are developing their understanding of the consequences of principal events and changes in their work on the Tudors. They have also made comparisons between the lifestyles of rich and poor people and presented this work in the style of a poster. Pupils in Year 5 are beginning to select and link information from different sources. There is a tendency to limit this to Internet research, which is sometimes undertaken as homework. Pupils have continued to add to their work on significant characters and their impact on modern lives, for example, Lister's contribution to medicine and Churchill's contribution to World War 2. Some incorrect facts were noticed, for example one pupil referred to World War 2 as the Boer war. Pupils recorded their work in bound books that they have made. They were obviously proud of these books and work was presented carefully. Pupils are encouraged to ask as well as answer questions. Using the information researched on the Internet, pupils interpret their information and add it to their books. The teacher's planning for this lesson showed attention to specific vocabulary to be introduced, and an appropriate emphasis on chronology. Pupils' contributions to discussions are generally mature and thoughtful. Pupils in Year 6 have studied Britain during World War 2. An interesting display in their classroom included a gas mask and a ration book in addition to photographs and newspaper reports that were found by using the Internet. A comprehensive time line gave detailed information and key events from 1939 to 1945. A very useful cross-curricular link was observed during Year 6's lesson in the computer suite. The pupils are using the results of their research to compile a fact sheet for younger pupils. Careful consideration is given to the layout and content to ensure that it is appropriate for younger pupils. An analysis of work across Years 1 to 6 showed appropriate coverage of historical topics. Photographs on display depicted pupils dressed up as Roman soldiers and Victorian schoolchildren.
124. Assessment is carried out through marking and recording pupils' progress against key objectives in a mark book. However, the use of this is inconsistent throughout the school and it is not clear whether the outcomes are used to influence termly planning and lesson planning.
125. The subject co-ordinator monitors planning on a half-termly basis. Colleagues are supported informally on request. Assessment is due to be addressed in the school's development plan. The policy is clear and sufficient, and is up to date. However, the scheme of work is brief, and details mainly the historical topics to be undertaken in the

various year groups. It lacks adequate detail in determining how the historical skills of interpretation and methods of enquiry can be developed effectively. The use of ICT is satisfactorily developed.

INFORMATION AND COMMUNICATION TECHNOLOGY

126. Pupils reach above average standards in Year 2 and Year 6, particularly in multi-media communication skills. Standards have shown very good improvement since the last inspection, and computers make an important contribution to standards in other areas of the curriculum. Examples include the use of control technology and data handling in mathematics, where for example, pupils in Year 6 carried out a survey on '*feelings*' about their residential trip. Pupils undertake research through the Internet in history, such as finding out about the 'Blitz'. They use graphic programs in art and design, and the digital camera, coupled with word processing, to produce books, projects, poetry and a 'Welcome' magazine for new pupils.
127. By the end of Year 2, pupils can open a program, and log on and off to start and finish their work. They control the mouse well, can retrieve data from a computerised encyclopaedia, and can compare different programs for their '*user friendliness*'. Pupils interpret bar and tick graphs. Their research skills are developing to the extent that they can search the Internet for information about Mother Teresa. They are beginning to learn how to save their work to an appropriate file. Pupils know the names and functions of the main keys and symbols, and use the appropriate computer language. Pupils in Year 2 can give instructions to a programmable floor robot, and those with special educational needs make good progress in their understanding of direction by using this facility. Year 2 pupils can amend text by deleting and adding words, although many have difficulty in holding down the 'shift' key with another key to produce symbols and capital letters.
128. Standards in Year 6 have kept pace with the developments in the subject since the last inspection, and pupils have a significantly broader range of skills. Major improvements have included the opening of an ICT suite, computers accessible to every classroom, and the availability of the Internet and email facilities. Pupils are beginning to evaluate ICT. Older pupils understand the need to refine Internet searches by entering specific words, and compare different search engines to find out which ones will give them the best information. They enter graphics, animation and sound into multi-media presentations with ease and delight. There is excitement at what they are able to achieve when they give '*power point*' presentations based on their Norfolk residential visit to the parents.
129. The quality of teaching is good overall, with some very good teaching for the oldest pupils. In the good lessons, pupils achieve well, because teachers have clear expectations and pupils know what they have to do. Occasionally, teachers are hesitant because they lack confidence and speed when demonstrating computer skills, and in some lessons they do not ensure that each pupil has a fair turn on the computer. A technician provides effective support to teachers. Teachers do not always make full use of the computers in their classrooms and corridors and ICT is not always included in their planning. There is, on the other hand, some good use of computers to develop learning in some subjects, particularly in English and mathematics, and to support the learning of pupils with special educational needs.
130. Effective co-ordination of the subject is helping the school to raise standards and improve the range and quality of provision. An audit of standards was conducted last year and areas for development, such as additional software, and additional computers,

have been targeted. Subsequent investment in resources and staff training has greatly enhanced the learning opportunities for pupils, and a further, comprehensive training programme is planned for all adults. The school is beginning to monitor pupils' progress, keeping folders of their work on the hard drive, but recognises that monitoring and assessment need improvement to enable teachers to match tasks to the differing needs of pupils. The large teaching screen is well used for demonstrations. Overall, the school has established a strong pattern of improvement in ICT, and has very good plans for its further development.

MUSIC

131. There was insufficient evidence to make secure judgements on standards, the quality of teaching, learning or attitudes and behaviour in music lessons in Years 1 and 2, as no lessons were seen. Standards are average in Years 3 to 6. At the time of the last inspection standards were satisfactory in Years 1 and 2, and unsatisfactory in Years 3 to 6. This is a good improvement since the last inspection. The quality of teaching and learning in the subject is good in Years 3 to 6. Pupils enjoy their music making, especially when singing together. In Years 3 to 6, standards of singing, especially in the choir, are good. At the time of the last inspection no singing was heard. Pupils with special educational needs, and those who speak English as an additional language achieve appropriate standards and take a full part in all musical activities.
132. Previously the quality of teaching was satisfactory, it is now good. Lessons are planned well and prepared with a broad range of musical activities that are suitably challenging. Teachers help pupils to be aware of what they are expected to learn and they accomplish this by sharing the learning objectives with pupils at the start and end of lessons. During the music assembly a very good analogy was used to help pupils improve the singing of '*Take this Moment*'. The co-ordinator referred to the singing of the last line as '*rather like a leaf falling from a tree*'. This had a positive impact on the Key Stage 2 group as quality improved significantly.
133. In Year 6, pupils have a good understanding of rhythm and basic musical structure. They perform '*street cries*' by ear effectively, and in groups successfully created their own '*cries*' that contributed to a whole class performance. Some groups struggled with pitch, but the higher attaining group was successful. The singing of the chorus, accompanied by a guitar, was enthusiastic and tuneful. When evaluating their own progress in the lesson, pupils suggested that they needed to '*sing louder, come in quicker and improve pitch*'. Pupils know that the speed of music is called pace and tempo.
134. A few pupils learn to play recorders, string, and woodwind instruments during peripatetic music lessons. A couple of pupils also learn the keyboards and guitar. There is no orchestra. However, a few instrumentalists effectively accompanied the music assembly. During the inspection, pupils listened carefully to the musical theme for the week by Sakamoto, when entering and leaving the hall for assemblies. A pupil chose this, '*I like this music because I like the piano. It's on my Classical Chillout CD, and it chills me out*'. The choir are practising, '*Happy Talk*' for the Fairfield Hall Musical festival in March. During the rehearsals they successfully sing along with a pre-recording, but without the tape, very ably led by the co-ordinator, the quality of singing is better. In whole school productions, such as '*Jack and the Beanstalk*', performed last Christmas, the singing was satisfactory but not always in tune. Pupils had learned the words well and gave a confident, relaxed performance.

135. The subject is confidently led by the co-ordinator who provides good support for staff. There is a satisfactory policy and scheme of work in place. Assessment and recording of pupils' progress in teachers' mark books are checked regularly by the co-ordinator. Teachers make assessments of pupils' progress in music annually, and these are levelled against the National Curriculum. The co-ordinator is devising a method for assessing pupils' progress in singing. She has identified the lack of tape recorders in classroom as a resources deficiency, and hopes to rectify this situation this year. A weekly half day non-contact time, to include both music and religious education, allows the co-ordinator opportunities to monitor teaching and learning across the school. This is an effective use of time.
136. The school has a satisfactory range of resources, except for tape recorders. The pupils would benefit from having more books available about composers, and whole school displays about the 'music of the week' would further enhance provision. The use of ICT is developed satisfactorily in the subject. All older pupils have opportunities to join the choir. Music makes a good contribution to pupils' spiritual, moral, social and cultural development when they make and reflect on music together, share instruments and take part in musical productions.

PHYSICAL EDUCATION

137. Standards of attainment in physical education are above average for pupils from Years 1 to 6. Progress and achievement are good. Pupils who have special educational needs and those who speak English as an additional language also make good progress. This is an improvement from the last inspection report when standards were satisfactory. There are no significant differences between the standards achieved by girls and boys. Swimming tuition is available to pupils from the Foundation Stage onwards. This is organised by the *Friends of Ellingham Association* and delivered by a professional instructor. This results in the majority of pupils being able to swim twenty-five metres by the end of Year 5. Many are more advanced and engage in higher levels of water skills, leading to an award. Those pupils who do not reach this standard attend a weekly 'booster' class that is run by the headteacher before the beginning of the school day. Swimming is a strong part of the curriculum and includes more pupils than usual in the programme of instruction, which helps to make their achievement good in this area of the subject. Last year, the school was accredited with the 'Sport England Active Mark' for physical education and is justifiably proud of this achievement. The school is currently working towards the 'Gold Mark'.
138. During the course of the inspection, lessons were observed in Years 2, 5 and 6. The quality of teaching and learning in Year 2 is very good. In a Year 2 lesson, pupils were practising skills with balls, throwing, catching and passing. Pupils listened carefully to instructions and worked at a good pace with high levels of concentration. They demonstrated good co-ordination and control with ball skills and were able to evaluate their performance and make constructive comments that led to further improvement. For example, one pupil said ' *I thought it was perfect because he aimed it at his chest*'. Pupils use a range of appropriate vocabulary, for example, 'passing', 'scooping', 'aiming', 'chest pass'. The class teacher's demonstration of the technique of a chest pass resulted in the pupils demonstrating this skill with developing competence. The very good behaviour of the pupils enabled the lesson to move at a brisk pace.
139. The quality of teaching and learning is very good by the end of Year 6. In a very good Year 5 dance lesson, pupils initially watched a video recording of their performance of a Samurai dance from the previous week. The class teacher encouraged the pupils to evaluate their progress and as a result, pupils selected three key points for

development. The pupils continued to develop and refine their movement sequence during the lesson, demonstrating skill, control, flair and enthusiasm. The use of Japanese music and the link with the Samurai ensured that boys and girls were fully engaged in this lesson and they clearly enjoyed performing their dance. The pupils showed a real desire to improve. They evaluated their own and each other's performance and offered constructive suggestions. They responded positively to the teacher's suggestions for further refinement and improvement.

140. In a good Year 6 lesson, pupils were practising ball skills. The lesson moved at a brisk pace and the teacher had clear and challenging expectations for improvement. The teacher's skilled ability resulted in very good demonstrations being given to the pupils to assist them in improving and refining their skills. Pupils are expected to use appropriate vocabulary for example, 'guarding' and 'dribbling'. During the second part of the lesson, a game was introduced to enable the pupils to apply the skills practised earlier. This resulted in some pupils not participating for short periods of time. A further strength of this lesson was the involvement of six pupils from St Phillip's school for pupils with moderate learning difficulties. These pupils were fully included in the lesson and supported by the teaching assistant who accompanied them. The Ellingham pupils ensured that the St Phillip's pupils were given extra support and encouragement when they participated in the team game at the end of the lesson because they genuinely wanted the pupils to succeed. The Years 6 pupils make a residential visit to the Hilltop Adventure Centre in Norfolk. On their return, they make a 'Power Point' presentation about the visit to pupils, parents and staff. Teachers and pupils are aware of the need for safety in physical education and they use the limited space available with care and control.
141. The subject is well led by the physical education co-ordinator who monitors planning on a half-termly basis and discusses planning issues with staff. The co-ordinator plans to develop assessment of physical education with the use of video recordings and photographs. All pupils receive two hours of physical education each week. The headteacher, who teaches physical education and swimming, actively supports the co-ordinator. National guidelines, together with the school's own planning, ensure a good broad and balanced curriculum. Useful links have been made with professional coaches for football and cricket. Policies are in place for playground safety, use of physical education apparatus and the use of playground equipment. There is a variety of play areas including ball areas, quiet areas, areas for playground games and a 'Trim Trail'. There is a developing partnership with the local secondary school, which is seeking specialist status as a sports college. Training for staff has led to increased confidence and enthusiasm. Members of staff run a number of successful and popular after-school clubs, for example gym, netball, hockey and football. As a result of sponsored events, the money raised has been used to purchase new equipment and outdoor storage facilities.

RELIGIOUS EDUCATION

142. By the end of Year 2, standards in religious education meet those expected by the locally Agreed Syllabus. By the end of Year 6, standards are below average, as too few opportunities are given for pupils to record their work, which makes it difficult for them to remember the key ideas they have discussed. There is little record of pupils' learning, and when talking with Year 6 pupils, they found it difficult to recall details of lessons taught earlier, with the exception of some aspects of Judaism. This is similar to the last report, when standards were reported as '*below expectations in some aspects*'. The school has made unsatisfactory improvement in this area since the last inspection. There has been no increase or improvement in visits to places of worship of other

faiths, and this is an area for further development. The co-ordinator recognises this. Pupils of all abilities, including those with special educational needs and those who speak English as an additional language, make satisfactory progress across the school.

143. Across the school, the quality of teaching and learning is satisfactory overall. A high quality lesson was taught by the co-ordinator. Teachers plan well and include provision for pupils to learn the basic facts of religious topics, but also include opportunities for them to learn from religions, not only about them. A good feature of teaching is the activities that teachers plan for pupils, which involve them well and enable satisfactory learning. For example, in a Year 5 lesson, the teacher played Israeli music as a background for a class experience of Passover. Whilst sampling items of food from the 'seder plate', pupils gained a good understanding that Jews invite lonely people to the Passover meal. Pupils use ICT to research information on the Internet about Passover, and this helps them to develop their understanding of unknown words and phrases. The class teacher made good links with Christians celebrating Christmas with a special meal, to which pupils responded well. Pupils suggested that freedom could be interpreted by passion fruit, and happiness by sweets or champagne. Pupils made good progress in their learning in this lesson that contributed much to their understanding of other faiths.
144. In Year 3, pupils considered the effects and consequences of temptation. The explanations of 'conscience' were of high quality, and well pitched at the pupils' levels of understanding. *'It's as though we has Jiminy Crickets on our shoulders'*. When 'tempted' by £10, £20 and £50 notes lying on the floor, pupils 'argued' the case for taking the money or leaving it. One resolve went when the teacher asked, *'what would you do if it were a 10 pence?'*. The reply was very clear, *'I'd take it'*. During subsequent writing, pupils thought that the consequence of taking a £10 note might be, *'You may get mugged by the muggers who saw you picking it up'*. When asked what would you do if you were starving, pupils replied, *'I wouldn't spend it all, I'd put £5 back'*. *'By not picking it up you're respecting God and the person who dropped it'*. This was high quality teaching that resulted in excellent learning, attitudes and behaviour.
145. Teachers provide interesting stories and activities to maintain pupils' interest in religious education. Pupils' attitudes to learning and their behaviour are good. They show positive attitudes towards the subject. There is generally a lack of written evidence to show the level of work covered, and in most year groups too few opportunities for pupils to record their thoughts about what they have learnt. This is a weakness in the teaching, especially evident in Year 6. The school's policy for religious education states that work will be recorded on paper or using ICT. The teacher teaching religious education in Year 6 does not follow this. The current blending of religious education lessons and personal, social and health education lessons results in pupils being unsure about the facts and thoughts about religion. This leads to lower than expected standards in the subject. In Years 3 to 6, although pupils record their thoughts in discussion diaries, these contain very brief notes that give little flavour of pupils' learning.
146. The subject is led very well. The co-ordinator has been in post for two years and has given much thought to the way forward since the locally Agreed Syllabus and schemes of work were published. A new assessment sheet is being trialled across the school, which helps teachers to better identify pupils' progress. The co-ordinator has produced a half-termly overview of units for each class, linking where appropriate with other curriculum topics. Resources are being slowly built up to support work in the units. At present, the time allocated to the study of religious education at the top end of the school is less than recommended, and results in lower than expected standards.

Pupils visit a local church, especially at Harvest time, and make other visits when appropriate to a class topic. The vicar has just begun to take assemblies. Parents share in class assemblies; these take place annually. The use of visitors from other faiths is unsatisfactory. ICT is used satisfactorily in religious education lessons and planning. The requirements of the Agreed Syllabus are met.