

INSPECTION REPORT

SUDBURY PRIMARY SCHOOL

Wembley

LEA area: Brent

Unique reference number: 131813

Headteacher: Ms U Pandya

Reporting inspector: Peter Howlett
23744

Dates of inspection: 12th – 15th May 2003

Inspection number: 248860

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

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary and nursery
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Watford Road Wembley London
Postcode:	HA0 3EY
Telephone number:	(0208) 904 5071
Fax number:	(0208) 908 3539
Appropriate authority:	The governing body
Name of chair of governors:	Mrs A Shaw

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23744	Peter Howlett	Registered inspector	Equal opportunities	What sort of school is it? How high are standards? How well are pupils taught? What should the school do to improve further?
9173	Sue Pritchard	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents? Pupils' attitudes, values and personal development
27426	Terry Aldridge	Team inspector	English Religious education	
3574	Kawaljit Singh	Team inspector	Foundation stage English as an additional language Physical education	
22657	Mark Madeley	Team inspector	Science Music	How well is the school led and managed?
8440	Stephen Beaumont	Team inspector	Geography Design and technology	How good are curricular and other opportunities offered to pupils?
7813	Kevin Wood	Team inspector	Mathematics Information and communication technology	
10228	Susan Russam	Team inspector	Special educational needs Art and design History	

The inspection contractor was:

PPI Group Ltd
7 Hill Street
Bristol
BS1 5RW

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House

33 Kingsway
London
WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	8 - 11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	11 - 13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	13 - 15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	15 - 17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	17 - 18
HOW WELL IS THE SCHOOL LED AND MANAGED?	18 - 20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	20 - 22
PART C: SCHOOL DATA AND INDICATORS	23 - 27
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	28 - 44

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school opened in January 2000 following the amalgamation of the separate junior and infant schools, sharing the same site. Sudbury Primary School is a large primary school with a nursery, for boys and girls aged three to 11 years, situated in the London Borough of Brent. Currently there are 615 pupils attending full time from reception to Year 6 and 85 children attending part time in the nursery. In the nursery, girls outnumber boys but overall there is no significant gender imbalance.

The school is situated in a relatively socially advantaged area but it caters for pupils from a wide socio-economic mix. Pupils come from a mixture of owner-occupied and rented accommodation, with some coming to the school from outside the immediate catchment area. A significant number of pupils (161) are refugees, some of whom live in temporary accommodation. Pupil mobility is higher than that normally found nationally and casual admissions are high, with 125 pupils joining the school and 85 pupils leaving during the last year, other than at the normal time of admission. The proportion of pupils eligible for free school meals (38 per cent) is almost double the national average. Pupils come from diverse ethnic and cultural backgrounds. Over 40 per cent are from an Asian background, approximately 16 per cent of white ethnic background, including five per cent of white UK heritage, 14 per cent are of Black background whilst over 40 per cent come from a range of other countries. Nearly three quarters of the pupils come from homes where English is not the first language with a nearly a third of the school population at the early stages of English language acquisition. These are high proportions in comparison to primary schools nationally. The main languages spoken are Tamil, Urdu, Gujarati and Somali. Nearly 23 per cent of pupils are identified as having special educational needs, for a variety of learning and behaviour difficulties. This is broadly in line with the national average. Six pupils have a statement of special educational need. Pupils' attainment on entry is broad but overall it is well below that typically found nationally. Teacher turnover is high.

HOW GOOD THE SCHOOL IS

The headteacher, staff and governors have worked hard to make a success of the new school. Good teamwork under the very effective leadership of the headteacher has helped the school progress well in these early years. The school is a caring and welcoming place in which all pupils are equally valued and it provides a sound education for its pupils. The good quality of much of the teaching and the very good attitudes and behaviour of the pupils help to create an effective environment for pupils to learn and flourish. Pupils achieve well in English, mathematics and science and standards are broadly average by Year 6. The school has received two DfES achievement awards in recognition of improvements in national test results. The day-to-day management of the school is good, ensuring its smooth running. It gives good value for money.

What the school does well

- Pupils achieve well in the national tests at the end of Year 6.
- The very strong and effective leadership of the headteacher has a significant impact on the work of the school community.
- The quality of teaching is good overall which leads to purposeful learning in nearly all lessons.
- The school provides good support for pupils with English as an additional language.
- Pupils' attitudes, behaviour and relationships are very good.
- The school provides good levels of care for its pupils, supports their personal development well and its provision for their moral and social development is good.

What could be improved

- Pupils' achievement in reading and in information and communication technology (ICT).
- The quality and range of what is taught in geography, history, art and design lessons.
- The assessment of pupils' attainment and progress and the use of this information.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This inspection is the first for the school. The amalgamation of the two schools has been successful due to the very effective leadership of the headteacher supported by staff and governors. Standards are rising. The school has achieved the Investors in People award and the National Healthy School Standard.

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	E	C	B	A
mathematics	E	D	B	A
science	E	D	A	A*

Key

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

The school has been particularly successful in helping pupils achieve well in the national tests at the end of Year 6. Results in the 2002 national tests for 11-year-olds were above the national average in English and mathematics and well above average in science. When compared to the performances of similar schools, results were well above average in English and mathematics and high in science. In all three subjects, test results have risen sharply over the past three years. This upward trend in results has more than matched the national trend of improvement. The percentage of pupils achieving the expected Level 4 in the 2002 tests was above the national average in all three subjects and exceeded the school's published targets in English and mathematics. Results in the 2002 national tests for seven-year-olds were well below the national averages in reading and writing and below average in mathematics. In comparison with similar schools, results were still well below average in reading, average in writing and above average in mathematics. Results in writing and mathematics have improved steadily over the last three years, although not in reading.

Children make satisfactory progress in the nursery and reception classes from low starting points but by the time they enter Year 1, standards are generally well below those typically found nationally. Pupils make satisfactory progress in Years 1 and 2 and good progress in Years 3 to 6. Standards in English, mathematics and science are below average for seven-year-olds and are broadly typical of those found nationally for 11-year-olds. Standards in ICT are well below average in Year 2 and below average in Year 6. Standards in physical education, design and technology and religious education meet national expectations while those in history, geography and art and design are below expected levels by the end of Years 2 and 6. Standards in music are below expectations in Year 2 and in line with them in Year 6. Pupils with special educational needs make satisfactory progress. Most pupils who speak English as an additional language make good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have very positive attitudes for learning.
Behaviour, in and out of classrooms	Very good. Pupils are polite and courteous, respond well to teachers' high expectations and settle down to work sensibly. They follow routines and behave well around the school and in the playground.
Personal development and relationships	Relationships are very good. Pupils of all ethnic backgrounds work and play happily together. Pupils' personal development is good. They accept responsibilities enthusiastically.

Attendance	Unsatisfactory. Pupils' attendance rate is below the national average.
------------	--

The school has been very successful in creating a harmonious community where pupils irrespective of their cultural differences or attainment get on very well together. These very positive relationships do much to enhance the learning opportunities of all pupils. However, many pupils take too many days off school or arrive late and this is making it harder for the school to raise standards further.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery & Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Satisfactory	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.

Overall, the quality of teaching and learning is good. The school has been successful in creating a team of teachers and support staff that works well together to provide a purposeful learning environment in which pupils' learning is generally well supported. During the inspection 101 lessons or parts of lessons were seen. Of these, two-thirds were at least good, including more than one in five very good or excellent lessons. Strengths in teaching include warm relationships, good planning and organisation of lessons, clearly explained focus of the lesson and effective use of resources and additional staff. These factors help pupils achieve well and enjoy their learning. Teaching of literacy and numeracy skills is good in Years 3 to 6 and satisfactory in Years 1 and 2 because lesson planning generally takes good account of the needs of pupils of different attainment so that all, including pupils who speak English as an additional language and those with special educational needs, benefit and make good progress. However, teachers miss opportunities to develop pupils' literacy and numeracy skills in other subjects. In history, geography and religious education lessons, all pupils often do the similar tasks, providing insufficient challenge for the more able pupils and not always simplified enough for lower-attaining pupils. Some teachers' limited knowledge and understanding of art and design constrain the range of opportunities offered. There are not enough resources to teach ICT effectively.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school rightly gives high priority to teaching literacy and numeracy and the national strategies are well established. Provision for personal, social and health education is good. However, there are weaknesses in how the school plans in some subjects where it provides an insufficient range of opportunities for learning.
Provision for pupils with special educational needs	Provision for pupils with a statement of special educational need is good and for other pupils with identified special needs, it is satisfactory. Pupils receive good support from specialist support staff and have full access to the National Curriculum.
Provision for pupils with English as an additional language	Provision is good. Pupils who spend a reasonable time in the school make good progress and reach standards similar to those of their peers. New arrivals with little or no English are well supported in English and mathematics. However, sometimes pupils do not get sufficient support in other subjects.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	This aspect of the curriculum is good in terms of pupils' moral and social development, and satisfactory for their cultural development. However, there are insufficient opportunities for pupils' spiritual development.
How well the school cares for its pupils	The school looks after its pupils well. Child protection procedures are very good. More work still needs to be done to improve the school's assessment

	procedures.
--	-------------

The school's links with parents and the contribution of parents to their children's learning at school and at home are satisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong and purposeful leadership. Her clear vision and high expectations are significant factors in promoting the school's positive ethos. Teamwork is good and the headteacher is well supported by senior staff. The school is well managed and runs smoothly.
How well the governors fulfil their responsibilities	The governing body is supportive of the school and plays a satisfactory role in shaping its strategic direction. Governors are knowledgeable about the school, are fully involved in policy and decision-making and are developing their monitoring role.
The school's evaluation of its performance	The monitoring of teaching is good. More could be made of assessment data to see where improvements can be made.
The strategic use of resources	The school's finances are carefully used to support its educational priorities. It takes sound measures to ensure it gets best value.

Accommodation and staffing levels are satisfactory. There are insufficient ICT resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children enjoy coming to school. • Children make good progress. • Children's behaviour in the school is good. • Teaching is good. • The school has high expectations of its pupils and helps them become mature and responsible. 	<ul style="list-style-type: none"> • Arrangements for homework.

The inspection team agrees with the positive views of parents. Some parents are concerned about the work their children are expected to do at home. The inspection evidence found homework overall to be satisfactory, with the best practice in the nursery and reception classes. However, arrangements for enabling parents to support their children's progress in reading are unsatisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Overall levels of attainment on entry to the nursery are well below those normally found. Many children enter school with poorly developed skills in language and communications, mathematics and knowledge and understanding of the world. Children's achievement in the Foundation Stage¹ is satisfactory because the quality of provision is satisfactory. However, there is a constant influx of new children, many with little acquisition of English and this combined with the low starting points of others means that there are still many children in reception classes who have very limited communication skills in English. As the additional support provided for those with English as an additional language is not always well structured, by the time they transfer to Year 1, the majority of children are still likely to be well below expectations in the area of communication, language and literacy. Their limited language skills are hampering many from reaching the standards expected for mathematical development, creative development and knowledge and understanding of the world. Children's personal, social and emotional development is given a high priority and is promoted at every opportunity. Most children are on course to attain the standards expected by the end of the reception year. Most are also likely to achieve the expected standards for physical development.
2. Results in the 2002 national tests for seven-year-olds were well below the national averages in reading and writing and below average in mathematics. In comparison with schools in similar contexts, results were still well below average in reading, although average in writing and above average in mathematics. Results in writing and mathematics have improved steadily over the last three years, although not in reading. However, unvalidated results for 2003 show a good improvement in the number of pupils achieving expected levels in reading. Inspection evidence confirms this improving picture. Although standards overall are below those typically found nationally, pupils' achievements are at least satisfactory by the end of Year 2.
3. The school has been particularly successful in helping pupils achieve well in the national tests at the end of Year 6. Results in the 2002 national tests for eleven year olds were above the national average in English and mathematics and well above average in science. When compared to the performances of similar schools, results were well above average in English and mathematics and high in science. In all three subjects, test results have risen sharply over the past three years. This upward trend in results has more than matched the national trend of improvement. The percentage of pupils achieving the expected Level 4 in the 2002 tests was above the national average in all three subjects and exceeded the school's published and challenging targets for English and mathematics.
4. National test results and inspection findings need to be considered within the context of the school. There is a very high proportion of pupils with English as an additional language, many of whom are at an earlier stage of English fluency. In addition, the mobility of the school population is very high and many pupils are admitted during the school year. A significant number of pupils are refugees with interrupted schooling. Overall standards of work seen in the current Year 6 are broadly average, indicating that pupils achieve well between Years 3 and 6.
5. The provision that the school makes for pupils who speak English as an additional language in Years 1 to 6 is good. Most of these pupils make good progress because of the good extra support they receive in English and mathematics lessons. Most pupils new to English make good progress and attain well in relation to their prior attainment: refugees are well integrated in the school life and are making good progress; pupils who join during the school year having had no previous schooling in this country and knowing little or no English make good progress. All pupils are assessed on entry and their stages of language acquisition are determined and recorded. They receive additional support appropriate to their learning needs. Bilingual pupils who speak English as an additional language make progress and attain standards that are similar to their monolingual peers. However, the

¹ The Foundation Stage covers the period children attend school prior to the start of compulsory education in Year 1, namely nursery and reception.

progress children make in the Foundation Stage is only satisfactory, because of a lack of sufficient emphasis on developing their speaking and vocabulary skills.

6. The school's programme of support for pupils with special educational needs is satisfactory. It is effectively organised to identify pupils who need additional help in class. This helps ensure they make similar progress to that of their peers. Arrangements for supporting pupils who have statements of special educational needs are good and ensure they attain standards that are in line with their prior achievements. Pupils who have individual education plans make adequate progress in meeting their targets, therefore, their attainment in relation to these targets is satisfactory. Pupils who are withdrawn from class to receive additional help with literacy gain competence in basic reading, writing and spelling skills.
7. There is little difference between boys and girls in their performances in English tests. In mathematics and science tests, boys do better than girls. When the performance of girls in the national tests is compared with that of girls nationally, it is not as good as that of boys. The inspection found no significant differences between the progress made by boys and girls but the school has yet to undertake any analysis of performance in tests by gender. Teaching in the core subjects in Years 3 to 6 meets the needs of higher-attaining pupils well and these pupils do well in the national tests in Year 6: the proportion of pupils achieving the higher Level 5 in 2002 was well above similar schools' averages in English and mathematics and very high in science. In Year 2, too few achieve high standards and the proportion of pupils achieving the higher Level 3 in the 2002 tests was well below average in all tests.
8. In general, pupils' achievement in English is good, but their achievement in reading in Years 1 and 2 is unsatisfactory. Pupils' literacy skills are below national standards by the end of Year 2 and in line by the end of Year 6. Standards in listening are close to those typically found nationally but pupils' speaking skills are less well developed, particularly by the end of Year 2. By Year 6, most pupils respond well to questions and are prepared to contribute ideas during discussions, although pupils at an early stage of English language acquisition are sometimes too passive. Despite improvements, the school still does not promote reading skills well enough. There is insufficient guidance on making choices or encouragement to read a wide range of books. Standards in reading are below average at the end of Year 2. Above-average pupils read with fluency and with sound expression but the proportion of pupils capable of reading text at a level typical for their age is much less than average. By Year 6, standards are broadly average and higher-attaining pupils read confidently, with good expression. However, few pupils have developed a critical appreciation of books because they do not read often or widely enough.
9. Standards in writing, spelling and grammar are below average and for a significant minority, well below expected levels by the end of Year 2. For example, many pupils have not yet grasped an understanding of the use of full stops. However, most pupils are achieving at least soundly from very low starting points and the few higher-attaining pupils attain expected standards for their age. Good teaching in Years 3 to 6 enables pupils, including those with English as an additional language, to make good progress. By Year 6, standards in writing are broadly average for the majority of pupils. Pupils' writing is soundly organised and most pupils write with sound imagination, making appropriate use of vocabulary. Writing is generally grammatically correct, with satisfactory levels of accuracy of spelling and punctuation. Presentation skills are satisfactory and many pupils are developing a legible and joined flowing style of handwriting.
10. Standards in numeracy are below average at the end of Year 2 and average at the end of Year 6. The proportion of pupils in Year 2 working at the expected Level 2 is below average and very few pupils work at above this level. In Year 6 most pupils, apart from the more recent arrivals, work at levels typical for their age, although not many work at higher levels. All groups of pupils achieve well in their number work because the teaching of basic number skills is good and support staff provide good assistance to pupils, particularly those at early stages of English language acquisition or with learning difficulties. Progress in other areas of mathematics is not so good and teachers should give more attention to developing pupils' skills in carrying out investigations.
11. All groups of pupils achieve well in science, mainly because they receive good teaching through the school. Pupils have little scientific knowledge when they join Year 1 but the well-structured

programme offers pupils good opportunities to broaden their scientific vocabulary and improve their observational skills. Nevertheless, by the end of Year 2, standards are below the national average, whilst they broadly match the national average in Year 6. Progress through the school is good. Pupils steadily acquire new scientific facts and improve their understanding of a 'fair test', especially in Years 4 and 5. The current Year 6 pupils generally have a good scientific knowledge but their understanding of how to plan and organise experiments has been restricted because during the year too much of an emphasis had been put on learning facts.

12. Standards in ICT are well below national expectations by the end of Year 2 and below those typically found nationally by the end of Year 6. However, there is a rapidly improving picture as all groups of pupils make good progress in specific ICT lessons, albeit from low starting points. The current low levels of attainment are in part a legacy of past deficiencies, particularly in the lack of adequate resources. Standards are rising throughout the school, particularly in Years 3 to 6 because of the strength of teaching, the adoption of a clearly mapped-out scheme of work, and the improved regular access to the recently opened computer suite. Nevertheless, despite the good progress pupils make in lessons, the lack of sufficient resources, particularly in classrooms, and insufficient use of ICT to support pupils' learning in other subjects hold back further improvement in standards and the achievement of pupils.
13. Achievement in other subjects is variable, reflecting the school's rightful emphasis on raising standards in English, mathematics and science. Pupils' achievement in physical education is good and in design and technology, satisfactory. Standards in both subjects are typical of those found nationally at the end of Years 2 and 6. Pupils make satisfactory progress in religious education and standards are broadly in line with the expectations of the locally Agreed Syllabus by the end of Years 2 and 6. In history, geography and art and design, pupils of all ages and abilities, including those with special educational needs and those for whom English is an additional language, make too little progress because these subjects are not taught well enough, or sufficiently often. Standards are below national expectations at the end of Years 2 and 6. Standards in music are below national expectations in Year 2 and in line with them in Year 6.

Pupils' attitudes, values and personal development

14. Pupils behave very well and have very good attitudes to their learning. They enjoy very good relationships with adults in school and relate very well to one another. Because they feel safe, secure and valued, they are confident, outgoing and enjoy their time in school. Children in the nursery soon adjust to the daily routines and rules of school and enter wholeheartedly into all the activities. The good quality of teaching in the school and the very good attitudes and behaviour of the pupils combine to create an effective environment for pupils to learn and flourish.
15. Pupils of all ages arrive at school eager and willing to work. Ninety-seven per cent of the parents responding to the pre-inspection survey agreed their children liked coming to school. The inspection evidence confirms this. Pupils relish all opportunities to learn and love being presented with a challenge. In a very well taught literacy lesson, for example, the Year 3 pupils checked dictionaries and discussed in earnest whether it would be better to use 'lastly' or 'finally' as an introduction to a concluding sentence and they all tried hard to make their writing flow. Pupils with special educational needs generally respond very well to their lessons and demonstrate a positive attitude to learning. A few, however, who are withdrawn from their lessons for additional help with their literacy resent having to miss lessons in other subjects which they particularly like.
16. The behaviour of pupils is very good. Pupils play very well together in the playground. They run, skip and hop, make up games and invite onlookers to join in. They respond promptly and positively to the strong emphasis the school has on being helpful and kind to one another. Pupils who are new to the school quickly assume the very good standard of behaviour they witness in others. Pupils appreciate the importance of assemblies; they enter and leave the hall quietly and obediently in an orderly fashion. In between time, they relish the opportunity to show how well they can act, sing and perform in front of an appreciative audience. They sense how proud their parents and staff are of their achievements. There are shared, social expectations in school that pupils recognise and are very content to follow.

17. The school has been very successful in creating a harmonious community where pupils, irrespective of their cultural backgrounds or attainment, get along very well. Pupils who have emotional and behavioural problems respond well to the help the school provides in enabling them to come to terms with their difficulties and build meaningful relationships with adults and their classmates. These very good relationships do much to enhance the learning opportunities of all pupils. No incidents of unkind behaviour or bullying were observed during the course of the inspection, neither was there any evidence of tension amongst individuals or groups. The 22 quick, short and sharp temporary exclusions made by the headteacher have been effective in demonstrating the fact that the school will not tolerate any conduct likely to disrupt learning. Pupils know that staff always have time to listen to them and this results in pupils who are settled, secure and confident and who see it as their duty to seek help for someone who is injured, unwell or unhappy.
18. Pupils' personal development is good. The strongly-held view of the parents is that their children grow in maturity and independence during their time in school. Pupils work with an increasing degree of independence, wasting little time settling down to a planned task or activity. As they get older, they show the ability to work sensibly without direct teacher instruction. Many pupils show high levels of self-motivation and self-esteem. The pupils' sense of loyalty and affection towards the school shows in their desire to improve it. They seek responsibility by becoming school council members or by volunteering for everyday routines such as tidying classrooms or distributing registers. They raise funds for school resources as well as charitable causes. They beg flower bulbs from the school keeper who then finds daffodils, as she says, "popping up in the most unlikely places!" The older pupils engage enthusiastically in the democratic process of elections and committee meetings. This helps them develop the key concepts of citizenship, the right to express a view and to have it taken into account. An exceptionally well-taught and-delivered lesson within the school's good personal, social and health education programme helped Year 6 pupils explore human rights issues. Through discussion and debate, pupils began to realise there are different sets of rights and responsibilities that sometimes conflict with each other, making decision-making a difficult process.
19. However, not all lessons develop pupils' independence as much as they could, particularly in terms of their research and investigative skills. Their research skills are underdeveloped. The library is underused and the lack of computers in classrooms makes it difficult for pupils to have quick and easy access during lessons to the wealth of information provided on websites and CD-ROMs.
20. Although parents agree their children like coming to school, too many fail to make sufficient effort to get them there each day and on time. Even after taking into account the higher-than-average rate of pupil mobility affecting the school, the overall rate of attendance is still below that of other primary schools. Too many pupils take too many days off school, arrive late, miss lessons and have a rushed start to their day. This is unsatisfactory.

HOW WELL ARE PUPILS TAUGHT?

21. Overall, the quality of teaching and learning is good, enabling pupils to achieve well during their time at the school. The school has been successful in creating a team of teachers and support staff that works well together to provide a structured and positive learning environment that generally meets the complex learning needs of its pupils well. Teaching is particularly strong in Years 5 and 6, where pupils' progress is most rapid. During the inspection 103 lessons or parts of lessons were seen. Of these, nearly two-thirds were at least good, including more than one in five very good or excellent lessons. Three lessons were unsatisfactory. In English and mathematics, the quality of teaching is good in Years 3 to 6 and satisfactory in Years 1 and 2. Teaching is good in science, ICT and physical education. There are shortcomings in teaching and learning in art and design, history and geography. Teaching in religious education is satisfactory. The quality of teaching provided by outside specialists in music is of high quality.
22. Teaching and learning are good in two reception classes and satisfactory in one and in the nursery. Just over half the lessons seen were good or better in reception and nursery. Where teaching is good, teachers use appropriate methods, such as visual materials, modelling language and asking children to repeat words and phrases. In the reception classes, the national strategies for literacy and numeracy are having a positive impact on children's learning, enabling them to make satisfactory progress in acquiring these basic skills. Teachers' expectations of behaviour are high and this leads

to all children being purposefully involved in a calm and quiet learning atmosphere. A strength in teaching is the fostering of children's personal development. The overall quality of learning in this area is good as children are constantly encouraged to develop their independence.

23. Teaching is satisfactory in Years 1 and 2; just over half the lessons seen were good or better. Teaching is good in Years 3 to 6; seven in every ten lessons were at least good and a third were very good or better, including five excellent lessons. The following positive features were found in most lessons and where teaching was excellent or very good, these features were very strong indeed:
- teachers have warm relationships with pupils and their effective management of pupils' behaviour enables them to feel positive about their learning;
 - teachers' good planning and organisation of lessons allow pupils to work efficiently and ensure that all pupils are fully involved in activities;
 - teachers' clearly explained focus of the lesson gives pupils a strong sense of purpose to their learning;
 - teachers' effective use of resources and support staff helps pupils access the curriculum well; and
 - lesson planning very often takes good account of the needs of pupils of different attainment so that all, including those with special educational needs, benefit and make good progress.
24. Very good relationships are a very strong feature of most lessons and this results in most pupils enjoying lessons and working hard. The way that teachers manage their pupils creates a very positive ethos for learning. Relationships are sufficiently warm and trusting to allow, for example, pupils to self-assess how well they have met the objectives of the lesson. For example, in physical education lessons, teachers generally give pupils sufficient opportunities to evaluate each other's work and suggest ways of improving. Teachers' positive acceptance of a diversity of languages in their classes adds significantly to bilingual pupils' ease. They become willing participants in lessons and are keen to learn. Many staff members belong to ethnic minority groups and this provides pupils with good role models. Teachers provide good opportunities for pupils who speak the same language to support each other.
25. Lessons are well organised and prepared. Weekly and daily planning in literacy and numeracy provides effective guidance for teachers, in line with the recommendations of national strategies. The planning of individual lessons is consistently good across the school from Years 1 to 6. Lessons have clear focus and direction because teachers know what it is they want pupils to learn. Nearly all lessons open with the aims for the pupils' learning being made explicit. This leads to pupils having a better understanding of their own learning. However, a few do not write the lesson intentions in language the pupils can easily understand and this sometimes leads to misunderstandings. Lessons are well structured: opening with a clear introduction and followed by well-managed group or individual tasks. They nearly all are conducted at a brisk pace which maintains pupils' attention. Generally, lessons end with a useful discussion of what has been learned.
26. Teachers deploy support staff effectively to work with groups or individual pupils, particularly in literacy and numeracy lessons. They provide good assistance to the pupils, particularly those at early stages of English language acquisition or with learning difficulties. These pupils generally make clear gains in lessons as a result of this focused support. Support in whole-class lessons for pupils with special educational needs is good. It is effective in enabling pupils to participate fully and with confidence in all learning tasks. Learning support staff are particularly effective and make a valuable contribution to the quality of teaching and learning. However, teachers do not make satisfactory use of individual education plans to inform their planning or match the work they provide to the pupils' individual needs. Less experienced learning support assistants who work with individuals and small groups of pupils without direct teacher supervision sometimes have low expectations about the quality and standard of work produced by the pupils.
27. The quality of teaching received by pupils who speak English as an additional language is good. The support teacher works closely with class teachers and helps pupils within classes. Teaching assistants provide good and some very good support to pupils and, as a result, pupils achieve well. For example, in a Year 5 class, the support assistant uses good questioning, picture, actions, drawings and supportive work sheets to ensure that pupils understand what they are required to learn and maintain high expectations of their work and behaviour. As a result, pupils successfully

completed their work and made very good progress. Some assistants are bilingual and support pupils in their mother tongue. Pupils are responsive to the teaching provided and they are generally enthusiastic and highly motivated learners. Successful teaching strategies such as repetition of key vocabulary and presentation of work with a strong visual content support pupils well. However, some younger children's teachers do not give strong emphasis on developing their speaking and vocabulary skills. They accept one-word answers or phrases and do not model language for children. As a result, their speaking and vocabulary skills when they enter Year 1 classes are low. For example, one child playing in the water with 'fish' and 'duck' toy models could not tell their names. Teachers need to improve further learning of pupils with English as an additional language by: modelling language using language structures at an appropriate level; increasing opportunities for speaking; planning shorter steps in learning; and using visual prompts and resources in lessons to support understanding.

28. In most lessons, teachers use a range of resources and methods effectively to develop pupils' understanding. Teachers use a variety of resources effectively in English, mathematics and science lessons. For example, science resources, often constructed by the teachers, are used sensibly by excited pupils who are keen to 'experiment' and learn. In a Year 2 design and technology lesson, materials were very well chosen so pupils could look closely at how axles work and make their own models with free or fixed wheels on a chassis. The teacher was careful to guide pupils but to make them think and use their own ideas. Teachers often use visual materials well. For example, in a geography lesson in Year 4, pupils were required to frame their own questions on the differences between Sudbury and a small Indian village before watching a five minute extract of a video. However, this is not always the case. For example, activities in history lessons are too reliant upon the completion of uninteresting and poorly reproduced worksheets. Teachers train the pupils to use the equipment carefully and sensitively.
29. Teachers generally explain the tasks and main points to the pupils clearly and use equipment to illustrate their point. In a religious education lesson in Year 2, the teacher used drama effectively where pupils acted out a 'Baptism'. Teachers are generally skilled enough at asking questions that include all the pupils. However, this is not a strength overall, with some teachers asking only those pupils who put their hands up and waiting too long for answers, which slows the pace of the lesson and learning. Good, brisk, challenging and pupil directed questioning is a key feature of the most successful lessons. Teachers' good use of questions challenges pupils' thinking and assesses their understanding. Sometimes questions are used well to encourage pupils to be thoughtful but this is not a strong feature. Teachers use demonstrations effectively to support all pupils' learning. One feature of the better lessons is the teacher's ability to take account of pupils' difficulties and modify the lesson plan.
30. A strong feature of the best lessons is teachers' high expectations. Teachers' expectations of their pupils are good, particularly in Years 3 to 6. They expect pupils to be productive and concentrate in lessons. For example, in physical education lessons teachers' high expectations of pupils' achievement and behaviour enable them to improve their skills and performance. Time in lessons is used very well, with the result that pupils have the greatest opportunity to benefit from the activities.
31. There are some shortcomings in teaching. Although teachers are generally aware of the learning needs of their pupils, in some less effective lessons they do not take sufficient care. For example, in a science lesson one pupil did not understand the language and therefore sat bewildered and made no gains in learning in the whole lesson. In history, geography and religious education lessons, pupils often undertake the same activity; activities do not provide sufficient challenge for the more able pupils and tasks are not always prepared in simplified language for lower-attaining pupils. Although the teaching of ICT skills in specific lessons is good, there are insufficient resources to enable pupils to achieve as they should and ICT is not used well to support pupils' learning in other subjects. Teachers miss opportunities to develop pupils' literacy and numeracy skills in other subjects. Some teachers' limited knowledge and understanding of art and design constrains the range of opportunities that can be offered, and this places a ceiling on the pupils' achievement. The quality of marking of pupils' work varies between teachers and between subjects but in general it does not help pupils improve enough. There are very limited displays of pupils' work so pupils have few examples of good work to model. The use of homework is satisfactory but arrangements for parents to help with reading are unsatisfactory.

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

32. The school provides a wide curriculum. The curriculum for children under five is satisfactory and the school follows the nationally recommended Foundation Stage guidance. In Years 1 to 6, the curriculum includes all the required subjects of the National Curriculum but there are shortcomings in the overall range and quality of learning opportunities. There is a very strong emphasis on the teaching of English and mathematics and a high percentage of time is given to these subjects. This means that the amount of time given to some other subjects is not sufficient for pupils to make enough progress. This is unsatisfactory. This is particularly noticeable in information and communication technology, art and design, geography, history and music. Although each subject has a recently updated and well-written policy document, governors have not approved a curriculum policy for the whole school. There is a lack of clarity in planning the curriculum as to how much time teachers should give to each subject in particular year groups, and up to 15 per cent of the time available is not allocated.
33. There are strengths, notably in providing teaching for personal development. There is a well-planned sex education programme and particular emphasis is also given to health education. As a result of taking a very active part in the 'Healthy Schools Project', the school has received validation from the National Healthy School Standard. The teaching of citizenship is well organised, and there is a very active School Council which helps pupils learn about democracy. All pupils are included in all subjects, and there is good use of pupils' backgrounds and experiences in planning work. In reception and nursery classes, teachers and support staff place strong emphasis on ways to improve children's personal, social and emotional skills. Religious education is given as required by the locally Agreed Syllabus.
34. In the Foundation Stage, staff plan effectively using national guidance. In Years 1 to 6, each subject has a scheme of work to help teachers plan their lessons, but several of these are units that are taken from national suggestions and have not been 'personalised' to meet the unique needs of Sudbury Primary School. The schemes for art and design, history, geography and music are unsatisfactory because of this. As an example, pupils in Year 3 study Mexico, when there is a wide range of nationalities in the school, but not from South America. The schemes do not give clear guidance as to how skills are to be developed or which skills are to be taught when. The timing of activities is not always appropriate, as when pupils are required to study growing things as part of the science curriculum in the autumn term.
35. Planning schemes and strategies for teaching literacy are satisfactory and for numeracy, good. National requirements and suggestions for the teaching of English and mathematics are being met. The schemes of work for science and ICT provide useful guidance. However, insufficient resources make it difficult to teach ICT fully. In most other subjects, although planning is done in year groups there are differences in what each class receives; teachers do not always set tasks which match all pupils' learning needs and this slows progress. Consequently, the quality and range of learning opportunities in history, geography, art and design are unsatisfactory. In music, the quality of learning is greatly enhanced by the temporary specialists but there needs to be greater continuity of teaching, longer lessons and more reinforcement of music skills if pupils are to achieve their potential. The skills that pupils gain in English, mathematics and ICT are not being used enough in other subjects, and this also has a negative effect on progress.
36. The provision for pupils with special educational needs is satisfactory. The school provides a flexible range of support to meet the various needs of individual pupils, the most effective being the good quality in-class support from learning support assistants for pupils with statements of special educational needs. However, whilst the school provides special needs pupils with a broad and balanced curriculum, some individuals do not have full access to the whole of the National Curriculum because of the practice of regularly withdrawing them from a range of lessons in other subjects for additional literacy help. The school ensures that the provision outlined in pupils' statements is in place and is reviewed annually, in line with the new Code of Practice guidance.
37. Most pupils who speak English as an additional language enjoy similar access to the curriculum as others and are well supported within classes. However, the support in some classes for early-stage

English speakers to acquire the technical vocabulary needed to succeed in subjects other than English and mathematics is insufficient. The school has not yet developed strategies to give short periods of intensive individual or group support to give pupils adequate vocabulary so that they can access all subjects.

38. The school does much to enrich what is being taught. There are regular planned journeys out to local places of interest, and there are visits from authors and theatre groups into the school. Pupils enjoy regular sessions with an African drummer as part of their learning in physical education and dance, and this has a very positive effect on their learning. There are opportunities for pupils to learn how to play musical instruments, and all pupils in Year 6 are taught swimming. Pupils in Years 4, 5 and 6 have the opportunity to take part in residential visits, and these help in developing academic and social skills. There is a satisfactory range of extra-curricular clubs, notably in keep fit, dance and sport, but some of these require payment.
39. The school uses the local area satisfactorily in providing opportunities for learning, but the school's links with local industry and with faith communities do not bring people into the school enough to work directly with pupils. The school has satisfactory relationships with other local schools, and makes good arrangements for pupils when they move to other schools.
40. Provision for pupils' spiritual, moral, social and cultural development is satisfactory. Within this the opportunities for moral development are good. All teachers are careful to see that pupils know the difference between right and wrong, and that they learn to see that what they do has an effect on others. They are taught to take care of what is in the school and of each other. Pupils learn to respect other people's views and beliefs. Regular discussions are held with pupils in class time to discuss their own moral and social concerns.
41. Provision for social development is also good. Pupils are given opportunities to work in groups of varying sizes, are given responsibilities in the classroom and, as they get older, throughout the school. Pupils carry out their duties well. Pupils know that they are part of a large community and that they must work co-operatively with others. A notable feature of this was seen in a meeting of the school council. This has representatives from all classes in Years 3 to 6. The elected chairperson from Year 6 controlled the meeting very well, and all involved were learning vital lessons about citizenship and democracy. Pupils are encouraged to consider others less well off than themselves, and they are involved in raising money for local and national charities on a regular basis.
42. The provision for spiritual development is unsatisfactory. Inspectors found only isolated instances of the spiritual element in an art and science lesson. Opportunities for reflection, silence and encouraging pupils to experience and express their own wonder are often missed, and rarely planned for. Inspectors attended several assemblies, each of which provided good opportunities for personal development. These were all very valuable and much enjoyed by pupils. Pupils performed very well in them, notably in a whole-school assembly on the weather led by Year 4. However, the assemblies did not contain opportunities for worship, and hence did not meet legal requirements. Similarly an examination of timetables from Key Stage 1 reveals that some teachers are not providing a daily act of collective worship.
43. Pupils come from a wide range of cultural backgrounds. Teachers see this as a very positive factor. Pupils are encouraged to learn more about their own backgrounds and to share their experiences with others. All who work in the school are very aware that they are living in a multi-cultural society, and pupils are taught to see and appreciate differences in people whilst recognising that all are of worth. The school is successful in providing a curriculum that reflects a positive attitude towards other cultures and languages. Pupils get good opportunities to gain confidence about their culture through the study of religious education, assemblies, celebration of festivals, history, geography and music. There are some notices, signs and books in other languages to show that the school values other cultures and languages. Pupils receive many opportunities to listen to stories in their own mother tongue. This gives them pleasure and confidence. However, pupils are not given opportunities to write in their mother tongue to show their additional expertise and to encourage others to have positive attitudes to learn other languages. Opportunities are missed to display articles and artefacts that reflect the diversity of society or the community served by the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. The steps taken by the school to ensure the care and welfare of pupils are good. Very good procedures are in place to promote good behaviour and protect children from abuse. Satisfactory procedures are in place to assess pupils' academic progress but more could be done with the information to help plan the curriculum and set targets that directly involve the pupils.
45. All staff are very clear about their responsibilities for children who may be at risk from neglect, bullying or racist behaviour and are suitably aware of the correct reporting procedures that apply to such incidents should they occur. All adults in school are vigilant about the need to look out for any pupils showing signs of distress from the behaviour of others. The trusting relationships established within school help keep open vital lines of communication between adults and children.
46. Satisfactory procedures are in place to meet the requirement placed on schools to assess their premises for potential health and safety risks. Fire drills are carried out regularly and timed for their effectiveness. This is good practice. First aid is dealt with well by a sufficient number of trained personnel. All staff know what to do in an emergency and are aware of the extent and type of aid and treatment they can give. Updated records are kept on all accidents and injuries. The school maintains good links with parents of pupils with specific medical conditions or physical disabilities. The one major drawback in this area relates to the building itself. Access to the first floor is by a long flight of stairs. The school is aware of the difficulty this would present to someone in a wheelchair with restricted mobility. A working party of governors is at an early stage of devising a plan of action to show how the school intends to tackle the work that needs to be done.
47. Procedures to support pupils' personal development are good. The staff respect the pupils as responsible members of the community and pupils develop a good sense of equality and fairness in their dealings with the school and with each other. The school's planned educational inclusion opportunities are good in this respect. Pupils' views on school improvement are actively sought in lessons and regularly forwarded on, through class representatives, to school council. This gives everyone the chance to have a say in the way their school operates, including new pupils. The headteacher sets a positive example in demonstrating a wish to understand the pupils' views. She is often around the school, speaking to pupils about their day, encouraging honesty, openness and friendly conduct. Pupils are given very good opportunities to express their concerns.
48. Very good systems promote the very good behaviour evident in school. The policy on behaviour management is consistently applied by all staff in school and shared with parents. As a result, pupils know what to expect and how to behave. They act as good ambassadors for their school, conspicuously so in whole-school assemblies. Pupils mirror their teachers in noticing inattentiveness and dealing with it quickly but sensitively. This helps all pupils, and particularly the newcomers, become accustomed to school ways and methods. A good example of this was observed during a games lesson for pupils in a reception class. One child gently persuaded another to listen to the teacher so that he would know what to do when it was his turn to run with the baton. Procedures for monitoring and eliminating incidents of oppressive behaviour, bullying or racism are also very good. The school follows up all discovered and reported incidents by working closely with the parents and the pupils involved. The carefully considered and consistently used procedures have had a strong impact on pupils' attitudes to school and their behaviour.
49. Although the school has a satisfactory range of procedures to monitor attendance, it accepts that more has to be done to promote good attendance before the figures match those of other primary schools. The office staff keep a record of all latecomers. Teachers ensure registers accurately reflect reasons for absence. Registers are returned promptly to the office for re-checking. However, the staff can only offer impressionistic comment on trends as no hard data has been assembled and presented to parents in a way that would alert them to the negative effect absence has on pupils' progress and achievement. When the messages from the school are clear, such as the total ban on all avoidable absence during the national test weeks, parents take note and the attendance and punctuality of pupils improve.
50. The school has good procedures to support pupils with English as an additional language. It has a very supportive learning environment and ensures suitable opportunities for all pupils to develop their

understanding of English. These pupils are very well integrated into school life and are well cared for by the school. There are good levels of care for pupils with special educational needs. The school has good links with other agencies to ensure the provision outlined in statements of special educational needs is implemented. The special educational needs co-ordinator is responsible for liaising with a wide range of other professionals, parents, carers and other schools. These duties are undertaken diligently, as is the organisation of annual review meetings. The school meets its statutory requirements as outlined in all pupils' statements of special educational needs. All statements and reviews are up to date and specified provision is implemented effectively, including access to additional staffing.

51. Procedures for assessing pupils' attainment and progress are satisfactory but there are shortcomings. There are gaps in the school's assessment procedures and in how the school uses the results of assessments. The school implements satisfactory assessment procedures to identify pupils with special educational needs and comply with the Code of Practice. However, the information is not yet used effectively or consistently for reviewing the appropriateness of pupils being retained on the school's special educational needs register or deciding what further help they may require. Although teachers have access to copies of pupils' individual education plans they are not always used to effectively plan suitable work to meet the needs of individuals. Assessment procedures for pupils with English as an additional language are satisfactory. All pupils' stages of fluency in English are assessed and recorded and their progress is monitored termly against their targets. The co-ordinator is piloting a system of tracking their progress and attainment in English. However, procedures for the early identification of bilingual pupils' special educational needs are not robust enough.
52. Day-to-day assessment in the nursery and reception classes is good and systematic. Arrangements include 'baseline assessment' and analysis soon after pupils' entry to school. The results form part of staff's careful individual records of attainment. New skills are noted as they are acquired and records developed. Teachers make effective use of assessment data in the planning of tasks to match individual pupils' attainment.
53. In Years 1 to 6, there are sound systems for assessing pupils' attainments in English, mathematics and science. The statutory requirements for national assessments at the end of Years 2 and 6 are met. The school has sound systems for assessing pupils' attainment and tracking their progress based on regular testing and assessments against National Curriculum levels. These assessments provide useful information that is passed on annually from class to class, giving guidance on the levels of pupils' attainment. However, the current tracking systems need further development. They record outcomes on a class basis annually and are not used to set interim targets for such groups or year cohorts. The whole system is paper driven and burdensome. The school has not so far harnessed the power of computer systems to facilitate the analysis of performance data or provide detail on value added over time. While the assessment co-ordinator has a good grasp of assessment information, other co-ordinators are less aware of this information and how to use it to raise standards in their own subjects.
54. The monitoring of pupils' progress in reading is unsatisfactory and there is no whole-school approach to recording and monitoring pupils' progress reading outside of group reading sessions. In ICT, assessment practices are at an early stage. However, the gathering together of portfolios of pupils' work samples appropriately levelled is a good first step. In most other subjects, there are no whole-school approaches to assessing pupils' attainment and monitoring their progress.
55. The use of assessment information to plan further work to meet pupils' needs is satisfactory in English, mathematics and science. In lessons, teachers' use of ongoing assessment is satisfactory. Teachers share their learning objectives with pupils, and mark work using the rubric of those objectives. This helps pupils to understand how well they are doing and how to improve. This practice is less evident in other subjects. In English, teachers provide pupils with individual learning targets but these are not regularly monitored and vary considerably in quality. Such targets are not in place for mathematics or science.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

56. Parents have positive views of the school and the education it provides for their children. They like the fact that their children enjoy school, and believe the school provides sufficient good teaching to allow their children to make good progress and become mature and responsible citizens. Although parents believe the school to be good, a few parents feel it could do more to keep them informed about the progress their children make and the work they are expected to do at home.
57. The quality of information provided to parents is satisfactory. However, information in newsletters and reports could give parents a better understanding of how and what their children learn and the factors that hinder good progress. Newsletters keep parents suitably informed about events and activities in school with good information about events in the community. However, the focus is usually on the organisational aspects of an activity and the arrangements made for it, rather than what pupils will gain from participating in the event and the impact it will have on their studies. The end-of-year reports provide a satisfactory indicator to parents of their children's progress over the year. The best examples supplement the general guidance issued by the school on activities for parents and their children to work on at home to promote literacy and numeracy skills. Attendance data is reported, but the subject paragraphs do not always clarify the effect poor punctuality or attendance has had on a pupil's progress. Nevertheless, the sections on the pupil's personal development are helpful and assist in clarifying any mismatch of perception between home and school. The prospectus makes effective use of colour photographs and text to introduce new parents to the school and its procedures. It is supplemented by a meeting held early in the year on school aims and teaching methods. Although the governors' annual report imparts much detail about the work of the governors, neither it nor the prospectus alerts parents to the fact that the attendance rates quoted are way below those of other primary schools.
58. The school's links with parents and the contribution of parents to their children's learning at school and at home are satisfactory. Acting on a parental suggestion, all parents have been issued with a 'homework map'. Despite this, a number of parents remain uncertain as to whether their children are getting the right amount of work to do at home. The inspection evidence found homework overall to be satisfactory, with the best practice in the nursery and reception classes. Although the school expects every parent to help with reading practice, not all classes operate reading diaries and there is no set time for parents to come into school, read with their children or help them select new books.
59. The school has introduced a satisfactory range of systems to monitor the level of parental interest and involvement in its work, including taking notes of their evaluations at consultation evenings. Around 70 per cent of all parents take up the opportunity of the termly parent/teacher consultation evenings. Teachers have had some success in persuading those who fail to attend to come into school on another day. Consultation and reporting procedures for parents of pupils with English as an additional language are satisfactory. The school makes appropriate use of bilingual parents and staff to act as translators in home languages. Many staff can speak other languages and can support parents in translations and interpretations when needed. The school also has classes for parents who want to learn English. Parents of pupils with special educational needs have additional opportunities to work in partnership with the school and to understand the individual steps their children need to take to help them progress. Parents of pupils with a statement of special educational need are appropriately involved in annual review meetings. They are invited to contribute both in writing and verbally to the discussions about the continuing needs of their child and the progress they have made since the previous review. However, the school is less efficient in consulting with parents of pupils who have individual education plans, where the tendency is to inform parents rather than involve them in identifying their needs and contributing to setting targets and working to achieve these both at school and at home. Similarly, pupils themselves are not sufficiently involved in setting and reviewing their learning or behaviour targets and this does not reflect the spirit of the new code of practice guidance.
60. The school is pleased with the support it receives from parents in maintaining the high standards of discipline in school. Parents turn up in good numbers for class assemblies and school concerts, supporting and encouraging their children to do well. Good use is made of the skills and talents of the parents who are willing to become actively involved in the life of the school. A small core of parents regularly helps at school fetes and fundraising events. A number who were once volunteers are now paid employees of the school. One such parent has already achieved some success in seeking potential sources of funding for extra-curricular activities (clubs, events and courses) and for additional

resources in school. Children in the Foundation Stage are well prepared for school. Parents, with their children, are invited to visit the school before the children start.

HOW WELL IS THE SCHOOL LED AND MANAGED?

61. The school is well led and managed. The headteacher offers very good leadership to the school community and provides the school with a very clear sense of purpose. For example, the future direction of the school was very well mapped out in the original school development plan. Good teamwork, under her very strong leadership, ably supported by the management team, has led to a successful amalgamation of the two schools and a considerable rise in standards by Year 6 over three years. This has been particularly noteworthy partly because recruitment and retention of quality teachers, despite the school's best efforts, have been very difficult. The management team has very positive expectations as to what can be achieved by staff and pupils alike. A very good example of this is the consistent way in which the behaviour policy is implemented by all staff. This has led to very good behaviour through the school and has created an atmosphere in which all pupils can learn. Significant emphasis is placed on school improvement, and the raising of standards is fully reflected in the aims of the school. This saw fruition in last year's national test scores. The leadership clearly reflects the mission statement and values of the school.
62. Governors are fully committed to supporting the work of staff, and the relationship between the headteacher and the governors is very good. Through planned visits by a good number of governors and regular reports from the headteacher and key managers, the governing body is quite clear about what the school is doing well and what needs to be further improved. They play a satisfactory role in shaping the strategic direction of the school but rely heavily on guidance from the headteacher. The governing body's procedures and methods of working are firmly in place. Monitoring school improvement is a key priority and governors review examination and other data both in committee and at full meetings. The chair has weekly meetings with the headteacher at which progress on the school development plan is reviewed, as well as more general day-to-day issues. Governors periodically appraise and set performance targets for the headteacher but rely too heavily on the headteacher or assessor to propose them. Colleagues support those who are new to the governing body but newer governors have yet to receive any governor training. The majority of the governing body's statutory responsibilities are met. For example, there is a policy and action plan for special educational needs. The named governor with responsibility for this aspect of the school's work is supportive and kept appropriately informed. The main deficiencies lie in a curriculum that is too narrow and the failure in some classes to provide a daily act of collective worship.
63. The delegation of management responsibilities to staff is good. Good systems and procedures ensure the smooth running of the school. The management team's strengths complement each other. They demonstrate a keen commitment to improvement and a good capacity to succeed. Senior managers place a significant emphasis on the development of a strong team of teachers. Support staff and colleagues are given time to develop their role as subject managers and attend appropriate courses. Consequently, the management of most subjects is effective. Management of provision for pupils with English as an additional language is good. The co-ordinator provides good leadership and manages the service well. She helps teachers provide specific support in lessons and encourages all teachers to bear in mind the needs of these pupils in their lesson plans. Management of provision for pupils with special educational needs is satisfactory.
64. The school's performance is monitored and evaluated satisfactorily by staff and governors but more could be done. The monitoring of teaching is good and a positive factor in the raising of pupil standards. Good teachers are used to support others and develop the overall level of subject expertise. Elements of teaching that are in need of improvement are given significant support. A positive emphasis is placed on performance management as a means of raising standards, and all the permanent teaching staff have clear performance targets. Priorities for school improvement have been well thought out and progress towards them regularly reviewed. However, there is insufficient consideration given to evaluating the success or otherwise of planned actions. The current development plan has run its course and requires updating. The headteacher's monitoring of colleagues' effectiveness is insufficiently developed to ensure that their monitoring activities are carried out robustly. For example, the special educational needs co-ordinator is an experienced teacher but does not evaluate the work of colleagues sufficiently well in their use of individual

education plans or the progress pupils make towards achieving their targets. The school could make better use of performance data to monitor its effectiveness; for example, to monitor the progress of different groups of pupils over time. The involvement of staff in analysing assessment data and using this information to identify weaknesses in pupils' attainment and set targets is at an early stage of development.

65. The school's financial planning satisfactorily supports its educational priorities. Many aspects are carefully and thoroughly planned and costed. However, the school knows that the current system of giving every subject co-ordinator similar funding is unsatisfactory and is moving quickly towards a system based on 'needs'. The bursar is well organised and the efficiency and effectiveness of the financial administration systems are good. The school responded well to the most recent auditor's report and the minor issues it raised have all been addressed. The senior management team regularly reviews the school's financial position, as does the governors' 'finance committee'. The school monitors the effectiveness of its spending in a satisfactory manner, but a more rigorous approach from both governors and senior managers is needed to ensure that money is effectively spent once the new development plan is written. The strategic use of resources, grants and other funding to further pupil standards is satisfactory. Special educational needs and ethnic minority grants funds are mostly spent on providing staff to effectively support these pupils both in and out of the classroom. The school often adds substantially to these grants to improve the quality of provision. Other grants, matched by the school's own funds, have, for instance, enabled some of the windows to be double-glazed. The principles of best value are applied satisfactorily to further the opportunities open to the pupils. The school is aware of the need to compare its costs with those of other schools and uses similar schools in the locality, including some from out of the borough, to do this. Projects are always put out to tender. The school consults quite widely on major expenditure decisions, including using local authority advice.
66. The school makes satisfactory use of new technology for administration but it could make better use of computer systems to monitor pupils' attendance and their academic performance. The assessment co-ordinator is well organised but her paper systems are inadequate in such a large school and other staff have insufficient involvement. Appropriate computerised systems to record test scores, teacher assessments and pupil targets would enable this vital information to be readily accessible to be analysed by staff. The assessment co-ordinator has good knowledge and experience in developing good assessment procedures and is well aware of the inadequacies of the current situation. Her action planning seeks to address aspects of assessment in need of development. Existing computers to support pupils' learning are used well.
67. The school is sufficiently well staffed with teachers. However, much time has been spent grappling with the problem of recruiting and retaining good teachers in an area where there is a high level of staff and pupil mobility. In the nursery, for example, the children have had to get used to the ways and teaching methods of a number of different teachers. However, once staff are in the school they appreciate the good opportunities they have to develop their professional skills through in-service training and observations of good teaching practice. The induction procedures for new staff are of high quality. They feel well supported by their mentors and year co-ordinators.
68. The school provides a satisfactory level of staffing and resources to meet the needs of pupils with special educational needs. Support staff who have received appropriate training are particularly effective in the contribution they make to teaching and learning, especially when they are deployed to support pupils in whole-class lessons. Staff with insufficient training are less effective and frequently their expectations of what pupils can achieve is too low. The additional support provided for pupils with statements of special educational needs is most effective because it is used to enable pupils to be taught alongside their classmates. Some teachers need in-service training so that they can support their pupils with English as an additional language within lessons when there is no additional support available. In part this can be done by sharing the best practice in school.
69. The accommodation is satisfactory and meets the demands of the curriculum. The quality of specialist accommodation is also satisfactory and generally used to best effect. The outside hard-surfaced areas provide good space for the pupils' games lessons. Although the school has no large green field area, there is a delightful woodland walk, a pond and areas left to grow wild for pupils to investigate. The nursery is spacious and has its own attractive and well-resourced outside play area. The main school itself has yet to be adapted to provide access to all areas by those with physical or

mobility difficulties. The hardworking school-keeper ensures the school is cleaned to a good standard and that pupils notice and care for their school environment.

70. ICT facilities are inadequate. The ratio of computers to pupils is well below recommended levels. At present these are situated in one ICT suite and in nursery and reception classes, with none in the other classrooms. This limits the progress of the pupils. The school has ambitious plans to increase the number of computers. Although the learning resources are adequate overall, there are some shortages in art and design, history and in the quality and quantity of library books.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

i. In order to improve pupils' achievements in reading, the school should:

- improve the teaching and assessment of reading and phonics;
- provide more opportunities for pupils to develop their library and research skills;
- improve the quality and range of books in the library; and
- involve parents more in supporting their children's reading.

(Paragraphs 8, 31, 58, 70, 94, 98 and 101)

ii. In order to improve standards in ICT, the school should:

- ensure there are adequate resources;
- make links with other subjects so that skills taught in ICT lessons can be used to support learning in other lessons; and
- improve assessment arrangements to enable teachers to accurately assess pupils' work and track their progress.

(Paragraphs 12, 31, 54, 70 and 146)

iii. In order to improve pupils' opportunities for learning and raise standards of achievement in art and design, music, history and geography, the school should make the curriculum broader by:

- the governing body approving an overall curriculum policy which indicates the percentage of time allocated to subjects as pupils progress through the school;
- the headteacher and staff applying this policy and ensuring that they develop schemes of work for all subjects that are specific to the school;
- teachers using literacy and numeracy to a far greater extent in other subjects; and
- the governing body ensuring that there are sufficient opportunities for collective worship each day to meet statutory requirements.

(Paragraphs 13, 32, 34, 35 and 42)

iv. In order to make better use of assessment information to raise standards, the school should:

- improve the setting of individual learning targets in English and extend this practice to mathematics;
- continue the development of tracking systems in English, mathematics and science;
- use marking more effectively as a way of helping pupils improve their work;
- developing the quality, consistency and use of individual education plans by all staff to inform teaching and learning by sharing existing examples of very good practice;
- ensuring the early identification of bilingual pupils' special educational needs;
- installing computer software that can manage the school's data well enough to produce assessment reports, analysed by gender, ethnicity, year groups or groups of the school's choosing; and
- introduce a simple, manageable system of assessment in the foundation subjects.

(Paragraphs 31, 51, 53, 55, 66, 100, 110, 117 and 139)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

v. Provide more opportunities for pupils' spiritual development.

(Paragraph 42)

vi. Continue efforts to improve attendance by ensuring parents are fully aware of the consequences of poor attendance for their children's education.

(Paragraph 57)

vii. Improve the learning of pupils with English as an additional language further by providing in-service training on consistently:

- using visual prompts and resources in lessons to support understanding;
- planning shorter steps in learning;
- modelling language and using language structures at an appropriate level; and
- increasing opportunities for speaking and listening.

(Paragraphs 27, 73 and 79)

viii. Improve provision for pupils with special educational needs by:

- developing parental involvement and pupil input in setting and evaluating targets in individual education/behaviour plans;
- developing opportunities for the special educational needs co-ordinator to monitor teaching and learning and the use of individual educational/behavioural plans; and
- continuing to develop and use assessment procedures to identify special educational needs, track pupil progress and monitor the effectiveness of provision through analysis of pupil numbers on/off/up/down stages of special educational needs and ensure intervention is provided as soon as possible.

(Paragraphs 51, 59 and 64)

ix. Improve the school improvement plan by developing measures to evaluate the success or otherwise of planned actions and allocating funding to subjects based on identified priorities.

(Paragraphs 64 and 65)

x. Improve opportunities for pupils to develop their research skills.

(Paragraph 19)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

103

Number of discussions with staff, governors, other adults and pupils

44

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	5	17	44	34	3	0	0
Percentage	5	17	43	33	3	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)	43	615
Number of full-time pupils known to be eligible for free school meals	0	231

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	4	156

English as an additional language

	No of pupils
Number of pupils with English as an additional language	513

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	125
Pupils who left the school other than at the usual time of leaving	85

Attendance

Authorised absence

	%
School data	8.1

Unauthorised absence

	%
School data	0.8

National comparative data	5.4
---------------------------	-----

National comparative data	0.5
---------------------------	-----

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	43	36	79

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	26	35	38
	Girls	28	30	29
	Total	54	65	67
Percentage of pupils at NC level 2 or above	School	68 (79)	82 (64)	85 (82)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	30	38	28
	Girls	27	29	26
	Total	57	67	54
Percentage of pupils at NC level 2 or above	School	72 (64)	85 (82)	68 (66)
	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)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	32	26	58

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	28	30
	Girls	21	19	22
	Total	49	47	52
Percentage of pupils at NC level 4 or above	School	84 (80)	81 (64)	90 (85)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	27	28
	Girls	16	17	15
	Total	39	44	43
Percentage of pupils at NC level 4 or above	School	67 (63)	76 (64)	74 (82)
	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
29	5	0
5	0	0
48	0	0
4	4	0
3	0	0
3	0	0
9	0	0
83	0	0
62	1	0
5	0	0
95	0	0
46	12	0
39	0	0
45	0	0
1	0	0
43	0	0
3	0	0

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

Teachers and classes

Qualified teachers and classes: YR - Y6

Total number of qualified teachers (FTE)	31
Number of pupils per qualified teacher	20
Average class size	29

Education support staff: YR - Y6

Total number of education support staff	12
Total aggregate hours worked per week	310.5

Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	42
Total number of education support staff	4
Total aggregate hours worked per week	97.5

Financial information

Financial year	2001/2002
	£
Total income	1,649,811
Total expenditure	1,691,255
Expenditure per pupil	2,847
Balance brought forward from previous year	56,854
Balance carried forward to next year	15,410

Number of pupils per FTE adult	8
--------------------------------	---

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	14
Number of teachers appointed to the school during the last two years	11

Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	5
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	658
Number of questionnaires returned	340

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	25	1	1	0
My child is making good progress in school.	56	37	3	1	2
Behaviour in the school is good.	54	34	6	1	4
My child gets the right amount of work to do at home.	51	30	11	4	2
The teaching is good.	59	34	1	1	3
I am kept well informed about how my child is getting on.	54	33	7	3	3
I would feel comfortable about approaching the school with questions or a problem.	50	36	5	4	3
The school expects my child to work hard and achieve his or her best.	63	27	2	2	5
The school works closely with parents.	47	39	4	3	6
The school is well led and managed.	50	35	4	4	7
The school is helping my child become mature and responsible.	55	35	3	1	5
The school provides an interesting range of activities outside lessons.	44	39	9	2	6

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

71. There is a nursery and three reception classes in the Foundation Stage, which is a step in education prior to starting the National Curriculum in Year 1. The nursery is a large unit with 85 children attending the two-part time sessions. Children are admitted to the nursery the term following their third birthday. The permanent teachers had left at the end of the previous term and during the inspection week, four teachers were sharing the two full-time equivalent teacher posts. One nursery nurse also joined the school this term. Children transfer to the reception classes in the term they are five.
72. Children are well prepared before they start school. Parents with their children are invited to the school before they start. Good induction procedures ensure that children quickly settle into the school's routines. When they enter the nursery, children's attainment, while varied, is overall well below expectations for their age. Children make satisfactory progress in the nursery and reception classes because the quality of teaching and provision is satisfactory. By the time they transfer to Year 1, the majority of children are likely to be well below expectations in the area of communication, language and literacy. The children's limited language skills are preventing many from reaching the standards expected for mathematical development, creative development and knowledge and understanding of the world. Most will achieve the expected standards for personal, social and emotional and physical development.
73. Although the teaching in the nursery is overall satisfactory, the temporary staffing arrangements result in some lack of continuity in children's learning. The school is aware of this and working hard to employ permanent teachers. The nursery outdoor area is well developed and used effectively to extend the curriculum. However, the reception outdoor area is not used so well, although the school has appropriate plans to remedy this. Teaching in two of the reception classes is good and as a result children's achievement is good in these classes. Teachers in the reception classes plan the curriculum together, ensuring that children receive teaching based on the recommended six areas of learning. The National Strategies for Literacy and Numeracy are having a positive impact on children's learning and they make satisfactory progress in acquiring basic literacy and numeracy skills. Ongoing evaluation and assessment are used well in reception classes to inform planning and assess children's progress and attainment. Teachers' expectations of behaviour are high and lead to all children being purposefully involved in a calm and quiet learning atmosphere. Where teaching is good, teachers use appropriate methods, such as visual materials and asking children to repeat words and phrases. They use praise effectively to motivate the children. Support for children with special educational needs and those who speak English as an additional language is satisfactory. However, the extra support for children who have English as an additional language is not always well structured.
74. Management of the Foundation Stage is satisfactory. The school follows the nationally recommended Foundation Stage curriculum. Teachers and support staff plan effectively using national guidance and they place appropriately strong emphasis on ways to improve children's personal, social and emotional skills. However, considering the large number of children who speak English as an additional language, the development of communication, language and literacy does not consistently receive strong enough emphasis and as a result, children's speaking and vocabulary skills remain low. Parents are well informed about their children's progress and attainment in all six areas of learning through the termly meetings and the end-of-year reports. Children take books home to share with parents and reception children take words to learn. This helps the children's progress in reading.

Personal, social and emotional development

75. Children's personal, social and emotional development is given a high priority and is promoted at every opportunity. By the end of the reception year, most children are on course to attain the standards expected.
76. In the nursery, most children settle well and enjoy their experiences. They quickly adapt to the routines of the day, make friends with other children and show confidence in the staff. They are encouraged to work co-operatively and take responsibility for themselves. Children are well motivated and apply themselves well to tasks, for example, when they play together on the large apparatus or go on wheeled toys. This has a positive effect on their achievement. They have good relationships and show good consideration for the needs of others. For example, one child pointed her friend in the direction of where the apron was to be used for painting. They help each other to tidy up at the end of the activities. Children are very well behaved; they concentrate very well and sit appropriately in whole-class sessions, for example, during story times and singing sessions. They learn to share the equipment fairly and wait for their turn to use the computer and the climbing frame or have their turn on tricycles. Children are independent in their personal hygiene, put on their coats for outdoor play and change for physical education lessons. Children have a clear understanding of the difference between right and wrong. Children of all ethnic backgrounds play happily together.
77. In reception classes, children respond well to a more formal structure during literacy and numeracy sessions. They are familiar with classroom routines, move sensibly to appropriate tasks and concentrate very well for their age.
78. The overall quality of teaching and learning in this area is good. Children achieve well because they are constantly encouraged to develop high levels of independence. All adults provide good role models, and there are good relationships between adults and children. Children are treated with courtesy and respect, and in turn learn to behave in the same way. Children are provided with a secure, caring environment where they flourish.

Communication, language and literacy

79. Children's achievement is satisfactory in this area of learning. By the end of the reception year, most children are well below expectations, however, more able children reach the expected levels and some do exceed them. When children enter the nursery, their weakest skills are in speaking and English vocabulary. They do concentrate very well and listen hard but sometimes because of limited English, many become passive listeners. They enjoy listening to stories but express their views only in one-word answers in some lessons. For example, when staff ask children about their home reading books, most children answered about the story in words such as 'teddy', 'lost' 'woods', 'bear's teddy'. Most children look at pictures but are not able to sequence the story from the pictures because they do not have the essential basic vocabulary.
80. There are still many children in reception classes who have very limited communication skills in English. This is partly due to the constant influx of new children and because starting points of others are very low. Reception children's phonic skills² are well developed because of good emphasis in teaching. Most children handle books correctly, and only the more able children are beginning to use picture cues to tell a story, read some familiar words in a text and are beginning to use phonic skills to build unfamiliar words. They are beginning to spell some three-letter words correctly. In one lesson, because of lack of vocabulary, children found it very hard to find words that rhyme, for example, with 'bin' or 'car'. Most children are still developing their writing skills. They are able to construct a simple sentence only with support and write a string of letters to convey the intended meaning. They draw and paint with increasing control. Children are learning to write their names and are beginning to use some recognisable letters to write their stories. Their handwriting skills are good, with neat and legible numbers and letters.
81. The overall quality of teaching in this area is satisfactory. In the nursery and reception classes, children are given many opportunities to draw and learn to write. Considering the large number of children who speak English as an additional language, teachers do not consistently place emphasis on developing their vocabulary and speaking skills. They do not promote language sufficiently by

² Knowledge of letter sounds.

asking children to respond in full sentences and encouraging them to talk about what they are doing. This hinders progress. Reception teachers successfully introduce the children to the literacy strategy and the systematic teaching of phonic skills helps them with their reading and spelling. Children take books home to read regularly and this supports their development in reading. Reception children also take key words home to learn. But as most children come from homes where English is not the spoken language, support from home is limited to a very few.

Mathematical development

82. Achievement in this area is satisfactory but overall attainment is below expected levels by the end of reception. In the nursery, children match, sort and count using everyday objects. They learn the concept of heavy and light when they weigh fruit. They measure tall and short plants and draw them to record their findings. They practise these skills when they make biscuits. Children in the reception classes have opportunities to take part in well-planned practical activities and recognise and write number symbols correctly and learn the value of numbers. Most children can count to 10 and more able children count beyond 20. They can name simple two- and three-dimensional shapes and learn the concept of repeating patterns. More able children use objects to add and some can subtract numbers to 10.
83. The quality of teaching and learning is satisfactory, with some good lessons seen in two reception classes. Mathematics is taught across the curriculum, as well as in specific lessons. In reception classes, there are whole-class numeracy sessions each day, where children continue to focus on counting and recognising numbers. Teachers have good subject knowledge and they plan well with clear learning objectives, which they share with the children. In group work, children's needs are well targeted. Children with below-average ability are well supported by teaching assistants. Staff assess the children's progress well, and use this to plan next steps in learning.

Knowledge and understanding of the world

84. Provision for the development of children's knowledge and understanding of the world is satisfactory and children make satisfactory progress. However, their standards of attainment remain below expected levels. In the nursery, children learn the push and pull movements when they play with wheeled toys. They learn about their families when they draw and write about them. Experiences such as planting cress, weeding and planting flowers and making biscuits make children's learning meaningful. When using the computer, children learn to manipulate the mouse to operate the program on the screen. They gain a better knowledge about a variety of materials when using construction toys, sand, water and play-dough. In reception, children learn about the past when they compare themselves with when they were babies and about their locality through visits to the local shops. Children develop an understanding about faiths through stories such as Noah's ark. They experiment to find the best materials for the roof to protect the animals from the rain. In one lesson, children examined recyclable materials to make a boat that would float.
85. Overall, teaching and learning are satisfactory. Most adults support children well in investigating their surroundings and encourage them to solve problems.

Physical development

86. By the end of reception year, the children's physical development is typical for their age. There is good provision both indoors and outdoors for nursery children to develop their physical skills. Children show good awareness of space and control when they use wheeled toys. They use the large apparatus to climb and balance. Nursery children moved with good control, co-ordination and enjoyment when they walked with beanbags on their heads. Reception children have good opportunities to use their outdoor equipment at fixed times and have opportunities to improve their confidence and skills in climbing, balancing, jumping and running. In one lesson taken outside in the playground, children showed good understanding of using their space and used the track well to run, skip and jump. Inside the class, children move confidently, negotiating their space. Most children handle pencils, brushes, glue spreaders, craft tools, puzzles and construction kits soundly. Many

control the computer mouse appropriately. In one lesson, children were picking small objects such as lentils and bean with tweezers to help develop their hand control.

87. Overall, the quality of teaching and learning is good. In reception, the children are given regular access to well-organised activities to further develop the skills gained in the nursery.

Creative development

88. Children are offered a wide range of opportunities that stimulate their imagination and enable them to make satisfactory progress. However, their attainment by the end of reception year remains below expectations mainly because of a lack of competence in spoken English. In the role-play areas, reception children have opportunities to wear animal masks as part of their topic on Noah's ark, but lack of language hindered their progress in enacting and developing their skills in story telling. They use pencils, felt pens, crayons and paints confidently to present their ideas through drawing, painting, printing and modelling. They experiment with a range of art materials and techniques when they print, make collage pictures and learn to mix colours. In whole-class sessions, they sing songs and action rhymes. Children's knowledge of a range of nursery and action rhymes is limited. In music lessons, they learn to sing in tune with the piano.
89. The overall quality of teaching and learning is satisfactory. Children are given sufficient opportunities to experiment with materials and to make their own creative responses. The music specialist skilfully teaches the rhythm and words of the songs and involves all children in singing. Best results from this specialist teaching are achieved when class teachers join with the class and support the management of behaviour.

ENGLISH

90. Standards are below average at the end of Year 2 and broadly in line at the end of Year 6.
91. In the 2002 national tests at the end of Year 2, results in both reading and writing were well below the national averages. Compared with schools in a similar context, results in writing were broadly similar but in reading, they were well below. Inspection evidence and information from the school's assessment systems confirm that standards in reading and writing in the current Year 2 are improving but remain below expected levels.
92. In the 2002 national tests at the end of Year 6, results were above average compared with the national average and well above when compared with schools in a similar context. Inspection evidence and the school's assessment systems indicate that standards of work in the current Year 6 are broadly average. Given these pupils' starting points, the high number who are acquiring English as an additional language and extensive movement of pupils in and out of the school, pupils are achieving well.
93. By Year 2, standards in listening are in line with those found nationally but pupils' speaking skills are below average. Most Year 2 pupils listen well to adults and respond appropriately, although many have a limited vocabulary. A few more able pupils are beginning to display confidence, especially when talking about a topic of interest. However, many lack confidence when talking to an audience and find it difficult to give clear explanations because of their limited vocabulary. Most Year 6 pupils listen well to their teachers and one another. Many speak confidently but a minority have a limited range of words and find it difficult to hold a detailed conversation, often speaking in simple sentences. In all classes, pupils know that their contributions will be valued and the very good relationships help develop pupils' self-confidence. In some junior classes teachers use speaking and listening partners very effectively. This good practice is especially beneficial to those pupils who are learning English as an additional language. The school is aware that opportunities to develop speaking skills through activities such as drama are underdeveloped.
94. By the end of Year 2, standards in reading are below average. Many pupils have a limited sight vocabulary and need to be encouraged to use picture, sound and context clues to help them read new words. The small number of higher-attaining pupils read familiar texts soundly and are beginning to read with some expression. They show sound understanding of the main points of what they read

and talk about the main plot and characters. Average pupils show knowledge of the sounds associated with letters and this is helping them to read unfamiliar words. Lower-attaining pupils talk about pictures and recognise letters in their names and a few recognise simple words, such as 'and', 'but' and 'the'. Most junior pupils, including those with special educational needs and those with English as an additional language, use their knowledge of letter sounds to split up words into small parts to help them read unfamiliar words. However, few younger and lower-attaining junior pupils know, for example, the difference between fiction and non-fiction, biography and autobiography or can discuss the literary merits of books. By Year 6, standards are broadly average and higher-attaining pupils read confidently with good expression. However, some lower-attaining pupils do not understand the purpose of a contents, index and glossary, or are able to retrieve information from non-fiction books confidently. Few pupils have developed a critical appreciation of a range of books, can compare texts and authors, or confidently discuss plots and characters, because they do not read often or widely enough.

95. By the end of Year 2, standards in writing, spelling and grammar are below average and for a significant minority, well below expected levels. However, most pupils are achieving at least soundly from very low starting points. The few higher-attaining pupils attain expected standards for their age; their handwriting and presentation are sound and sentences are usually marked with a full stop and capital letter. However, average and lower-attaining pupils have not yet grasped an understanding of the use of full stops. By Year 6, standards in writing and spelling are broadly average for the majority of pupils and pupils, including the large number of pupils with English as an additional language, have made good progress in their learning. Handwriting and presentation skills, below expectations at Year 2, are satisfactory by Year 6. Most Year 6 pupils' writing is well organised, for example, stories have a clear beginning, middle and ending. Writing is soundly structured and events are clearly connected. Many pupils write with sound imagination, making appropriate use of vocabulary, including adjectives and adverbs to make their writing interesting. Most sentences are grammatically correct and properly punctuated with full stops, commas and question marks. Most words are correctly spelt and many pupils are developing a legible and joined flowing style of handwriting.
96. Teaching is satisfactory in the infants and good in the juniors. The quality of teaching ranges between unsatisfactory and very good. The one unsatisfactory lesson was due to inappropriate planning, lack of pace and unsatisfactory pupil management and use of time which meant pupils made insufficient progress in their learning. Teaching in Years 5 and 6 is at least good and often very good.
97. Teachers' planning is good across the school. Weekly and daily planning provides effective guidance for teachers in line with the recommendations of the National Literacy Strategy. Lessons usually begin briskly and pupils are well motivated. Most teachers clearly share the purpose of the lesson with pupils so that they are aware of what they are doing and learning. Most teachers have high expectations and activities are usually well matched to pupils' individual needs. Pupils with special educational needs and those for whom English is an additional language are effectively included and get sound and often good support from teachers and classroom assistants. Activities are usually well managed by teachers so that pupils' attitudes and behaviour are usually good and often very good. Very good relationships are a very strong feature of most lessons and this results in most pupils enjoying lessons and working hard. Good, brisk, challenging and pupil-directed questioning is a key feature of the most successful lessons. However, this is not a strength overall, with some teachers asking only those pupils who put their hands up and waiting too long for answers, slowing the pace of the lesson and pupils' learning. Teachers make satisfactory use of the materials and resources such as reading materials and whiteboards to stimulate learning. However, the concluding part of lessons is not always used effectively for pupils to discuss and reflect on what they have learnt, with sessions being too short and lacking in focus.
98. Lower-attaining pupils are well supported through initiatives such as Reading Recovery and Early Literacy Support for younger pupils and Additional and Further Literacy Support for older pupils. However, there are shortcomings in the teaching of some basic skills, especially in Years 1 and 2. The teaching of spelling, letter sounds and reading is not always effective in enabling pupils to acquire the necessary skills. Although there is a structured programme in place for teaching letter sounds, this is not consistently taught well enough to extend pupils' knowledge. Pupils' achievement in reading in particular is not good enough because of weaknesses in the school's provision. The school does not have a structured reading scheme so pupils do not have the opportunity to repeatedly read

familiar words. Pupils choose their own books from a graded selection but most receive insufficient guidance from teachers. Books chosen are not always suitable or at the right level. Guided and shared reading sessions are satisfactorily used to develop pupils' reading skills and pupils with special educational needs and those who are learning English as an additional language are soundly supported. However, teachers' questioning is not always used effectively to develop pupils' understanding and encourage them to talk about what they are reading. The library is not used effectively to teach and develop library and research skills. Although most classes visit regularly, few pupils are taught how to use the library properly. In Years 3 to 6, few pupils read at home on a regular basis. Pupils receive little support or guidance in the choice of reading materials to ensure they read a range of different and challenging texts. There are shortcomings in the teaching of spelling. There are insufficient opportunities for pupils to listen to and sound letter sounds and blends in a structured way. Pupils are given weekly spellings to learn but these are not always closely matched to their needs.

99. Improving standards of writing is a school priority and in general this aspect is taught well. However, there are missed opportunities especially in history, geography and religious education, for pupils to do extended writing. Although teachers use handwriting sessions to improve shape, space and consistent letter size, the modelling of good handwriting by teachers in board work is inconsistent across the school. ICT is not used enough to consolidate and extend pupils' literacy skills.
100. Assessment procedures are satisfactory. The school has sound systems for assessing pupils' attainment and tracking their progress. Regular testing provides information on progress and the results are used to set targets in terms of National Curriculum levels. Teachers provide pupils with individual learning targets but these are not monitored on a regular or rigorous basis. Targets are not always specific and pupils' knowledge of them varies. Teachers regularly mark books and there are supportive comments but these do not give pupils a clear indication of how they can improve. Monitoring of reading is unsatisfactory. Records for guided reading sessions are not sufficiently evaluative and there is no whole-school approach to recording and monitoring pupils' reading outside of group reading sessions. There is no consistent approach to monitoring pupils' reading diaries or promoting dialogue with parents.
101. Leadership by the subject manager is satisfactory. The co-ordinator has a clear understanding of what needs to be done to continue to raise standards. She has undertaken some monitoring of teaching and provides sound support to colleagues but because of the number of classes in the school, opportunities to follow up monitoring activities are limited. There is a satisfactory range of literacy resources and guided reading books to support teaching and learning. However, the school is aware of the need to improve the quality and quantity of library books. There are a few bilingual books to support pupils learning English as an additional language but few labels and captions to help them.
102. In order to raise standards the school should consider the following improvements:
 - improve the teaching and assessment of reading and provide more opportunities for pupils to develop their library and research skills;
 - provide more opportunities for younger pupils, in particular to develop their speaking skills;
 - make better use of other subjects to develop pupils' literacy skills; and
 - improve the quality and range of library books.

MATHEMATICS

103. Standards are below average at the end of Year 2 and broadly in line at the end of Year 6.
104. In the 2002 national tests at the end of Year 2, results were below the national average. Results are above average when compared with schools in a similar context. There has been a steady improvement in results over the last three years. Inspection evidence and information from the school's assessment systems indicate that standards in the current Year 2 pupils are below average.
105. In Year 2, the inspection finds that the proportion of pupils working at the expected Level 2 is below average and that very few pupils work at above this level. Pupils' work in number is below average. For example, the higher-attaining pupils in one Year 2 class are able to sequence numbers to 100, but in

the parallel class only to 30. Other pupils can follow the pattern 'more than' and 'less than' when doing money sums, although some need the help of counters and/or a learning support assistant. Pupils in Year 1 make good progress towards their understanding of the number bonds to ten. There is not enough coverage of other aspects of the mathematics curriculum, including shape, space and measures. Teachers do not develop sufficiently pupils' recording skills in mathematical investigations, other than in number. However, for the majority of pupils, achievement in number is good overall because they start from low levels of attainment.

106. In the 2002 national tests at the end of Year 6, results were above average compared with the national average and well above when compared with schools in a similar context. Inspection evidence and the school's assessment systems indicate that the standards of the current Year 6 are broadly average. The strength of teaching in the present Year 6, and the school's commitment towards improvement are likely to mean that the current year group will meet the school's targets for 2003 which are set at a lower percentage than the previous year. Number work in Year 6 is average and most pupils, apart from the more recent arrivals, work at levels typical for their age, although not many work at higher levels. There is sound coverage of other aspects of the mathematics curriculum. For example, pupils in Year 6 can represent, extract and interpret data. They can group discrete data to show the variety of religions in the year group. Lower-attaining pupils produce a block graph to represent options in costing a party. The analysis of pupils' completed work and the observations of class-work provide evidence of rising standards across Years 3 to 6. The rate of pupils' progress is good, including those with special educational needs and those for whom English is an additional language, because of the quality of teaching and the extra support they receive. Progress is best in Years 5 and 6 because of the strength of teaching. Given these pupils' starting points, the high number who are acquiring English as an additional language and extensive movement of pupils in and out of the school, pupils are achieving well.
107. The quality of teaching and learning is good in Years 3 to 6 and satisfactory in Years 1 and 2. All teaching observed was in the range of satisfactory to very good. The pace and energy of these good and very good lessons are key factors in engaging and motivating pupils, so that they apply themselves and learn well. A feature of good lessons is the effective use of the oral starter to develop pupils' mathematical thinking. Good oral starters are carefully planned and sequenced so that they build on previous learning, enabling pupils to make good gains in their knowledge and understanding. This was evident in a Year 1 lesson, where the teacher's high expectation consolidates pupils' understanding of 'plus' and 'minus'. Many of the well-planned lessons are very focused and the objectives of the lesson are shared with pupils, with the result that they know what they are to do and what they should learn in the lesson. For example, in a Year 5 lesson, the teacher has good resources and well-differentiated group work, so that pupils' knowledge and understanding of multiplying and dividing by 10, 100, and 1,000 were strengthened. One feature of very good teaching is the use of good ongoing assessment. For example, a lesson was clearly modified as a result of the teacher's ability to take account of pupils' difficulties and provide additional support to pupils with weak understanding of "froggy fractions".
108. The management of pupils is good, and there are good relationships between staff and pupils that are sufficiently warm and trusting to allow, for example, pupils to self-assess how well they have met the objectives of the lesson. Teachers deploy support staff effectively to work with groups or individual pupils. They provide good assistance to the pupils, particularly those at early stages of English language acquisition or with learning difficulties. These pupils generally make clear gains in lessons as a result of this focused support. Teachers place due emphasis on presentation of work, which is generally good across the school. Marking is supportive, informing the pupil of success, or otherwise, in meeting the lesson objective. This helps pupils by indicating the strengths within their work and how they can improve.
109. Where the teaching is weakest, as in the Year 4 lesson on subtraction problems involving money, the pace is slower and does not engage the pupils' full attention. The teacher showed insufficient awareness of the learning needs of the pupils, the majority of whom have English as an additional language, when dealing with word problems. Many needed active, practical work with counters or similar to aid their learning. In a Year 2 lesson on one-step problems in subtraction, lacking pace and enthusiasm, the teacher did not deal effectively with the pupils' confusion. Links between mathematics and the wider curriculum need to be developed. For example, little use seems to have

been made of ICT generally, especially in areas such as data handling. This picture is, however, changing rapidly, as ICT facilities come 'on line'. There is a good example in Years 5 and 6 where higher-attaining pupils confidently identify formulae and enter them into a spreadsheet.

110. The co-ordinator provides good leadership and is well organised. She is very focused on the need to raise standards. She monitors the quality of teaching and the standards of pupils' work effectively. The National Numeracy Strategy has been implemented effectively. However, analysis of pupils' books shows that pupils across the school have undertaken a narrower range of work since the beginning of the year than that usually found. Work in number is the strongest area and is done well throughout the school. However, investigative skills are insufficiently taught. Assessment procedures are sound but there is room for improvement. For example, there has been some analysis of assessment data from the end-of-year tests, but it has not led to setting of targets for year groups, other than Year 6 or to monitoring the progress of different groups. The setting of individual learning targets is not yet established. Although the school has satisfactory processes for setting the school targets at the end of Year 6, target setting should be refined to increase the challenge for the more able pupils. The numeracy targets in pupils' individual education plans for pupils with special educational needs link well to the work of their classes. There is a good level of resources that are accessible, indexed and labelled in boxes.
111. In order to raise standards the school should consider the following improvements:
- provide more opportunities for investigative work; and
 - set individual learning targets for pupils.

SCIENCE

112. Standards are below the national average by the end of Year 2, whilst they broadly meet the national average by Year 6. All groups of pupils achieve well, mainly because they receive good teaching through the school.
113. The inspection findings on standards in the current Year 2 are similar to teacher assessments for 2002, when pupils' achievement was judged to be lower than that found nationally. Results in the national tests at the end of Year 6 in 2002 were exceptionally high, reflecting a trend of improvement in results over the past three years that is much better than the national trend. However, variations in capabilities between year groups mean that the current Year 6 pupils, whilst making good progress, are unlikely to do as well in this year's tests. This is confirmed by teachers' assessments.
114. Pupils in Year 2 know quite a lot about animals and plants and successfully sort them, according to their characteristics, into groups. They used their observational skills well to sort different materials and higher-attaining pupils justify their sorting, using accurate vocabulary. Average and lower-attaining pupils find this much more difficult to do as their English comprehension skills are weaker. Very little work has been done on physical properties this year so it is not possible to make a judgement on this aspect. Higher-attaining pupils usually complete work accurately but untidily. Lower-attaining pupils regularly fail to complete work, often because they use all the time to draw the chart rather than doing the 'science'.
115. In Year 6, pupils generally have a good knowledge of basic scientific vocabulary, particularly relating to plants, the human body and the function of some of its organs. They are able to quite accurately draw electrical circuit diagrams and clearly distinguish between solids, liquids and gases, although some lower-attaining pupils remain unclear of which group fine sand belongs to, because it flows. Pupils' understanding of how to plan and organise an experiment has been restricted because during the year a strong emphasis has been put on learning facts.
116. Progress through the school is good. Pupils have little scientific knowledge when they join Year 1. The well-structured programme offers pupils good opportunities to broaden their scientific vocabulary and improve their observational skills. They steadily acquire new scientific facts and improve their understanding of a 'fair test', especially in Years 4 and 5. Pupils with special educational needs make good progress towards their individual targets even though they do not have specific science targets. The subject helps them achieve their English and behaviour targets because learning is well structured and they have sound opportunities to read and write. Teaching could support them further

by setting tasks more appropriate to their ability. Pupils with English as an additional language make good progress because teachers demonstrate well and many of the tasks are of a practical nature. Although written tasks are rarely simplified for these pupils, teachers do offer them additional help. However, sometimes staff do not support their pupils' learning adequately. For example, in one lesson, a pupil who did not understand the language sat bewildered, making no gains in learning.

117. Teaching and learning are good through the school but there are some inconsistencies within year groups. All teachers introduce the main purpose of the lesson quite well so that pupils will know what the teacher is 'looking for'. A few do not write it in language the pupils can understand and this sometimes leads to misunderstandings. Teachers manage pupils very well, often by making the lesson stimulating and exciting, and this leads to an atmosphere in which everyone can learn. In Years 1 and 2, teachers generally explain the tasks or concept to the pupils clearly and use equipment to illustrate their point. A very good example of this was in a Year 1 lesson on light, but this is not always the case. Simple scientific vocabulary is used appropriately, such as a lesson in Year 2 on forces. Resources, often constructed by the teachers, are readily available and used sensibly by excited pupils who are keen to 'experiment' and learn. In Years 3 to 6 classes are well behaved and keen to learn because, in the main, teaching is strong and the work interesting. Pupils in Year 5 really enjoyed devising an experiment to find out which material best muffled sound, although very few considered how they would measure the sound. Teachers use pupils well to report back to the whole class on the group's activities and they all listen patiently and carefully, even when a pupil with weak English speaks. The quality of marking of pupils' work is mixed. In some classes it is very good, offering praise encouragement and pointers to improve next time, while in other classes it doesn't follow the school's marking policy closely enough. Science displays around the school are weak and generally fail to inspire pupils to become scientists. An exception to this is the display from the Kew Gardens visit by Year 3, which is well organised and promotes pupils' self-esteem by publishing their work.
118. The management of the subject is good. The co-ordinator is well organised, has monitored and supported the teaching of colleagues and has ensured that there are sufficient resources for the topics taught. Resources are well organised. The policy and scheme of work provide good guidance to teachers and the action plan highlights appropriate objectives for the future. The school has satisfactory assessment systems and teachers make sound use of assessment information in planning further work. The science room is useful but quite small for a whole-class lesson. The school has had some successful contacts with the local high school, a major detergent manufacturer, a utilities supplier and a theatre group, which have all enhanced pupils' learning and understanding of science, mainly in Years 3 to 6.
119. In order to raise standards the school should consider the following improvements:
- provide more opportunities for Year 6 pupils to plan, organise and conduct experiments and investigations; and
 - simplify written tasks for pupils with comprehension difficulties in English language.

ART AND DESIGN

120. Standards are below national expectations at the end of Years 2 and 6. Pupils of all ages and abilities, including those with special educational needs and those for whom English is an additional language, make too little progress because the subject is not taught well enough, or sufficiently often. Also, whilst there are just sufficient basic resources, such as paints, brushes, paper and pastels, the range is too narrow in terms of equipment for more unusual work. This means that although pupils carry out routine art and design activities, they are unable to be more adventurous in their choice of materials.
121. By the end of Year 2, few pupils have developed the ability to confidently mix colours to achieve various shades and tones of both primary and secondary colours. In their observational drawing work, pupils are beginning to show attention to detail, and use different grades of pencil and crayon to achieve different effects. In a lesson seen, however, Year 1 pupils concentrated well and selected a good range of colours for mixing in order to create shade, tone and texture when using Monet's style to paint pictures of vases of flowers. This work was of a satisfactory standard and the pupils took

good levels of care with their work. Although pupils have studied the work of some well-known artists, their knowledge and recall of the work of famous artists are weak. Pupils have some recall of the artist Jackson Pollock, but have difficulty in explaining his distinctive style or choice of subject matter. In Years 1 and 2, pupils have too little experience of working in three dimensions; work is on a small scale and does not adequately challenge pupils' imaginations. Use is made of sketchbooks for the pupils to make preparatory sketches and to record some of their design ideas. In discussion, pupils were not clear as to their purpose, but viewed them as 'drawing books'.

122. By Year 6, pupils' attainment is still below the expected level overall, however, some individual pieces of their work are of a good standard. Pupils' observational skills develop at a satisfactory rate, and they produce a range of observational drawings of still-life arrangements, including books, glass, plants, jars and bottles, using pencils and pencil crayons. The pupils' drawings vary in terms of the overall quality, but most pupils show satisfactory skills of observation in their work, and they make an effort to convey the idea of perspective. Pupils make inconsistent use of sketchbooks to practise their skills, and for recording their initial ideas. Most pupils have only a limited appreciation of colour as they create colour palettes and examine the use of colour in modern art. Pupils have some opportunity to examine the work of various artists and adapt the styles for use in their own work. For example, pupils in Year 4 recall the distinctive features of the work of Salvador Dali, whose work they have studied more recently, but are less secure in recalling features of the work of other artists. Pupils' experience of working with textiles and natural objects is limited, and there are too few opportunities for them to create sculptures.
123. The quality of teaching is inconsistent, ranging from unsatisfactory to very good and pupils do not achieve as well as they should because of shortcomings in teaching. Teachers present activities with good levels of enthusiasm, but few are successful in the way they promote creativity and individuality. The limited knowledge and understanding of some staff constrains the range of opportunities that can be offered, and this places a ceiling on the standards pupils can attain. For example, more imaginative activities such as batik and silk-screen printing work, using textiles or sculpture are rarely undertaken. Teachers provide some opportunities for pupils to evaluate their own work and that of others, but this practice is not consistent. Teachers use sketchbooks to enable pupils to carry out preparatory work and to practise skills such as mark making. However, these sketchbooks would be more useful if the work was annotated and pupils themselves had a better understanding of their purpose. Teachers do not use the subject well to promote the pupils' spiritual, moral, social and cultural development. For example, they miss opportunities to encourage pupils to reflect on the feelings a picture conjures up. However, this was not the case in a Year 4 lesson observed where the quality of teaching and learning was very good. The teacher stimulated pupils' imaginations by including opportunities to share images in words and pictures using John Birmingham's book 'Cloudland' in preparation for designing containers to hold a wish. Nevertheless, such innovative lessons are rare. Teachers are beginning to make some use of ICT to support pupils' learning.
124. Leadership is good. The new co-ordinator is a subject specialist and has a very good knowledge and understanding of how the subject can be taught effectively. However, because the subject has not been a recent priority for development she has had too few opportunities to share her expertise or influence standards of teaching and learning. Rigorous monitoring of teaching and learning to identify where the relative areas of strength and weakness are in the school's provision is recent. The school has not yet developed a manageable and practical method of assessing the pupils' progress and attainment as they move through the school. The long-term curriculum plan does not adequately promote all elements of the National Curriculum. Opportunities for learning to be reinforced through visits to galleries and museums are rare. However, the co-ordinator has devised a development plan which includes opportunities for teacher training to address these weaknesses. Her own very high expectations of what pupils can achieve and her aspiration to rapidly raise standards indicate the school is well placed to make the required improvements through:
- increasing the quality and range of learning opportunities;
 - providing opportunities for staff training;
 - ensuring consistent implementation of planning;
 - making better use of ICT to promote learning;
 - increasing the range of resources; and
 - assessing pupils' progress.

DESIGN AND TECHNOLOGY

125. Standards are in line with those expected nationally by the end of Year 2. Pupils have designing and making skills appropriate for their age at the end of Year 5. No evidence was available from pupils in Year 6 as their design and technology projects take place after the national curriculum tests are completed. Pupils, including those with special educational needs and English as an additional language, make satisfactory progress.
126. Pupils have well-developed skills in designing and in making. They use their own ideas well, realise that not all designs will work, and that they can make changes to them so as to gain success. There is good evidence of this from digital photographs taken of last year's Year 6 work in which pupils used cams, wheels, and frameworks to construct machines. Pupils use tools effectively and evaluate products carefully, as they did in comparing commercially produced biscuits and sandwiches and assessed the quality of packaging. A weakness is that pupils do not have enough opportunities to use computers in their work, or use their mathematical skills sufficiently in their design and technology activities.
127. All teaching observed was in the range of satisfactory to good. Teaching is satisfactory overall in Years 1 and 2. Because of timetabling, not enough lessons were seen in Years 3 to 6 to make a judgement. Teachers have good subject knowledge and real enthusiasm and this has a very positive effect on the quality of learning. A notably good example of this was in a Year 2 class in which pupils were required to look closely at how axles work and to make their own models with free or fixed wheels on a chassis. The teacher was careful to guide pupils but to make them think and use their own ideas. Materials were very well chosen and expectations were high. The pupils worked with obvious enthusiasm and cut and constructed with good levels of application. They were rightly proud of what they created. However, in another lesson there was a weakness in that the teacher had not expected highly enough, and when the pupils completed their tasks there was no further work to extend them. Pupils' behaviour and attitudes are good. They enjoy their work and see that designing and making can be fun as well as useful.
128. The co-ordinator has good ideas as to how the subject can be developed and the teaching and learning improved. He recognises that at present there are not enough links with other schools and colleges, and that local industry is not yet working with and in the school on technology projects. There is a good curriculum policy, which emphasises the need to get pupils to become innovators and problem solvers, but the scheme of work to bring this about is unsatisfactory. This is because it is merely the national suggestions, which have not been personalised to meet the needs of the school. There are adequate resources, including a separate room for classes to work in if required.
129. In order to further raise standards and improve the quality of learning, the following action points should be considered:
- to 'personalise' the scheme of work to meet the needs of the school;
 - to work with the ICT co-ordinator so as to use computer technology more in teaching and learning; and
 - to involve local industry and other schools and colleges in working directly with pupils.

GEOGRAPHY

130. Standards at the end of Year 2 and at the end of Year 5 are below what is expected nationally. There was no work available from Year 6 as this is done, mainly through a residential visit, following the National Curriculum tests.
131. There are particular weaknesses in pupils' mapping skills and in their accurate use of geographical vocabulary across the school. As an example, pupils in Year 5 were confused about what an ocean was and what was a continent, and higher-attaining pupils could not recognise or describe what a canal is. Pupils' abilities in reading or making simple maps is weak at the end of Year 2 and these skills are not extended enough as they move through the school.

132. Overall the quality of teaching seen in lessons was satisfactory. The strengths are that teachers generally use questioning well, and are careful to ask pupils of all abilities, and they give them time to answer. Teachers use visual materials well. A good example of this was in a Year 4 class where pupils were required to frame their own questions on the differences between Sudbury and a small Indian village before watching a five-minute extract of a video. There was a good example in a Year 3 class of the teacher expecting highly of pupils and making them think for themselves, but generally teachers do not demand enough of their pupils. Pupils have good attitudes to their work, and when they are required to think for themselves and use the skills they have, they complete the activities well and enjoy their learning. Pupils are keen to share their own knowledge of where they have visited or lived, and this makes learning real.
133. Pupils' achievement is unsatisfactory because the skills to be taught are not clearly identified in the curriculum, not enough time is given to the subject, and several teachers' expectations of what pupils can do are too low. Work set is not matched to pupils' abilities, notably for the higher-attaining pupils, or suitably simplified for those with limited comprehension of written English. Teachers do not check regularly on pupils' progress. Because of this, pupils of all abilities do not make enough progress as they move through the school. Teachers do not use the skills that pupils have been learning in English, mathematics and ICT enough, and this slows progress. A notable exception is in a Year 4 class where the teacher had required pupils to gain their own information on the amount of litter around the school. From this, pupils constructed graphs, using computers to record their findings. Here the quality of learning was good and progress quick.
134. There is a satisfactory policy, but the scheme of work is a selection of nationally suggested units. Some of these are not well chosen. For example, pupils study a village in Mexico in Year 3, when pupils in the school come from a wide range of countries, but not South America. Because the scheme of work is not personalised to the school it is not clear what skills are to be taught when, and at what level. Not enough links across subjects are made in the scheme of work. The residential visits to North Hampshire for Years 4 and 5 and Northumbria for Year 6 provide very good enrichment for the curriculum. The curriculum co-ordinator gives satisfactory leadership, is aware of the weaknesses in teaching and learning and has a clear action plan for improvement. There is unsatisfactory management in that checking on the quality of teaching and assessment of pupils' progress is weak. There is a good range of resources and these are well used throughout the school.
135. In order to raise standards the school should consider the following action points:
- construct a scheme of work which reflects the needs of the school and clearly states which skills are to be developed and when;
 - raise the expectations that teachers have of what pupils can do, and set work at different levels, particularly for the higher-attaining pupils;
 - use the skills that pupils have in other subjects (especially English, mathematics, and ICT) in the tasks that teachers set; and
 - ensure that the quality of teaching and pupils' progress are checked regularly.

HISTORY

136. Standards of pupils' work are below those expected for their ages by the end of Years 2 and 6. Pupils make too little progress.
137. By Year 2, pupils have some understanding of chronology and how things change over time. Pupils in Year 1 demonstrate this well when they compare objects and appliances used in the home. However, past events in British history do little to capture their imagination. Pupils in Year 2, for example, could recall only very superficial factual information about the Great Fire of London. Pupils make slow progress in combining their knowledge and understanding of events, people and changes in the past with developing skills of enquiry and interpretation. Teachers provide too few opportunities to use reference and research materials. However, some pupils receive helpful information from family members, for example, about how daily routines have changed through the development of labour-saving devices, such as a washing machine and vacuum cleaner. Most pupils in Year 2 have a basic understanding about the impact famous people have had in the past and also within their own lifetime.

However, their recall of information about modern popular figures from music and sport is far more detailed than the knowledge they retained about historical people they have 'studied'.

138. By Year 5, pupils have insufficient knowledge about key dates, events and periods of British history. Their level and range of knowledge are inadequately developed to enable them to have confidence to explore arguments about past events. Pupils' experience of the history of other eras and cultures is inconsistent. Not all pupils are given opportunities to examine different perspectives and aspects they find of particular interest. Their work contains no evidence of having used a range of research tools to discover more about the people of past times. For example, by seeing artefacts, videos and pictures of scenes from daily life, pupils could more readily visualise people's everyday existence and how the legacy of the Romans still impacts on life today. Pupils are given too few opportunities to develop their literacy skills and there are few links with other subjects, such as numeracy, geography and ICT. No recorded work was found in the analysis of books in Year 6, even though the long-term plans indicate they should have studied Ancient Egypt in the Spring Term. The school now plans to teach the subject in the latter part of the Summer term. However, Year 6 pupils could not recall much of what they have learnt in the past.
139. In the four lessons seen, the quality of teaching was satisfactory. However, there are shortcomings in teaching and as a result, pupils do not achieve as well as they should. Teachers' own subject knowledge was satisfactory and the lessons were planned effectively with colleagues in parallel classes to ensure all pupils of the same age were provided with similar information. However, not all teaching is good enough because the work given to pupils is too reliant upon the completion of uninteresting and poorly reproduced worksheets. All pupils in each class complete a similar range of work, with little evidence of work adapted to the differing learning needs of pupils. Throughout the school pupils with English as an additional language or with special educational needs make similar progress to their classmates. Teachers do not mark pupils' work well enough. The analysis of pupils' work shows that, very often, blocks of work are not marked at all. This is not helping pupils to develop a clear understanding of what they need to do to improve. In discussion, the oldest pupils said that often they do not work as hard as they could because history was not as important as some other subjects. However, most like the subject and find it interesting.
140. Opportunities for pupils to develop their research skills and then write extended accounts about what they have discovered could be used more effectively in developing pupils' literacy skills. In many classes they are too limited and not always planned well enough. For example, Year 5 pupils visited Hampton Court Palace recently, but had no opportunity to record their new gains in knowledge and understanding of the Tudors, other than through completing unimaginative worksheets. The school has no established regular programme of visits to enhance pupils' learning.
141. Management is unsatisfactory. There are no formal systems in place to monitor the quality of teaching and learning. Assessment procedures have yet to be used consistently so that teachers can monitor pupils' performance more rigorously and compare their achievements with those pupils achieve nationally. However, in spite of these weaknesses, teachers know pupils very well and have a good personal knowledge of the progress of individuals. The co-ordinator has insufficient awareness of priorities for improvement, which need to include:
- improving the quality of teaching and the quality and range of learning opportunities;
 - ensuring subject leadership provides clear educational direction; and
 - improving the quality and range of resources, including ICT, books, videos, research material and use of visits and visitors.

INFORMATION AND COMMUNICATION TECHNOLOGY

142. Standards of attainment are well below national expectations by the end of Year 2. Standards are below those typically found nationally by the end of Year 6.
143. However, inspection findings indicate that there is a rapidly improving picture as all groups of pupils make good progress in lessons, albeit from low starting points across the school. The current low levels of attainment are in part a legacy of past deficiencies, particularly in the lack of adequate resources. Standards are clearly rising throughout the school, but particularly so in the seven to 11

age group because of the strength of teaching, the adoption of a clearly mapped out scheme of work, and the improved regular access to the recently opened computer suite.

144. By the end of Year 2, pupils use floodfill in their 'Colour Magic' pictures, inspired by the artist Jackson Pollock. Higher-attaining pupils experiment with 'shift' and 'caps lock' to enable them to log on to the network correctly. Some pupils need help to log on and off and to save their work. By the end of Year 6, the more able pupils confidently identify formulae and enter them into a spreadsheet. They quickly find a method of totalling expenditure for the 'Christmas party'. Such skills are a useful link with numeracy but ICT is not yet used well in developing competency in numeracy. In Year 5, pupils used light sensors to test the suitability of a range of materials for use as curtaining. They manage the experiment well and add data to a spreadsheet. Pupils in Year 3 use the strong beat of 'Hot Cross Buns' to compose a short piece in a music program, using one-beat and two-beat notes. Late evidence from Year 6 suggests pupils are beginning to design web pages, but this could not be properly evaluated. It is, however, yet another indication that standards are rising.
145. The quality of teaching is good. Of the six lessons seen, one was very good, four good and one satisfactory. Teachers provide good levels of support for pupils with English as an additional language, enabling these pupils to take a full part in lessons. They make effective use of support staff to help lower-attaining pupils, who gain in confidence in their learning. In a good lesson in Year 2, the teacher's introduction of a Jackson Pollock artwork enthused the pupils to try for themselves in the 'Colour Magic' paint program. In a good lesson in Year 3, the teacher provided opportunities for pupils to appraise their own musical compositions and those of others, comparing the sounds made by traditional instruments. The satisfactory lesson in Year 4 gave pupils an understanding of entering data from a breakfast survey onto a database. The lesson could have been improved by ensuring that each computer in the network carried all the pupils' files, as some had to recreate their work from scratch. In a very good lesson in Year 5, pupils competently set up light sensors to test the density of a range of materials, then entered data on to a database. Some go on to use the data to produce a graph of their results. Teachers throughout the school effectively train the pupils to use the equipment carefully and sensitively.
146. The ICT curriculum is well planned. A sound policy and useful scheme of work support the subject, demonstrating how skills should be developed across the school. However, the school faces difficulties in teaching the subject fully. Resources are inadequate. There is only one ICT suite and all classes use the suite, making timetabling difficult and limiting the time each class has in the suite. Moreover, the classrooms, apart from reception, do not have any stand-alone computers. This limits severely the opportunities for pupils to consolidate their skills acquired in the suite and the ability of teachers to use ICT to support pupils' learning in other subjects. Despite the good progress pupils make in lessons, the lack of resources holds back the improvement in standards and the achievement of pupils. The suite is of recent date, and is therefore not yet fully integrated into the general curriculum. The use of ICT in the wider curriculum needs strengthening. Some links exist with numeracy, music and art but they are not extensive and ICT does not support pupils' learning effectively in English, history, geography, religious education, music or design and technology. Arrangements for tracking the progress of pupils are not robust enough. Procedures for assessment of pupils' attainment are planned at the end of each unit and need to be developed for consistency and accuracy.
147. Management of the subject is good. The co-ordinator is aware of these problems and has a clear vision for the future development of the subject, setting very sensible priorities in the development plan. ICT resources are being developed and the school has already set in train the installation of a second suite that should be in place in the next academic year. Over the next two terms, the school's present network will be expanded to cope with the two computer suites. Skills teaching is enhanced, for example, by the use of an interactive white board. A policy has been agreed with parents for the monitoring of pupil access to the Internet. The co-ordinator has already gathered together a portfolio of levelled work that will help teachers in assessing standards of pupils' work.
148. In order to raise standards the school should consider the following improvements:
- provide more computers, particularly in classrooms;
 - make better use of ICT to support pupils' learning in other subjects; and

- build upon existing assessment procedures.

MUSIC

149. Standards are below national expectations in Year 2 and in line with them in Year 6.
150. Singing in Year 2 is ragged but improving. Pupils learn to sing higher or lower and a few confidently lead the class in an 'echoing'-type song. Very few use or understand basic music vocabulary. All pupils are starting to listen to their own voice quite well to improve the quality of their singing. Rhythmic clapping and echoing the teacher's rhythms are sound. There is very little singing in assemblies. Pupils' weak self-control marred some good quality singing in the Year 2 singing practice.
151. Little pupils' work was available in Year 6 and judgements on standards is an amalgam of strengths seen in lessons and weaknesses found in brief discussions with pupils. During Year 6 singing practice the quality of their singing was very good. They sang with enthusiasm and skill, sustained longer notes and paused appropriately. At one stage they sang successfully in four parts with each group holding their part to the end. Using percussion instruments, they composed a piece based on 'marker', 'pulse' and 'Latin-style' rhythms. The effect some groups created in a very short time was high quality. However, pupils do not demonstrate a sound understanding of musical vocabulary nor have they an extensive knowledge of styles of music and composers.
152. Currently, teaching and learning are very good. The Local Education Authority (LEA) music service provides teachers who have high levels of expertise and use this knowledge to inspire and fully involve all pupils. The correct vocabulary is introduced, such as 'ostinato', 'pulse' and 'rhythm', and pupils are encouraged to use them when answering questions, thus building up their basic knowledge. Clapped rhythms were demonstrated very well and 'echoed' back by classes, who really enjoyed this very active, physical style of learning. Resources were used exceptionally well in Year 6 to allow pupils to explore rhythm, pulse and lay down a marker in their own composition. Recorders are given free to all Year 3 pupils so that they can learn to play an instrument as part of a LEA initiative. Junior pupils behave very responsibly, handling instruments with care and working very well together to play a tune or create a 'Latin' rhythm.
153. Progress is only satisfactory for all pupils. The work of the LEA teachers shows that there is great potential amongst many of these pupils and that they could achieve more in the longer term. Pupils with special educational needs and English as an additional language enjoy the practical nature of these lessons. They have good opportunities through support from the teacher and their friends to take a full part in each activity. With continuity of teaching, longer lessons and more reinforcement of music skills in other lessons, pupils have the potential to achieve higher standards.
154. Management is effective in so far that the school has resolved the difficulties created by the departure of the co-ordinator by persuading the LEA to provide expert tuition in lessons and singing practices. In other aspects, management needs further development. Currently teaching is matched exceptionally well to the demands of the curriculum but the new teachers found it very hard to find out what pupils had learned and what they should teach because the curriculum, records and assessment are insufficiently detailed. Lessons are also too short for teachers to fully develop themes, pupils' knowledge and their skills. Class teachers do not use this opportunity well enough to learn method and teaching style because many of them continue to see music as 'non-contact' time. Insufficient monitoring of teaching and learning takes place. The school plans to recruit a specialist teacher to take the subject forward. The music room is very useful and resources are plentiful, although more pitched percussion would be an improvement. The room, however, is untidy, displays are uninspiring and some instruments are in poor condition. The provision for extra-curricular music tuition is very good and makes a good contribution to pupils' personal development. Pupils have the opportunity to learn to play piano, stringed and brass instruments. The African drummers, who work with Year 4, help pupils successfully explore rhythms as they learn dances during a series of physical education lessons.
155. In order to raise standards the school should consider the following improvements:

- providing opportunities for learning through music and singing in other lessons, particularly for Years 1 and 2;
- developing assessment and record-keeping procedures;
- ensuring that there is sufficient time allocated to music lessons;
- monitoring the quality of teaching and learning and developing teachers' skills; and
- improving the quality of the music room and resources.

PHYSICAL EDUCATION

156. Standards of attainment by the end of Years 2 and 6 are in line with those expected nationally. The performances by pupils in gymnastics, dance, games and swimming are generally typical of standards found nationally.
157. Pupils in Year 1 pupils take part in warm-up activities during which they begin to develop sound levels of co-ordination and control. As a result of good teacher input and demonstration they improve their skills in simple exercises that involve travelling with and sending and receiving a ball. They observe, describe and copy what others have done and use what they have learnt to improve the quality and control of their work. In Year 2, most pupils are aware of space and safety as they move in and out of others without bumping into them. They successfully learn to transfer weight to different parts of their bodies through rocking and rolling movements. They explore ways of using gymnastic equipment such as benches, mats and tables.
158. In Years 3 to 6, most pupils continue to improve and develop their skills and become more aware of the importance of warming up and cooling down. The quality of gymnastic work seen was in line with expectations. Appropriate time is devoted to dance and pupils have opportunities to experience African dance. In an excellent Year 4 dance lesson, pupils had very good opportunities to play African drums and compose a short sequence of dance. They learnt and performed a dance sequence, keeping very good pace and rhythm to the beat of the drum. By the end of Year 6, pupils refine and improve skills in sprinting, jumping and throwing. In a very good lesson in athletics, they were able to discuss the effects of cardiovascular and non-cardiovascular exercises on their hearts. They were appropriately developing techniques and improving upon their best speed. Year 6 pupils have the opportunity to swim for the whole year and a significant number of pupils manage to swim 25 metres by the time they leave the school.
159. Overall, the quality of teaching is good. All teaching observed was in the range of satisfactory to very good, with one excellent dance lesson taken by a visiting specialist. Teachers dress appropriately and prepare lessons thoroughly. They are knowledgeable about the need for warming-up and cooling-down activities. However, they do not consistently provide opportunities for pupils to discuss the need for exercise and the effect of exercise on their bodies. Teachers manage pupils very well and in the best lessons, effective control, class management and high expectations of pupils' achievement and behaviour enable them to improve their skills and performance. Pupils with special educational needs and those who have limited English are included appropriately in all activities. Teachers use demonstrations effectively to support all pupils' learning, particularly those who speak English as an additional language. Time in lessons is used very well, with the result that pupils have the greatest opportunity to benefit from the activities. Teachers generally give pupils sufficient opportunities to evaluate each other's work and suggest ways of improving. They are generally confident to teach all aspects of the subject. However, some need in-service training in gymnastics and dance to revise and improve their skills further.
160. Pupils' attitudes are very good and they enjoy their lessons. They are usually very attentive, listen carefully and are keen to practise their skills. Most pupils make good progress as they move through the school and there is no difference between the progress of boys and girls. Pupils with special educational needs make equally good progress as their peers because of the effective support from teachers and teaching assistants. Support for pupils who learn English as an additional language helps them to participate fully in lessons. These pupils also make good progress as teachers explain the learning intentions clearly, simplifying and explaining the vocabulary to ensure that they know what is required of them.

161. The recently appointed co-ordinator is developing her management role well. She shares her expertise with staff and has monitored some lessons to improve the quality of teaching and learning. The school is working with a secondary school physical education specialist to raise standards. The school provides an appropriate curriculum, following the nationally recommended schemes of work. The range of extra-curricular activities is satisfactory and after-school clubs in Kung Fu, Indian and line dancing, football, rugby and cricket provide additional opportunities to improve standards and contribute to pupils' personal and social development. Resources and accommodation are satisfactory. Currently, the school does not have satisfactory procedures to track pupils' achievements over time.
162. In order to raise standards the school should consider the following improvements:
- develop procedures to monitor pupils' progress; and
 - undertake an audit of staff's in-service needs.

RELIGIOUS EDUCATION

163. Standards are broadly in line with the expectations of the locally Agreed Syllabus by the end of Years 2 and 6.
164. Pupils' literacy skills are limited in Years 1 and 2 and this hinders their capability to make written records. However, from discussions, it is clear that pupils know more than they can record in their books. By Year 2, pupils are aware of things special to them. They learn about characters from the Bible such as Moses and Noah and the life of Jesus. They know some of the stories Jesus told such as 'The Good Samaritan' and 'The Prodigal Son'. They are aware that there are special books of religious writings that are very important to people and they can name the Bible and Qur'an as examples. Pupils learn that people follow rules and customs in their lives and pray and worship in special places and in different ways. They have a sound awareness of the special moments and celebrations in life and that some of these are celebrated by special ceremonies such as Christmas, Eid and Pesach. A visit to the local church helps them understand the significance of baptism.
165. By Year 6, most pupils have made sound progress in their knowledge and understanding of Christianity, Islam, Sikhism, Buddhism and Hinduism. They are aware of symbols associated with these faiths and some of the different ways that followers express their beliefs, such as the 'Five Pillars of Wisdom' for Muslims. Pupils' knowledge of the furniture associated with religious buildings is not so well developed. Although pupils have visited a local church, few can describe the inside of a church or understand the significance of the furniture found inside. Pupils have sound awareness of Christian ceremonies such as baptism, marriage and funerals and that people have personal, moral and cultural values and commitments, many of which are grounded in religious belief. They are aware of the different customs associated with birth and death. Pupils' understanding is better than that reflected in their written work.
166. The quality of teaching is satisfactory. In general, teachers' knowledge, understanding and confidence in teaching the subject are satisfactory. Most lessons are carefully planned but activities are not always well matched to the ability of the pupils. Often pupils undertake the same activity and activities do not provide sufficient challenge for the more able pupils. However, teachers ensure that all pupils are fully involved in activities and most pupils show good interest. In a good, brisk lesson on the use of candles in a Year 3 class, the teacher displayed good knowledge and understanding. The purpose of the lesson was clearly shared with pupils so that they were aware of what they were learning. Good use was made of drama in a Year 2 class where pupils acted out a 'Baptism' following a visit to the local church. There were good opportunities for pupils to undertake conversations, develop speaking and listening skills and promote their personal and social development. Teachers provide sound support for pupils with special educational needs and for the many pupils who are learning English as an additional language. All groups of pupils make steady gains in their knowledge and understanding. However, there is a lack of challenging and imaginative use of literacy in pupils' workbooks, for example, writing as a reporter, or translating a story into a modern-day example. Marking is often over generous, which gives pupils a false impression of their performance. Teachers make little use of ICT to support pupils' learning.

167. Management is satisfactory. The co-ordinator has only recently taken over responsibility and provides sound support to colleagues. The subject is appropriately planned, based upon the locally Agreed Syllabus and supported by national guidance. It makes a sound contribution to pupils' spiritual, moral, social and cultural development. Links with the local churches and faith groups are underdeveloped. The co-ordinator has rightly identified this as an area for development. However, the school makes effective use of the faith and cultural groups within the school community and pupils' knowledge. The co-ordinator has undertaken some lesson observations and there is some informal monitoring of planning but no focused monitoring of standards against the requirements of the syllabus. There is a satisfactory range of resources; an updated list of resources would be useful so that staff know what is available. There are very few displays in classrooms and about the school to raise the profile of the subject and enhance pupils' learning.

168. In order to raise standards the school should consider the following improvements:

- introduce assessment arrangements against the attainment targets of the locally Agreed Syllabus;
- develop the use of ICT to support pupils' learning;
- make better use of the subject to develop pupils' literacy skills;
- undertake an audit of resources so that teachers know what is available; and
- develop cultural links and visits to places of worship within the local community.