

INSPECTION REPORT

THE HENRY MOORE PRIMARY SCHOOL

Church Langley, Harlow

LEA area: Essex

Unique reference number: 132230

Headteacher: Mrs Mary Evans

Reporting inspector: Mr Paul Evans
20737

Dates of inspection: 18th – 21st November 2002

Inspection number: 248957

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Kiln Lane Church Langley Harlow Essex
Postcode:	CM17 9LW
Telephone number:	(01279) 427465
Fax number:	(01279) 423927
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Sandra Kealy

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20737	Mr Paul Evans	Registered inspector	Information and communication technology Religious education English as an additional language	What sort of school is it? How high are standards? How well are pupils taught?
8986	Mr Philip Andrew	Lay inspector	Educational inclusion	Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
13754	Mrs Judy Morris	Team inspector	Mathematics Geography History Special educational needs	How well is the school led and managed?
15011	Mrs Marion Wallace	Team inspector	Foundation Stage curriculum Science Art and design Physical education	How good are curricular and other opportunities?
20534	Mrs Nichola Perry	Team inspector	English Design and technology Music	How well does the school care for its pupils?

The inspection contractor was:

PPI Group Ltd
7 Hill Street
Bristol
BS1 5RW

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Alexandra House
33 Kingsway
London
WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Henry Moore Primary School is a new school which opened in temporary accommodation in September 2001 because the new building was not complete. The school moved into its permanent new building in October 2001. During the week of the inspection work had begun on building the second phase of the school. It currently provides education for 227 children, 135 boys and 92 girls. Pupils have joined the school from all over England and beyond as their families move into the area. A significant proportion of pupils have joined the school having had difficulties in other schools. A large number of children who attend the school live outside the immediate area.

The proportion of pupils currently on the school's register of special educational needs is below the national average. At present there are no pupils in the school who have a statement of special educational need. The proportion of children who have been identified as being eligible for free school meals is below the national average. There is a higher than average proportion of pupils for whom English is an additional language. There is no predominant language amongst these pupils but mother tongues include some West European languages as well as Russian, Albanian and Chinese. Overall, children's attainment on entry to the school is below average for their age.

HOW GOOD THE SCHOOL IS

The overall effectiveness of The Henry Moore Primary School is good. The quality of teaching across the school is very good overall. The school promotes very good personal development and relationships between pupils and between pupils and their teachers. Pupils' attitudes to school are good. The school provides a very good range of extra-curricular activities, visits and visitors to the school, which contribute well to pupils' learning. The leadership and management of the school are very good.

Taking into account the context of the school, the fact that it is not yet fully established, the quality of education and support that it offers to all its pupils and the money that it spends, the value for money provided by the school is good.

What the school does well

- The quality of teaching is very good overall and the quality of pupils' learning is good and improving.
- All pupils make good progress from the time that they join the school.
- Pupils' attendance is very good.
- The personal development of pupils and their relationships are very good.
- The provision for pupils with special educational needs and for those with English as an additional language is very good throughout the school.
- The leadership and management of the headteacher and key staff are very good.
- The relationships with parents are very good.
- The contribution made by the governing body to developing the direction of the school is very good.

What could be improved

- Standards in English, mathematics and science are not yet high enough throughout the school.
- In a small minority of lessons, teachers do not have well-developed skills in managing pupils' behaviour.
- There are some weaknesses in the present accommodation of the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The Henry Moore Primary School is new and only opened to pupils in September 2001. This is the school's first inspection. However, the headteacher, governors and all teaching and support staff have worked very hard in establishing the school under difficult circumstances. They worked hard to create a school community in the temporary accommodation and have successfully maintained this community when finally moving the school into its new permanent building. The school's good assessment of pupils' progress shows clearly that they have all made progress since joining the school. Overall the school has made good progress since it opened.

STANDARDS

There is usually a table here which shows the standards achieved by pupils at the end of Year 6. However, only four pupils took these tests in 2002 and they had been attending the school for less than one year.

Children in the Foundation Stage make very good progress overall. By the time that they enter Year 1 they have attained the nationally expected level in mathematics and are generally above expectations in their personal, social and emotional development, communication, language and literacy development and their creative development. In their knowledge and understanding of the world and in their physical development, children enter Year 1 with standards which are well above national expectations.

In the 2002 national tests for seven-year-olds the school's results were above average in reading and mathematics and below average in writing. Teacher assessments for science were that standards were below average. However, once again, these results cannot be used to judge the standard of education provided by the school, as all of these pupils had attended the school for less than a year.

Inspection evidence of the work of the current group of pupils in Year 2 supports the judgement that they are on target to achieve standards which are below average in English, mathematics and science. The evidence gathered from the work in English, mathematics and science in the present Year 6 class supports the judgement that standards are on target to be average in English and mathematics and below average in science at the end of the year. At the end of Years 2 and 6, standards in information and communication technology, art and design, history, music and physical education are in line with national expectations. Standards in geography are in line with expectations at the end of Year 2 but below expectations at the end of Year 6. Standards in design and technology are below expectations at the end of Year 2 and in line with expectations at the end of Year 6. Standards in religious education are below the expectations of the locally agreed syllabus in both year groups. However, these standards are the result of pupils' previous education and the school is working hard to raise them.

The school uses its very good strategies for assessing pupils' progress to set realistic and challenging targets and is establishing very good procedures for achieving them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen to come to school and have good attitudes to the work that they undertake.
Behaviour, in and out of classrooms	Good. Pupils' behaviour both in and out of classrooms is good. However, there is a small minority of pupils whose behaviour is not well managed and this does affect learning in some lessons.
Personal development and relationships	Very good. The relationships between pupils and between pupils and their teachers are very good. Pupils are willing and keen to undertake any responsibility offered to them.
Attendance	Very good. Attendance is well above the national average.

Although the school has only been open a short time, pupils have formed very good relationships with each other and with their teachers. They have good attitudes to their work and are enthusiastic when undertaking any responsibility offered to them.

TEACHING AND LEARNING

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

In view of the quality of teaching seen in lessons and the evidence provided by pupils' past work, the quality of teaching is very good overall. Fifty-six lessons or parts of lessons were seen during the inspection. In seven lessons the quality of teaching was excellent and it was very good in another 12. The quality of teaching was good in 20 lessons, satisfactory in 14 and less than satisfactory in only one. Two lessons were observed for too short a time for a judgement to be made. The quality of teachers' marking seen in pupils' past work is very good overall, although there are some minor inconsistencies. The matching of work to pupils' different levels of ability is not always undertaken well and in a small number of lessons teachers are not always good at making sure that pupils behave well. The effectiveness of the strategies for teaching English, literacy, mathematics and numeracy is satisfactory throughout the school.

The quality of teaching for pupils with special educational needs and for those for whom English is an additional language is very good overall. For all pupils, the quality of learning is good or better in almost all lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The statutory curriculum is in place and is enhanced by a very good range of extra-curricular activities, visits and visitors to the school. However, not enough time is given to some subjects.
Provision for pupils with special educational needs	Very good. The school's provision for pupils with special educational needs is very good. They all receive very good support from teachers and teachers' assistants.
Provision for pupils with English as an additional language	Very good. Pupils are given very good experiences of learning English and in extending their vocabulary for specific subjects such as mathematics and science.
Provision for pupils' personal development, including their spiritual, moral, social and cultural, development	Good. Provision for pupils' social development is very good. The provision for their spiritual, moral and cultural development is good.
How well the school cares for its pupils	Good. Procedures for monitoring and improving attendance and supporting pupils' personal development are very good. The use of assessment information to guide curricular planning and procedures for monitoring and supporting pupils' academic progress are satisfactory.

The partnership between the school and parents is very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides a very good, clear educational direction for the school. The senior management team has developed a good level of teamwork which continues to grow.
How well the governors fulfil their responsibilities	Very good. The governing body makes a very good contribution in shaping the direction of the school. Governors have a very good understanding of the strengths and weaknesses of the school.
The school's evaluation of its performance	Good. The school has monitored its development well so far. Information is being gathered to make comparisons with other schools, both locally and nationally.
The strategic use of resources	Very good. The spending of specific grants is very well monitored and the spending of all resources available to the school is already satisfactorily linked to the raising of pupils' standards.

The match of teachers and support staff to the demands of the curriculum is good. The quality and range of resources for teaching and learning are satisfactory and continuing to improve as the school becomes established. There are some less than satisfactory aspects in the school's present accommodation. These are mainly linked to the three classes which are housed in temporary accommodation. However, in the new Phase One building, the Foundation Stage classes do not have doors to enable them to be extended into the good outdoor area. Teachers work very hard to ensure that this does not affect children's learning.

The headteacher and the governing body have shown very good leadership and management in controlling and guiding the development of the school to this point. The strength of teamwork is good in the senior management team and amongst other staff. However, the settlement of the whole staff to the educational philosophy of the school has not yet had time to gel. There is satisfactory application of the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The leadership and management of the school. The high expectations that the school has for their children. The fact that their children like school. That they are comfortable to approach the school with any questions or concerns. The quality of teaching in the school. The fact the school helps their children to become mature and responsible. The good progress that their children are making in school. The fact that the school works closely with parents. 	<ul style="list-style-type: none"> The amount of work that their children are expected to do at home. The information that they receive about their children's progress.

Inspection evidence supports the positive views of the parents who attended the meeting for parents and returned the questionnaires. The school makes appropriate use of homework, which is appropriate to

the age of children and increases through the school. Information for parents about the progress their children are making is very good. In these two areas inspection evidence does not support the views of a small minority of parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The Henry Moore Primary School has grown steadily since it opened in September 2001. The task of judging pupils' attainment on entry to the school is, therefore, difficult. Pupils have joined the school in all year groups from reception to Year 6. Some pupils have come to the school from many parts of the country and abroad as families have moved into the area. A considerable number of parents have moved their children to the school because of difficulties experienced in previous schools. Some of these pupils have emotional and behavioural difficulties and there are a significant number of these in each class. The strategies of most teachers for encouraging good attitudes to work and good behaviour enable these pupils to learn well and to become well integrated into the school and their classes. However, there is a small minority of teachers who do not have such well-developed skills in these areas. In some lessons pupils are allowed to disrupt the learning of others because their behaviour is not well managed. This slows the learning process and limits the standards that pupils reach.
2. Another difficulty caused by the attraction of pupils from such a wide area and so many different schools is that pupils have been identified as having different levels of attainment across a wide range of subjects based on their different previous school experiences. The school is working very hard to rectify these discrepancies so that all pupils have a firm base on which to build their future learning. The very good records of pupils' attainment on entry to the school include information about the various difficulties that they have. This information, together with the good tracking of their learning, show that all pupils have made good progress since they joined the school. Overall, inspection evidence supports the judgement that attainment on entry to the school is below average. The school sets challenging and realistic targets for pupils' learning.
3. Overall, children enter the Foundation Stage with standards which are below expectations. All make good progress and many make very good progress because of very good teaching. By the time that they enter Year 1 they have attained the nationally expected level in mathematics and are generally above expectations in their personal, social and emotional development, communication, language and literacy development and their creative development. In their knowledge and understanding of the world and in their physical development children enter Year 1 with standards which are well above national expectations.
4. The school's results in the 2002 national tests for seven-year-olds were well above average in reading and mathematics and below average in writing. Teacher assessments of this group of pupils in science were well below average. However, the school cannot accept responsibility or take credit for these results, as pupils had been attending the school for less than a year.
5. The standards achieved by this first group of seven-year-olds depended on the education they had received in their previous schools and not solely on what has happened at The Henry Moore Primary School. Also, because the school is new and has not previously been inspected there is no information available about trends over time.
6. Similarly, it would be inappropriate and unhelpful to the school to judge these results against those of similar schools because no accurate data exists for schools that are at a similar point of development.
7. Inspection evidence about the current group of seven-year-olds supports the judgement that they will be below average in speaking, listening, reading, writing, mathematics and science by the end of Year 2. Inspection evidence also shows that, at the end of Year 2, standards in information and communication technology, art and design, history, geography, music and physical education are in line with national expectations. Standards in design and technology

are below expectations at the end of Year 2. Standards in religious education are below the expectations of the locally agreed syllabus.

8. No information about standards in national tests for eleven-year-olds is published in this report. In the 2002 national tests fewer than ten pupils were entered. The size of this group does not provide reliable information on which to make judgements and, once again, pupils had been attending the school for less than a year.
9. The standards of work seen in English, mathematics and science in the current group of 11-year-olds are on target to be average in English and mathematics and below average in science at the end of Year 6. Standards in information and communication technology, history, art and design, music and physical education are in line with national expectations. Standards in religious education, design and technology and geography are on target to be below national expectations when pupils leave the school.
10. The attainment of pupils with special educational needs is below average, but their attainment reflects their varying abilities and particular needs. The school has a group of diverse and sometimes difficult pupils who have moved from other schools. This means that the school has to identify and target their various difficulties in order to raise their standards. Their progress through the school is good because of the clear identification of their needs and the planning for them in the core subjects. This includes the setting of work which is closely matched to their levels of development. The progress of pupils with English as an additional language is good, but for those identified as gifted and talented it is satisfactory. The school is not yet extending all these pupils to reach their full potential, although this is a clear area for school development as shown in the school's planning. In the great majority of lessons there is good or very good support from teaching assistants on both a one-to-one basis and in group activities. This impacts well on the standards that pupils achieve.

Pupils' attitudes, values and personal development

11. This new school, which is in the first term of its second year, has expanded the numbers on roll much faster than anticipated and already temporary classrooms are in use and the building of the second phase has started. It is a significant achievement that the school has developed a strong community in which the pupils have moulded together to form a cohesive whole. They are enthusiastic and keen to come to school and have very good relationships with each other and all adults. These attitudes are a strength of the school and form a very sound foundation for the continuing development of the pupils and of their attainment and progress.
12. Pupils with special educational needs and those for whom English is an additional language are positive in their responses in classrooms, or when in small groups supported by a teaching assistant. They integrate into the class well and work happily as part of small or large groups.
13. Pupils like coming to school, as is shown by the answers to the parents' questionnaire in which 99 per cent said that this was the case. In a survey carried out by the school one child wrote, "I like coming to school because everybody's kind to you". Inspection evidence shows very positive attitudes to learning and this judgement is supported by the parents in their answers to the questionnaire.
14. Behaviour is good overall. Pupils are generally courteous to one another, although they are not always polite to adults. They are orderly when they move around the school and on entering and leaving assemblies. They behave well in the dining room and when in the playground. Behaviour in lessons is generally good, although there are a minority of pupils who have not yet learned to listen to their teachers or each other effectively. In a minority of lessons, teachers do not have well-developed strategies for managing this behaviour and this is affecting learning and standards for many pupils in these lessons. The parents' views support the findings of the inspection. Inspection evidence shows no signs of oppressive behaviour and one child when asked about the possibility of bullying was very surprised that the question was even asked. There have been no pupils permanently excluded from the school.

15. Relationships in the school are very good. The school lays great emphasis on good relationships between staff and pupils and has been very successful in developing them. Pupils' positive relationships with each other and with adults make a significant impact on their personal development. As a result of the good relationships between pupils and their teachers, pupils are confident to tackle their work, even if they find it difficult, and they respond to teachers' questions well. They respond very well when teachers organise practical lessons and most work equally well in groups, in pairs or on their own.
16. All pupils mix well together. Whilst pupils recognise individual differences, their friendships cross racial barriers and racism is not an issue. Pupils with special educational needs and those for whom English is an additional language are keen to participate fully in lessons, activities and school events. The positive ethos of inclusion in the school enables them to be confident, take pride in their achievements and become fully integrated into the school's social fabric. They also respond well and appreciate the efforts of support staff to help them make progress. This has a positive effect on their learning.
17. The school impresses on pupils and their parents the need to consider others and teachers encourage pupils to consider and care for each other. This has enabled pupils to develop proper and very good respect for the feelings, values and beliefs of others, and a good understanding of the impact of their actions on others. However, a few pupils do not fully appreciate how their actions affect others. For example when a small minority do not behave well in lessons.
18. There is a school council that has made significant progress in its first year. At a meeting attended during the inspection the members spoke confidently and came forward with several good ideas for improvements. There was a real feeling of involvement. The school offers many opportunities for accepting responsibility and undertaking tasks within the school community. These opportunities are accepted with enthusiasm by the pupils. The parents' view is that the school helps pupils to mature and become responsible members of the community. A quote from one of the pupils seems to sum up much of what the school has achieved in a short time: "Everybody has had a fair chance, even though they find it very hard".
19. Attendance and punctuality are very good and attendance is well above the national average. Registration is carried out promptly and efficiently at the start of the morning and afternoon sessions.

HOW WELL ARE PUPILS TAUGHT?

20. The quality of teaching is very good overall. This judgement combines the evidence gathered when observing lessons and that gathered from looking at pupils' past work. Fifty-six lessons or parts of lessons were seen during the inspection. In seven lessons the quality of teaching was excellent and it was very good in another 12. The quality of teaching was good in 20 lessons, satisfactory in 14 and less than satisfactory in only one. Two lessons were observed for too short a time for a judgement to be made. The matching of work to pupils' different levels of ability is not always undertaken well and in a small number of lessons teachers do not demonstrate sufficiently good strategies to ensure that pupils behave well. The effectiveness of the strategies for teaching English, literacy, mathematics and numeracy is satisfactory throughout the school. However, pupils do not have enough opportunities to use their literacy and numeracy skills in other subjects.
21. There is some variation in the quality of teaching in the different areas of the school. The quality of teaching in the Foundation Stage is consistently very good. Children enter the school with standards that are below expectations for their age. Because of the very good quality of teaching, they enter Year 1 having met or exceeded the targets set for them. This provides a good base for their future education. Teachers plan the curriculum to meet the requirements of the latest guidelines for the education of children in the Foundation Stage. All children, including those with English as an additional language, are provided with good, very good and sometimes

excellent learning experiences in all their lessons. Teachers employ a very good strategy of using highly focused half-hour sessions, particularly in literacy and numeracy, to promote high-paced sessions which retain children's interest throughout. Their enthusiasm for all activities promotes good, very good and often excellent attitudes to work among all children. These factors combine to promote very good learning overall.

22. The quality of teaching seen in lessons in Years 1 and 2 was good or better in 11 out of 21 lessons and is satisfactory overall. In a small minority of lessons teachers did not demonstrate good strategies for guiding the behaviour of their pupils or for promoting good attitudes to their work. On these occasions teaching assistants were not used well in introductory or review sessions to monitor the behaviour of a significant minority of pupils or to maintain their attention on the tasks in hand. While there was some matching of tasks in lessons to pupils' growing levels of attainment, this was not always the case in their past work. When work is presented to pupils of all abilities at the same level, it means that some of the more able pupils are not stretched. The senior management team is aware of the difficulties that a small number of teachers have in these areas. It has offered, and continues to offer, very good levels of support and guidance to them and there is clear evidence of improvement. In a small minority of lessons this adversely affects pupils' learning.
23. The quality of teaching and learning in Years 3 to 6 is very good. In 17 out of 22 lessons seen the quality of teaching and learning was good or better and it was very good or excellent in almost a half of all lessons. Teachers often plan highly paced lessons which maintain pupils' interest throughout. They use highly developed questioning skills and show that they know their pupils well in the way that they direct open and closed questions to individuals to ensure success. Evidence gathered from looking at pupils' past work shows that on rare occasions they are all offered tasks at the same level irrespective of their levels of attainment. On some of these occasions pupils are enabled to undertake the work because of the high level of support which is offered. However, on a small number of occasions the work set for some pupils is inappropriate and limits their learning.
24. The expectation of all teachers for pupils' progress is good overall, although this does differ between the three stages of the school. Expectations for the presentation of pupils' work are good. Expected formats for the presentation of results or tables are taught, for example, in science and mathematics. Teachers expect pupils to pay attention to their handwriting. However, because of the great variety of the background and learning experiences of pupils, the range of handwriting styles is very diverse and the school is adopting a good, steady approach to the introduction of its own style across the school. The quality of teachers' marking is high throughout the school. All work is regularly marked, very often with written comments giving pupils praise for their efforts or giving good guidance on how they can further improve their work. This has the effect of improving the quality of pupils' learning. On very rare occasions work was seen which had been marked as unfinished and pupils had not been told to complete it later. This slows the rate of pupils' learning on a very small number of occasions.
25. Teachers' use of homework is good overall. Homework is given to pupils in the Foundation Stage. This builds steadily and is appropriate in Years 1 and 2, and the range of homework, its links to classroom work and its positive effect on pupils' learning is good in Years 3 to 6.
26. The quality of teaching for pupils with special educational needs and those for whom English is an additional language is very good overall. For all pupils the quality of learning is good or better in almost all lessons. Teachers prepare work which is appropriately matched to the individual levels of ability of pupils with special educational needs, particularly in literacy and numeracy lessons. In other subjects work is not always carefully matched to their growing levels of ability. All individual education plans are held in class by individual teachers for all those on the register of special educational needs. Teachers generally plan the work for teaching assistants well. The vocabulary which is specific to subjects such as mathematics and science is well taught to pupils with English as an additional language and this has a positive effect on their learning.

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

27. For all pupils in Years 1 to 6 the school offers a satisfactory curriculum that includes religious education and all the required subjects of the National Curriculum. However, because of the priority placed on raising standards in literacy and numeracy there is presently too little time being given to some subjects. The school recognises this and plans to put it right. Children in Foundation Stage classes are given a very good curriculum. Official recommendations and guidelines have been adopted for most subjects and give teachers sound support in their planning. The curriculum is enriched by stimulating visits to places of interest and a very good range of extra-curricular activities.
28. Since the school opened 15 months ago it has made sound progress in establishing a broad and balanced curriculum. A seven-year curriculum map has been established and long- and medium-term planning is fully in place. Most subjects have an appropriate allocation of curriculum time. However, there are some minor inconsistencies in the balance of subjects; for example, it was noted during the inspection that mathematics was taught in one class twice in the same day. The school places an emphasis on developing the whole child and values the learning promoted through creative subjects. This promotes good learning.
29. The provision for the Foundation Stage and for pupils with special educational needs is a strength. All areas of learning are strongly developed, ensuring that the youngest pupils receive a very good start to their learning. Provision for pupils with special educational needs is very good. The provision for pupils' personal, social and health education and the contribution of the community to pupils' learning are good. Areas for development include science, religious education and the focus on history and geography.
30. As this is a new school there are no comparisons with any previous inspection. The school has worked hard to ensure that there are policies for all subjects. Aims are clearly stated in policy documents. The curriculum policy shows appropriate awareness of the whole-child approach and an emphasis on developing the aesthetic and cross-curricular aspects of pupils' learning. National recommendations and guidelines have been adopted in all subjects which show a progression in skills, knowledge and understanding. There is some inconsistency in the quality of planning in some areas. Activities are identified, but a sharp focus on what the pupils will learn as a result of the activities is not always clear. A suite with a bank of computers ensures that pupils receive good access to information and communication technology. The subject is well planned, implemented and sometimes used effectively to enhance learning in other subjects. Planning for religious education follows the locally agreed syllabus.
31. Music assemblies make a very good contribution to cultural development.
32. The implementation of the National Literacy and Numeracy Strategies is effective and has contributed to good progress in English and mathematics amongst pupils by the age of eleven. Teachers sometimes identify opportunities to develop pupils' skills in literacy, numeracy and information and communication technology in their planning of other subjects. However, opportunities to use literacy, numeracy and information and communication technology skills in other subjects are missed too often.
33. The extra-curricular provision is very good. There is an appropriate range of extra-curricular clubs for physical education, music and information and communication technology. These include football, netball, dance, cricket, rounders, athletics, drama, choir, recorder, arts, library and computer clubs. The clubs are well attended and provide good opportunities for pupils to extend their knowledge, understanding and experience. There are very good opportunities for them to learn a range of musical instruments, including the violin, the guitar and wind instruments. However, the school has not yet developed strong procedures to ensure that pupils catch up with what they have missed in lessons when they undertake these activities. The school provides regular opportunities for pupils to perform in end-of-term concerts and art events in the

community. School visits to the local Harlow Museum and the Henry Moore Foundation enrich the curriculum. These experiences have a positive effect on the standards that pupils reach.

34. The school makes good provision for pupils' personal, social and health education. Weekly circle time is timetabled throughout the school. Most lessons provide good opportunities for pupils to develop an understanding of important issues such as caring for others and the exploration of personal feelings. The local nurse and policeman teach relevant aspects of health education such as sex education and drugs awareness. The school council meets regularly to discuss issues and work towards improving the school. These provisions positively affect pupils' learning.
35. Provision for the development of pupils' spiritual awareness is good. The school provides them with good knowledge and insight into the values and beliefs of Christian and other faiths through the religious education curriculum and a range of stories from other cultures. Acts of collective worship are broadly Christian in character, contain appropriate moments of prayer or quiet reflection and meet statutory requirements. Pupils sing well and enthusiastically in assemblies and music is generally well used to enhance their spiritual awareness. Pupils are positively encouraged to use dance and movement to express themselves and are provided with good opportunities to discuss and understand emotions in a range of subjects.
36. The development of pupils' moral awareness is good. They are aware of the difference between right and wrong and subscribe well to the school's values and moral code. Teachers generally value pupils' work and contributions to discussions and support and encourage them to make positive decisions about their work, attitudes and conduct. Whilst most pupils respond well to the reward system which operates throughout the school, a significant number do not always show respect by listening carefully, either to their teachers or to each other's contributions during lessons. When this happens, a minority of teachers are not sufficiently skilled in guiding the behaviour of pupils, whose learning is consequently affected. Some pupils do not always show respect to adults and are not always polite.
37. Pupils' social development is very effectively promoted. From the reception class upward, pupils are encouraged to share ideas and resources and to take turns. They are encouraged to form constructive relationships and teachers generally provide appropriate opportunities for them to work collaboratively in both large and small groups. Pupils have good opportunities to prepare and perform for others in the school and their parents, for example, in musical concerts which are very well regarded by parents and pupils alike. Links with the community also enhance pupils' social confidence because they provide good opportunities to meet and communicate with visiting speakers. There are good links with the local community. Regular visits from the local church and police enhance learning opportunities. The residents of the community are informed of and invited to events in the school. The school is developing links with local businesses.
38. The school is successful in teaching pupils to appreciate their own cultural traditions by taking advantage of opportunities within some subjects. For example, in religious education and history pupils have opportunities to learn about the differences and similarities in beliefs and moral values in the major world religions and in ancient cultures. In music, pupils have good access to the work of well-known composers, although in art studying and working in the style of a wide range of famous artists is less well developed. The school also takes care to ensure that pupils have opportunities to experience the richness and diversity of non-European cultures and acknowledges and celebrates the festivals of other faiths, such as Diwali and the Jewish and Chinese New Years. These experiences promote pupils' cultural development well.
39. The curriculum is provided equally for all pupils to learn and make progress. Provision for pupils with special educational needs and those who speak English as a second language is very good. Pupils usually work in different ability groups during literacy and numeracy lessons and in mixed-ability groups in other lessons. Individual successes are celebrated, pupils' needs are defined and targets are set in their individual education plans. Statutory annual reviews and reviews at different stages of the Code of Practice are strictly carried out. The school has a policy of full inclusion of pupils with special educational needs and the Code of Practice is fully implemented.

Pupils with special educational needs are integrated successfully in the classroom. Policies for pupils with special educational needs and those with English as an additional language are inclusive and make clear to parents the level of support offered to their children. All in the school community are treated equally and are valued for their own talents.

40. There are sound creative links with the local partner institutions. The school works with the local secondary school for arts events and joins with other primary schools for professional development such as courses in physical education. Satisfactory contacts with the local secondary schools ensure that pupils in Year 6 make a smooth transfer to the next stage of their learning
41. The school has good procedures for ensuring that all pupils are fully included in all its activities. No pupil is treated differently because of gender, level of ability or racial background. All pupils new to the school are helped to settle in well. One pupil, when asked, said, "I love coming to school because everybody's kind to you".

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The school has good procedures for child protection and ensuring pupils' welfare. All pupils in the school are well known to teachers and support staff and receive a high level of support and care. All staff display a deep care for pupils and their positive attitude is reflected in the progress that pupils make during their time at the school.
43. There is very good identification and monitoring of all pupils with special educational needs. The co-ordinator for special educational needs is newly appointed but has introduced very good systems to identify, support and monitor pupils with special educational needs. New-style forms for individual education plans have been introduced that celebrate pupils' successes before identifying their difficulties and targets. Pupils and parents are fully involved and are aware of the targets that have been set.
44. The school has the benefit of a visiting counsellor who comes into school on a weekly basis to support pupils at all levels, with a focus on emotional and other problems that pupils have to come to terms with, such as family breakdowns, bereavement or other emotional problems.
45. The school looks after pupils very well and ensures their physical wellbeing. This is a strength of the school and it provides a secure environment in which the pupils can develop their talents, positively affecting their learning.
46. The procedures for child protection are good. There is a named member of staff co-ordinating the provision and the school works closely with the outside agencies when necessary. There is very good provision of adults trained in emergency first-aid procedures. All standard health-and-safety requirements are met and fully in place. Pupils spoken to during the inspection were fully aware of the fire-drill procedures.
47. The procedures for monitoring and improving attendance and for monitoring late arrival are very good and very well implemented. The school has a policy of contacting the parents of every child absent as soon as the registers have been marked and returned to the office. This task, undertaken by the administrative staff, is carried out very thoroughly and has a very positive impact on the level of attendance. As some older pupils walk and cycle to school on their own this procedure ensures that parents know that they have arrived safely.
48. The procedures for monitoring and promoting good behaviour and for eliminating oppressive behaviour are good. However, a small minority of teachers do not always manage pupils behaviour well. There are some inconsistencies in the application of the behaviour-management policies. This does have a negative impact on the learning of some pupils in a small minority of lessons.

49. There are very good procedures for monitoring and supporting pupils' personal development. This is mainly informal but is formalised in the annual written reports to parents. This support and monitoring by the teachers clearly illustrate their care for the full development of the pupils and promotes their personal development well.
50. The school gives very good educational and personal support to pupils, who are all well known to staff. Pupils are able to relate to them and know who to go to for support and guidance. Needs are identified early and external agencies are notified and involved as required. Class teachers monitor termly the progress of pupils with special educational needs and identify those requiring additional support, although the school is not yet offering pupils access to specific initiatives, such as additional literacy support or booster classes, even though staff have received the training for them. Pupils' individual educational plans are well maintained, include a range of appropriate targets, usually no more than three, and are linked closely to class targets for literacy and numeracy. Sometimes there are additional targets to help pupils manage their behaviour.
51. Procedures for assessing pupils' progress, including those with special educational needs and those who are learning English as an additional language, are developing well in English, mathematics and science. In all other subjects they have not yet developed beyond basic levels. Assessment data is already being used to set individual targets. This is currently being developed and further refined so that all pupils' progress is tracked carefully across the school. Teachers are using a range of interim and annual tests to make regular assessments, carefully recording the strengths and weaknesses of pupils. Assessment of the abilities of pupils in reception classes is carried out shortly after arriving at the school and their progress is tracked. This has a positive effect on their learning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. Parents have a very positive view of the school. This is shown by the answers to the parents' questionnaire, by the comments at the meeting for parents and by discussions with them during the inspection. This positive view is well illustrated by the fact that the school already has a very strong Friends of the School Association, which in the first year raised sufficient funds to provide £7000 for additional equipment and facilities. There is a close and effective relationship between the school and the parents which enhances the progress and development of the pupils.
53. The school has developed very good links with parents that are maintained through newsletters, the easy access parents have to teachers on a daily basis and the way in which the school addresses their concerns. In the answers to the parents' questionnaire, 96 per cent felt comfortable raising questions and problems with the school. Talking to parents during the inspection confirmed the answers in the questionnaire. The efforts of the Friends Association in raising funds and in organising social events for children and parents very much help this new school community to come together.
54. The parents are gradually involving themselves in the work of the school and are very much encouraged by the staff. This involvement both in the classroom and in extra-curricular events is making a satisfactory contribution to the pupils' development. Similarly the parents make a satisfactory contribution to learning at home.
55. Inspection evidence shows that the quality of information provided for parents about progress and attainment is very good. In this the inspection disagreed with the 14 per cent of parents who in reply to the questionnaire believed that information on progress is poor. The annual written reports to parents are very good and give clear statements of levels achieved, good descriptions of progress made in each subject and a statement on personal development. In addition to the comments by the teachers each child writes their own report attached to the school document. There are consultation meetings each term to discuss progress and targets for each group of pupils are given to parents each half term. The consultation meetings are arranged and timed so that all parents have an opportunity to attend and attendance is very high. The school works closely with the parents of pupils with special educational needs. They are involved in all stages

of the Code of Practice, including termly reviews, and they meet class teachers regularly during the academic year to discuss progress and the setting of new targets.

56. The school has very good induction procedures for the parents of the reception-class pupils. Meetings and talks with new parents are held well before the start of the term when the pupils are due to start in the school for the first time.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. Henry Moore Primary School is very well led and managed. The school benefits from very good leadership by the headteacher and she is very well supported by a strong, efficient and effective senior management team. They all share her extremely clear vision and direction for the work of the school. There have been many difficulties in starting a new school, more particularly with completion of the buildings, taking on new staff and meeting the needs of the pupils who have come from many other schools at varying times throughout the school year. Through her commitment and her manifest professional skills in dealing with these issues, the headteacher has secured the respect of governors, staff, parents and pupils. However, the headteacher recognises that there are many things that still need to be done and is very aware of what the school needs to do next to improve still further. This is shared effectively with the staff and governors and positively affects the standards that pupils achieve.
58. The headteacher has generated a good team spirit amongst the staff, who support each other very well. There is a positive commitment and a good capacity to continue to improve the school's provision for pupils entrusted to their care. There is a quiet determination to do the best for every child and staff are sensitive to the personal circumstances and characteristics of every pupil. This is a school that is particularly caring and aims to meet the needs of the local community by providing "education for life" and these aims are reflected in its work. It ensures that all individuals are valued, respected, supported and included in all aspects of school life. There are very good relationships between staff and pupils. This promotes pupils' learning well.
59. The delegation of management responsibilities to staff is very good. The senior management team offers very good support to the management of the school. Co-ordination of the Foundation Stage, of special educational needs and of information and communication technology is very good. The joint co-ordination is good in mathematics, English and design and technology. The co-ordination of art and design and music is good. The co-ordination of science, religious education, history, geography and physical education is satisfactory. Overall, the co-ordinators have a good understanding of their subjects and work at managing them effectively. They provide good support and encouragement and endeavour to ensure consistency of approach to the curriculum. All co-ordinators are well aware that there is still much work to be done. Monitoring of teaching and learning is good but is not rigorous enough to ensure full consistency across all curriculum areas throughout the school. Some subject managers do not ensure that sufficient time is given to some subjects or that the subject is taught in sufficient depth.
60. The provision for pupils with special educational needs is very good and managed very well by the co-ordinator. Although only appointed at the beginning of the current term, she has worked hard to develop and implement systematic procedures to identify, support and monitor pupils with special educational needs. She has also substantially improved the quality of the individual education plans by changing the style so that they now initially celebrate pupils' successes before identifying targets for improvement. The new Code of Practice has been fully implemented. Governors are kept informed about the provision of special educational needs and there is a named governor who offers very good support and is well informed about special needs. The co-ordinator for special educational needs is enthusiastic and very effectively liaises with staff and all the relevant agencies. She has developed and implemented very good systems and maintains the paperwork well. Funds for special educational needs are used very well to provide additional support staff and the non-class-based co-ordinator for special educational needs. This ensures that pupils progress well in their learning and achievements. A similar level of management is seen in the provision made for pupils for whom English is an additional language

and they make good progress overall as they grasp the language well enough to learn at a good rate.

61. The governing body is very effective and fulfils its statutory duties well, including agreeing performance targets for the headteacher. The governors are united with the headteacher in their vision for the school and give her their full support. They are enthusiastic and have undertaken extensive training for their role. This has also been undertaken with the staff and has been a contributory factor in uniting staff and governors. The establishment of curriculum links with co-ordinators has enabled governors to find out more about different subjects and this has had a good effect on their work. Strategies have been developed that enable governors to monitor and evaluate the performance of the school against agreed objectives. Governors fulfil their duty well to be critical friends of the school and have a very good understanding of the strengths and priorities for development. This has a positive effect on pupils' learning.
62. The school's strategy for performance management, induction and appraisal is very good and contributes to the effectiveness of pupils' learning. Teachers have the benefit of regular termly reviews to discuss their professional development and their performance is reviewed through a process of direct lesson observation. This process is linked to the school development plan. All teaching assistants and administration and midday supervisory staff have also been provided with professional training and have had the benefit of an annual review. The induction procedures for newly qualified staff and the effectiveness of their training provision are very good. A comprehensive induction programme is drawn up including external courses, in-school discussions, monitoring and support from an appointed mentor who is an experienced teacher. New staff are acquainted with the school's ethos and values and are given a good introduction to its routines and working practices.
63. Details of the school's provision for pupils with special educational needs are included in the Governors' Annual Report to parents. These cover all the statutory requirements.
64. The number of teachers and support staff is well matched to the demands of the curriculum. The governors and headteacher have decided to have a teaching assistant in each class and this objective will be met with the recruitment of one additional teaching assistant. The teaching assistants are being offered as many training opportunities as possible. Performance-management reviews are in place for all members of the school staff. This is good provision by the school and has a positive effect on pupils' standards.
65. Overall the accommodation is satisfactory for the delivery of the curriculum, but there are some areas that are unsatisfactory. The reception classrooms do not have direct access to the outside play area that caters for an important part of their personal development. The school library area is small for a school of this size and is located in a dark corner of the information and communication technology suite. This limits the development of library skills and the encouragement to choose and read books. The chairs in the information and communication technology suite are unsuitable for use by pupils ranging in age from five years to eleven years as there is no method of adjusting the height of the seat. There are insufficient chairs for a class of 30 pupils. In the temporary classrooms used for three classes, one classroom has no direct access to toilets and water. Thus the pupils in the one class have to go outside to get to the toilets and water in another building. All the pupils in these three classrooms have to walk outside some distance to the school building for assemblies, physical education, information and communication technology classes and dinners. This is less than satisfactory and has an effect on the learning of these pupils in some subjects. However, it is recognised that the completion of phase two of the school will impact positively on these problems.
66. The learning resources overall are satisfactory for the delivery of the curriculum. However, the quantity of resources for physical education is less than satisfactory. The rapid expansion of the number of pupils is putting a strain on all the resources and some will soon need to be renewed. Resources for the teaching and learning of information and communication technology are satisfactory.

67. The headteacher consults widely about proposed improvements and the contributions of staff and governors are highly valued. The School Development Plan identifies these proposals, although it does not always provide precise details of the financial implications involved. Priorities, although good, are not as clear as they might be due to the continually changing situation in the development of the school. Monetary affairs are tightly controlled and office administration is very good. Satisfactory use is made of technology to support the administration of the school and financial analysis. Its use to analyse assessment data throughout the school is still at an early stage. The school is aware of this and is taking immediate steps to rectify the situation.
68. The governing body has established a committee with financial responsibility and has properly defined its role. Governors are fully meeting their responsibilities in relation to budget setting, and expenditure is carefully monitored. The governing body thoughtfully evaluates the cost-effectiveness of major spending decisions. Governors are keenly aware of the need to ensure that money is spent carefully. The very good site manager plays an important role in obtaining competing quotations before contracts are issued, although governors are mindful that the cheapest price does not always represent the best value in the long term. Governors are not yet able to compare the school's results with national averages or with those in schools having a similar intake, as so few pupils in Year 6 undertook the tests last year. However, a desire for high standards and continuous improvement is central.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The headteacher staff and governors should:

- (i) raise standards throughout the school in English, mathematics and science, as groups of pupils become fully established, by:
- continuing to identify and correct gaps in pupils' learning and improving their listening skills;
 - matching tasks very closely to the improving levels of pupils' abilities, to ensure consistent progression;
 - developing a whole-school handwriting style in order to further raise pupils' standards, self-esteem and self-confidence;
 - continuing the good care that the school offers to all its pupils while focusing even more closely on the establishment of a rising trend of attainment; and
 - improving the number of opportunities that pupils have to extend their writing skills in other subjects.
- (Paragraphs 1, 7, 9, 29, 90, 97, 111, 139)*
- (ii) ensure that all teachers have skills in managing pupils' behaviour which are equal to those seen in the best lessons.
- (Paragraphs 1, 14, 20, 22, 35, 94, 115, 119)*
- (iii) agree strategies, with the authority responsible for the school's accommodation, for improving the school buildings by:
- rectifying the lack of access from Foundation Stage classroom to the good outdoor area; and
 - improving the access of some pupils, in the temporary accommodation, to water and toilets, and for all pupils in that accommodation to information and communication technology, physical education and other facilities of the main school.

(Paragraphs 66, 70, 81, 83)

The governors may also wish to include the following minor issues in their action plan:

- The number and size of chairs provided in the information and communication technology suite are not satisfactory for the overall age range of pupils;
- There is a less than satisfactory balance of time given to some subjects, such as history, geography and religious education, in some classes;
- The school does not have procedures for ensuring that pupils can make up what they miss in lessons after attending such provision as instrumental tuition.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	54
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	7	12	20	14	1	0	0
Percentage	13	22	37	26	2	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	227
Number of full-time pupils known to be eligible for free school meals	16

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	37

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	140
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	6.0	School data	0.0

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	18	12	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	16
	Girls	12	12	12
	Total	27	27	28
Percentage of pupils at NC level 2 or above	School	90 (N/A)	90 (N/A)	93 (N/A)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	14
	Girls	9	8	11
	Total	24	23	25
Percentage of pupils at NC level 2 or above	School	80 (N/A)	77 (N/A)	83 (N/A)
	National	85 (85)	89 (89)	89 (N/A)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	3	1	4

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	N/A	N/A	N/A
	Girls	N/A	N/A	N/A
	Total	N/A	N/A	N/A
Percentage of pupils at NC level 4 or above	School	N/A	N/A	N/A
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	N/A	N/A	N/A
	Girls	N/A	N/A	N/A
	Total	N/A	N/A	N/A
Percentage of pupils at NC level 4 or above	School	N/A	N/A	N/A
	National	73 (72)	74 (74)	82 (82)

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

No comparisons between the schools' results for eleven-year-olds are made with national averages because at the time of the tests the group had fewer than 10 pupils.

Ethnic background of pupils***Exclusions in the last school year***

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	180	1	0
White – Irish	0	0	0
White – any other White background	7	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	1	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	1	0	0
Chinese	2	0	0
Any other ethnic group	3	0	0
Parent/pupil preferred not to say	17	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)	11.2
Number of pupils per qualified teacher	19.9
Average class size	22.3

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	167.5

Financial information

Financial year	2001/2002
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	£
Total income	402,602
Total expenditure	349,855
Expenditure per pupil	2,332
Balance brought forward from previous year	N/A
Balance carried forward to next year	63,757

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	11.2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
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	223
Number of questionnaires returned	92

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	24	0	0	1
My child is making good progress in school.	64	32	2	0	1
Behaviour in the school is good.	52	42	0	0	5
My child gets the right amount of work to do at home.	41	42	14	1	1
The teaching is good.	74	25	0	0	1
I am kept well informed about how my child is getting on.	46	40	13	1	0
I would feel comfortable about approaching the school with questions or a problem.	75	21	4	0	0
The school expects my child to work hard and achieve his or her best.	77	22	0	0	1
The school works closely with parents.	60	35	5	0	0
The school is well led and managed.	78	22	0	0	0
The school is helping my child become mature and responsible.	71	27	0	0	2
The school provides an interesting range of activities outside lessons.	58	33	0	0	3

Please note that not all columns may total 100 due to rounding and the fact that not every parent responds to each question.

Summary of parents' and carers' responses

Inspection evidence supports the very positive views of the school expressed by most parents. The level and range of homework are good overall and the information provided for parents, particularly about the progress that pupils are making, is very good. In these matters, inspection evidence does not support the views of a small minority of parents.

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

69. There are two reception classes in the Foundation Stage. Children are admitted to the school in the term before their fifth birthday. At the time of the inspection there were 22 children, 11 in each class. The school admits children at the beginning of each term. A classroom assistant supports each class. Most children have attended local playgroups before they come to the school. Children and parents are very well prepared before they enter school and this provision enables children to make a smooth transition into full-time education. The parents and children visit the school for four sessions. The headteacher takes the parents through an excellent induction workshop, explaining how children develop basic skills and giving parents clear guidelines to help their children. These afternoons are very well attended. The children join their new class with the other children, choosing from a range of activities. No children have currently been identified with special educational needs, but a very small number speak English as an additional language. All these children are making very good progress in developing their language and other learning skills and have a positive attitude to their work and school. Assessment information gathered from tests of children's abilities shortly after they join the school is carefully collated and contributes to the assessment of children's progress carried out during the year. The assessment of children's progress is well established and is used well to inform planning. Both classrooms provide a stimulating learning environment for younger children. Resources and the outdoor provision are good. There is a tarmac area and both classes make good use of the adventure climbing equipment. However, there is no direct access to this area from either classroom and classrooms cannot be extended into the outdoors. This does have a limiting effect on children's physical development. Progress is very good and reflects the high-quality teaching and learning. After less than a term in school many children are already achieving the expected standards in their learning. There is very good progress as attainment on entry to the school is below average. The very good and often excellent progress reflects the quality of teaching and learning.
70. As this is a new school there are no comparisons with a previous inspection. The school follows the nationally recommended Foundation Stage curriculum, which consists of six areas of learning: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development; and creative development. Each area of learning is made up of four stages or Stepping-Stones, from which progress and standards can be measured.

Strengths of the Foundation Stage are:

- high expectations in personal, social and emotional development;
- the creation of a secure, safe learning environment; and
- the quality of teaching and learning.

Personal, social and emotional development

71. The development of children's personal, social and emotional development is excellent and reflects the high quality of teaching in this area. By the end of the reception year all children will achieve the expected learning goals and high-attaining and average children are already well on the way to achieving them. The staff create a secure environment where expected behaviour is clearly identified. Children are taught behaviour skills from the moment they enter the school and these are reinforced regularly. They know they must listen, look, concentrate, think and work hard. Children enjoy coming to school and happily leave their parents and carers. They settle into school routines well because all adults are very well organised and school is fun. Children have well-developed co-operative skills and a good understanding of the needs of others. They all in turn take Parsley, the class toy dog, home for the evening. Children look forward to this and it

encourages them to take responsibility and consider the needs of others. They are expected to wash and feed him and put him to bed. Children write about these experiences in their diary and talk about them to the class the next day. They have a clear understanding of right and wrong because the teachers identify expectations clearly. They play alongside each other and share equipment. The ability to work independently is very well developed. Snack time provides children with very good opportunities to interact with adults and each other, sharing informal conversation such as talking about Spiderman. Adults provide very good role models and make expectations clear. Children are reminded to say 'Thank you ' for their drink. During the break time children often share a book with others. They are encouraged to clear away their toys and resources.

72. Teaching is very good in both classes, with some excellent features. This effectively contributes to the standards achieved because consistent messages are clearly given and reinforced in a friendly but firm way. Strengths of the teaching are the sensitive use of questions and the opportunity given to children to talk to others. This contributes to growing levels of confidence. The quality of support in both classes is very good. Classroom assistants are skilled in asking challenging questions that constantly extend knowledge and reinforce learning.

Communication, language and literacy

73. During their first term in school, children make very good and often excellent progress in this area of learning. All children are already achieving the expected standards and higher-attaining children are working on National Curriculum levels. Standards in speaking and listening are average. Children make very good progress in speaking and listening because they are encouraged to talk to others and to extend their vocabulary. They talk confidently about how they looked after Parsley, the class toy dog. They are challenged constantly to explain the meanings of words; for example, a teacher asked one child to explain to another who speaks English as an additional language, 'You be the teacher and explain the meaning of the word "neighbour"'. Children are encouraged to sound the beginnings and endings of words clearly. In role-play children develop their informal conversation by talking to classmates, negotiating activities and asking questions. Children are constantly widening their vocabulary because they are introduced to new words and are encouraged to use them. They are always challenged to explain what they mean and are rarely allowed to get away with one-word answers. Children are encouraged to think of alternatives for words and this is helping them to extend their vocabulary. They enjoy listening to stories and the teacher encourages them to identify rhyming words such as "bin" and "tin".
74. The reading corner is well stocked with books and encourages children to sit down with one. All children enjoy reading and know that books communicate meaning and print goes from left to right. They all handle books carefully and take them home regularly. They are all well launched in reading key words and identify them in the text. A scrutiny of children's work shows that higher-attaining and average children make very good and often excellent progress, writing sentences with capital letters and full stops. They leave spaces between their words and are able to sequence their work. Children use expression and description very well for their age, for example, "The hen loved to dance. The hen had red shoes. Ben got the hen. The hen was in the pen".
75. Handwriting is well developed. The role-play area provides children with very good opportunities to interact with others and develop their conversational skills.
76. Teaching is very good overall and in some cases excellent. Children make very good and often excellent progress because teaching is outstanding. The pace of activity in both classes ensures that children work hard and are fully challenged. All adults use questions skilfully to extend children's thinking and explanations. Children are encouraged to develop confidence and to be bold. They are encouraged by the phrase, 'He who dares wins. Go for it!' All lessons are fun and children are extremely well motivated in both classes.

Mathematical development

77. Standards of work seen are average and children are achieving the expected levels in their learning. Very good progress is made because the teachers provide an appropriate range of activities to promote mathematical understanding. Children with English as an additional language make excellent progress and arrange the numbers one to 10 in the correct order. High-attaining children can arrange the numbers 11 to 20 correctly. They are all making very good progress in their understanding of comparative length and can identify the longest, shortest and the middle-length pieces of string. Pupils understand how to share objects evenly and are beginning to identify even and odd numbers. They complete simple addition and subtraction up to 10 or five, depending on their ability. They are able to recognise three-dimensional shapes such as cylinders and cuboids in their playground. Children complete repeating patterns, and high-attaining children make symmetrical patterns. They draw a shape train or a man using oblongs, squares and circles. All children enjoy numbers and adults take every opportunity to sing songs that help them learn, such as 'Five little birds sitting on a wall.' They write numbers and simple addition sums to make totals under ten or twenty, depending on their ability. They are all able to identify basic coins such as 1p, 20p and 50p. Children are introduced to data handling as they make a class graph to show the colour of eyes in the class.
78. Teaching is very good overall and some of it is excellent. Every opportunity is taken to apply children's growing mathematical knowledge. Outdoor play is often used to identify their understanding of solid shapes. They are encouraged to run around the playground and find a cylinder. They run to the playground bin and the teacher challenges them further to show where the circle and face of the cylinder are. Children love this learning activity and games approach. They are encouraged to think of others as they consider how to share eight sweets between two people. Learning in the Foundation Stage is action-packed and great fun.

Knowledge and understanding of the world

79. Children make very good progress and are already achieving the expected standard in their learning after less than a term in school. A strength in teaching is the skilled use of questions that encourage children to extend vocabulary and express opinions. Children know about features of their environment and most can identify the days of the week and the date, season and year. Although there is no direct access from classrooms to the outdoor area, it is used well and children visit the small woodland area to observe the changing seasons. They are aware that the trees lose their leaves in winter and that in autumn the leaves start to fall. They are developing an understanding of hibernation and talk about the squirrels hiding their nuts. One higher-attaining child knows that birds migrate. They are encouraged to listen to sounds and use their eyes, ears and noses. There are very good opportunities to use the computers in the suite. Children's mouse control is good. They are all encouraged to produce pictures and type a simple sentence describing their picture. Higher-attaining children explain how they use the arrows to move the pictures. Children begin to understand how washing clothes has changed over the years. They all experience washing the dolls' clothes using an old metal bathtub, soap and a washing board. They have a sound understanding of what happens to water when it is frozen and are encouraged to write about what they see. They guess what will happen to the water.
80. The quality of teaching overall is very good and some of it is excellent. All adults give very good guidance and support to young children. They are introduced to words such as "deciduous". Adults are very good at making the lessons enjoyable and exciting, and constantly ask questions such as, 'Why do the squirrels hide their nuts?' The constant use of challenging questions combined with fun activities contributes to children's growing curiosity and appreciation of their world.

Physical development

81. There are no doors from Foundation Stage classrooms to the outdoor area and this places limits on children's learning. However, they make very good progress in their physical development and are already achieving the expected standards after less than a term in school. Opportunities for children to develop a wide range of physical skills and develop confidence when moving in a variety of ways are very good. They are challenged and encouraged to use the adventure play equipment, moving like the squirrel in winter. Children develop skills in climbing, balancing, agility and hanging as they travel along the school climbing frame. They develop co-ordination skills using the outdoor scooters and bikes.
82. Both classes have physical education lessons in the hall. All children take care undressing and dressing for their lesson. They have learnt to fold their clothes neatly. Children identify the effect of exercise on their body because the teacher challenges them to explain this. They mention that their heart beats faster, their faces and bodies are hot and sweaty and their lungs breathe faster. Higher-attaining children know that blood runs through veins. They are developing competence in their ability to travel around the room. They skip and walk with giant and small steps. Higher-attaining children change direction. The teacher makes excellent use of language and children experience travelling backwards, sideways, right and left. They develop good awareness of what their body is doing when they make curled, stretched and wide shapes and they transfer their body weight when travelling on hands, feet and different body parts. They experience pushing, pulling and turning movements. They have learnt to travel over, around, into and out of a hoop because the teacher emphasises language so well.
83. Listening skills are excellent and the children respond to their teacher immediately because they are eager to take part in the next fun activity. Children achieve very well in fine motor skills because they are encouraged to improve their manipulative and fine motor skills with a range of appropriate activities. They use pencils, crayons, scissors and paint brushes effectively and with confidence. Hand-eye co-ordination is well developed through matching and positioning shapes, decorating and sticking.
84. Teaching is very good overall because lessons have a very good pace and expectations are very high. All adults are clear about what the children will learn and activities are challenging, fun and packed with action.

Creative development

85. Children are all on course to achieve the expected levels by the end of the year and higher-attaining pupils are already working on National Curriculum levels. They all achieve well and make very good progress in their learning. A scrutiny of work reveals that children have the opportunity over the year to work with a range of materials and experience different methods. They mix paints and explore colour as they paint a portrait of themselves. They use pencils and crayons and complete simple collages. Children print repeating patterns using leaves. There are appropriate opportunities for them to explore and handle a range of musical instruments, including homemade ones. Singing is well developed and children confidently sing a range of songs from memory such as 'Twinkle, twinkle, little star'.
86. They accompany their singing, playing percussion instruments, and clap simple rhythms. There are good opportunities for children to express curiosity and explore the environment using their senses. The role-play home area extends imagination and promotes good imaginative role-play. Children are encouraged to think of the needs of others when preparing meals and carrying out domestic tasks. They plan what cakes they are making for each other and what sort of ingredients they will need. Their artwork is appreciated in the class gallery.
87. Teaching is very good overall and children achieve well in this area of learning. They experience a good range of activities, which are well organised.

ENGLISH

88. Standards in the current Year 2 show that the majority of pupils are not yet achieving at levels expected nationally in reading or writing. Standards in the current Year 6 are broadly in line with national expectations in writing and in reading they are just above the national average. Skills in speaking and listening are well developed.
89. There is evidence to show that since the school opened pupils in Years 3 to 6 have made good progress in their learning as a result of the good teaching they receive, whilst those in Years 1 and 2 make satisfactory progress. Pupils from minority ethnic backgrounds, those for whom English is an additional language and those with special educational needs make similar progress to that of their peers throughout the school because of the very good provision made for them.
90. Inspection evidence indicates that increasing numbers of pupils are improving their ability in speaking, listening, reading and writing as they join the school. This is because of the emphasis placed by the school on developing their literacy skills. Pupils with special educational needs and those for whom English is an additional language make appropriate and often good progress in relation to the targets set for them and the work they are given because teachers ensure that they are well supported in lessons. There were no obvious differences between the work of girls and boys.
91. Standards in speaking and listening in Years 3 to 6 are good. Teachers question pupils effectively and ensure that there are very good opportunities for them to explain their thoughts and share ideas about their work. As a result, pupils are eager to share their understanding, they speak confidently and some are becoming increasingly articulate in their responses, although many still lack a sufficiently wide range of vocabulary to support their speaking. Their answers are relevant, indicating that they have listened carefully and understood, and they contribute very well to whole-class discussions. Pupils listen attentively and are able to share and build on each other's ideas well. They follow accurately the instructions they are given, and when this involves a change of activity it results in them settling quickly to new tasks because they are clear about what they have been asked to do. Adults are sensitive in their support of pupils, which helps them to develop confidence. Teachers are quick to praise the contributions made by pupils and this encourages them to participate.
92. In Years 1 and 2, standards in speaking and listening are less well developed. Although many pupils are able to speak well and confidently, as with the older pupils, the lack of vocabulary is preventing many from making greater progress in their speaking skills. Across this age range there are a significant number of pupils who have still not learned to listen to their teachers or each other consistently so that they are able to share and build on each other's ideas. There is often inappropriate calling out and ongoing low-level chatter during lessons. This is because teachers' expectations are not sufficiently high and not all teachers are applying the whole-school behaviour policy and insisting on having pupils' attention at all times.
93. Standards in reading in Years 3 to 6 are good, whilst in Years 1 and 2 they are not yet sufficiently high. Pupils in all classes were heard reading in lessons during the inspection, in addition to the reading sample, and most generally demonstrate good attitudes, although some clearly expressed a dislike of reading. The school's approach to teaching reading is well structured and positive attitudes are fostered by regular opportunities to read in lessons as well as quiet reading sessions. This all contributes significantly to the standards many pupils achieve and promotes their interest in books. The school uses a wide range of reading books, including schemes as well as other books, banded to match different ability levels. This provides pupils with very good experience of reading an interesting range of books and provides good opportunities for them to practise their skills.
94. Pupils read with increasing fluency and accuracy and, by the age of eleven, have encountered a good range of fiction and non-fiction texts, including myths and legends, autobiography, humorous stories and poetry. They remember what they have read and are able to discuss themes and characters. Pupils become progressively aware of the differences in layout and style between fiction, non-fiction and poetry, and this contributes effectively to their developing

vocabulary. The examples used by their teachers provide them with an understanding of how to write for different audiences. Teachers place good emphasis on pupils using their skills to research topics and, as a result, pupils confidently use their knowledge about non-fiction texts and their research skills to find the information they need. Teachers are good at checking pupils' progress in reading. This information is well used in order to develop pupils' reading skills.

95. Higher-attaining pupils in all age groups generally demonstrate very positive attitudes to reading. Many express a love of reading and read regularly at home, either to other family members or to themselves. A significant number of less-able readers are still struggling with reading, show a significant lack of any enjoyment in or enthusiasm for reading and do not read regularly at home. Many are still at the single-word level and do not routinely apply their knowledge of letter sounds or blends which are taught in literacy lessons. This is because not all teachers have sufficiently rigorous expectations regarding pupils' learning, use and application of letter sounds and blends in their reading.
96. Inspection evidence shows that standards in writing in Years 3 to 6 are satisfactory and sometimes good. Pupils are beginning to use their reading skills increasingly effectively to help them in their writing. They are developing their understanding of grammar and punctuation effectively because there is good teaching of word shapes and sounds and of sentence construction. However, a significant minority of pupils are still making consistent errors in basic spelling and punctuation and this is affecting standards. Where teachers stimulate pupils' imagination they are able to write well, use interesting words and tackle their work enthusiastically. Higher-attaining pupils are appropriately stretched and, as a result, write in a logical way, developing and sustaining their ideas effectively. Their work shows imagination and the composition of well-sequenced sentences. Pupils' developing knowledge of phonics helps them to spell words correctly and their spelling skills are further enhanced when they learn to identify the letter combinations that make different sounds. They make use of the good guidance and opportunities they are given to use dictionaries to check spellings and meanings.
97. In Years 1 and 2 standards in writing are unsatisfactory. This is because not all teachers have sufficiently high expectations that basic skills are learned and properly used at all times. Many pupils are not yet using letter sounds and blends sufficiently to assist them in their writing. The school is not yet using specific initiatives, such as additional literacy support, to help pupils improve their literacy skills, although some staff training has taken place.
98. Whilst teachers ensure that pupils have good opportunities to use different forms of writing, such as lists, flow diagrams, instructions and play scripts, opportunities for extended writing were not seen during the inspection and examples in the work scrutiny were limited. Opportunities for writing in Years 1 and 2 are limited and worksheets are used too often. Handwriting across the school is variable, although it is better in Years 3 to 6. A significant number of younger pupils do not form their letters well enough and have awkward pencil grips. Teachers have not addressed this problem. Most pupils in Years 3 to 6 and some in Year 2 are developing a good cursive script and take care with the presentation of their work, although this is not consistent in all classes. The use of information and communication technology is developing well and is beginning to contribute effectively to pupils' learning in English in all age groups.
99. During the inspection, teaching and learning in Years 3 to 6 were good, with one excellent lesson. This ensures that pupils make good progress in their learning and achieve appropriate standards in line with their abilities. In Years 1 and 2, lessons observed were satisfactory and in one lesson teaching was good. Teachers, particularly in Years 3 to 6, are good at helping pupils to make connections across the subjects of the curriculum and this enables them to use their literacy skills effectively to support their work. However, opportunities for extended writing in other subjects are not yet available and this is preventing further development and progress in pupils' writing ability. In all lessons, teachers place a strong emphasis on sharing with pupils what they want them to do and achieve and how this links with what they have learned before. Older pupils, including those with special educational needs, are more actively involved in the learning opportunities they are given and make good progress. All pupils in Years 1 and 2 make satisfactory progress in their learning.

100. Across the school, teachers know their pupils well and match work effectively to their capabilities. They place pupils of the same prior attainment together in groups within classes and prepare appropriate work for them. In some classes individual needs are met effectively through targets, which are shared with pupils. Some, though not all, pupils are involved in helping to set their own targets. Where this is happening, it is beginning to contribute to the development of pupils' independent learning and their knowledge and understanding of how they learn. Teachers demonstrate in the way they plan and teach lessons that they have a secure knowledge of the Literacy Strategy and this reflects the good training they have had. Good procedures for assessment are being developed, although they are not yet being used consistently across the school to track individual pupils' progress. This does not enable the school to ensure pupils progress as they move from year to year.
101. The subject has been well led and managed since the school opened. The co-ordinator has worked hard with the staff to promote literacy and improve standards. She has ensured that resources are good, motivating and well matched to the needs of the curriculum. Development of the library is in hand. However, use of the library to further develop pupils' research skills has been restricted during the extensive building works. Whilst there has been some monitoring of pupils' work, school assessments and lesson observations, this is not yet part of a more rigorous, systematic approach to monitoring the quality of teaching and learning so that areas for development can be identified and addressed quickly, particularly in Years 1 and 2. The co-ordinator is now being effectively supported by the appointment of a colleague working with the older pupils and action plans take account of this new development. English is a developing strength of the school.

MATHEMATICS

102. The majority of pupils enter compulsory school with mathematical skills which are below those expected for their age. This is because the pupils' present standards are based on their previous education at other schools. Although most make satisfactory progress as they move through Years 1 and 2, by the time they are seven years old achievement is still below the national average. This is because pupils have come from a large number of other schools and have not had the benefit of being in one school for the whole of their short school lives. Pupils from Years 3 to 6 make good progress and by the end of Year 6 they reach standards which are average overall. Throughout the school pupils with special educational needs and those for whom English is an additional language are sensitively and effectively supported and make good progress according to their abilities.
103. Inspection evidence indicates that by Year 2 some pupils can mentally add and subtract numbers to 20, but many can only add to 10. With support, many can count to 100 in tens and to 1000 in hundreds. Higher-attaining pupils can use and understand their 2-, 5- and 10-times tables. However, while many pupils can use simple multiplication tables to write number sentences, the proportion who are able to fully understand these operations is less than the national average. In another lesson all pupils could understand that two halves of a whole are equal, and the majority knew that two quarters make one half. Most can satisfactorily identify the common two- and three-dimensional shapes such as squares, rectangles and triangles as well as the sphere, pyramid and cuboid.
104. By the end of Year 6 the proportion of pupils who are able to add, subtract, multiply and divide with competence and accuracy is broadly average. Most can turn percentages into decimals and fractions and convert the fractions into their lowest terms. Pupils can identify the features of quadrilaterals and most can use a protractor to measure angles of intersecting lines in a variety of shapes.
105. Throughout the school overall, pupils satisfactorily apply their mathematical knowledge to situations in other subjects. For example, in history, pupils use timelines to enhance their understanding of chronology. In Year 5 information and communication technology is used very

well to support learning. Although there is a need to extend this good practice throughout the school, the majority of classrooms do not have the use of a computer to enhance and extend pupils' mathematical learning on a daily basis.

106. The quality of teaching throughout the school is variable. In Years 1 and 2 it is satisfactory overall, although a very good lesson was seen. Teaching is significantly better in Years 3 to 6, where it is mostly good and often very good. In the best lessons, good planning contains the precise objectives of the lesson, which are shared with pupils to create a sense of purpose and achievement. A variety of challenging activities to suit the varying abilities of the pupils holds their interest and contribute to the enjoyment of the lesson. Good discipline ensures that pupils listen and respond appropriately, advancing their mathematical skills and understanding. Pupils in all classes respond very positively to good teaching. They concentrate hard, listen attentively to the contributions of others and behave well. Some lessons do not offer sufficient challenge to pupils as teacher's expectations are not high enough. Pupils spend too much time sitting on the carpet and are given insufficient time to complete their own work independently. Lack of pace and the inability of a minority of teachers to deal effectively with unacceptable behaviour are other factors that negatively affect the quality of learning. Sometimes ineffective use is made of support staff, for example when they are not involved in the control of pupils' behaviour during lesson introductions or reviews. Teachers form very good relationships with their pupils. Throughout the school the response of pupils to mathematics is mostly good and sometimes very good. Almost all enjoy the subject and have a positive attitude. The majority attend well to the lessons, sharing ideas and working together co-operatively and sensibly.
107. Most teachers have a good basic knowledge of the subject and make good use of the Numeracy Strategy. However, some lessons are much longer than the recommended time but with the same amount of coverage as that planned for shorter lessons. As a result, in these lessons pupils lose concentration and learning is less effective. Some pupils regularly miss considerable amounts of time from their lessons because of instrumental music tuition, often missing the whole of the teacher's explanations and instruction. The school is aware that it does not yet have procedures to ensure that these pupils catch up with what they have missed when this happens.
108. This is a new school, now into its second established year and pupils, particularly in Years 3-6, have come from other areas and schools. The procedures for assessing pupils' attainment on entry are good and very good for identifying pupils with special educational needs. A good range of formal tests are used to monitor individual progress. In Year 6, in particular, results are meticulously analysed so that pupils' strengths and weaknesses can be identified and the test data is used productively to set targets for pupils.
109. The subject is well led by two teachers, one from Years 1 and 2 and the other from Years 3 to 6. Up to the time of the current inspection there has been only limited monitoring of teaching, learning, and planning. This is not yet developed sufficiently to identify weaknesses in planning, teaching and learning and to correct them, with a resulting improvement in standards.

SCIENCE

110. Standards are below average by the end of Year 2 and Year 6. Considering that pupils have joined the school with many different experiences, that their levels of attainment are wide and varied and that the school has undergone many changes over the last 15 months, all pupils make satisfactory progress and are achieving well for their ability. Pupils with special educational needs and those who speak English as an additional language achieve as well as their peers. There is no significant difference between the performance of boys and girls.
111. By the end of Year 2 pupils can identify household objects and classroom items that need electricity. Most pupils know that electricity can be dangerous and they design safety posters warning people of the dangers. Higher-attaining pupils know that an electrical circuit needs to be complete before it will work. They successfully join wires to a battery, using crocodile clips, and

make the light work or the buzzer sound. Pupils are challenged to investigate whether they can make the light and the buzzer work at the same time. Pupils enjoy this activity and joy in learning is evident as pupils co-operate with each other to complete the circuits. Average and lower-attaining pupils often need adult support to complete the task. Pupils can identify basic movement actions and make pipe-cleaner people in different movement positions. Knowledge of living things is less well developed. When asked about what plants need to survive, answers are limited. Pupils investigate how far cars travel down a ramp and show the distance with simple bar graphs. Scrutiny shows that a lot of worksheets are used and pupils are not always given opportunities to use their own writing to describe what happened in investigations. This limits pupils' progress.

112. Year 1 pupils investigate sound and sort musical instruments into groups for shaking, blowing, banging and plucking. They investigate light and make pictures using shiny paper. Visits are used well; for example, Year 1 walk to the local pond and observe the ducks and the fish. They follow up this work using computers to draw a picture of their visit and typing a sentence describing that they have seen the ducks and fish.
113. There is a mixed picture of attainment throughout the school because of the varied background and experiences of pupils. In Year 4 standards are what you would expect to find. Pupils are gaining a good understanding of scientific methods and an awareness of a variety of habitats. They understand the term "habitat" and how invertebrates prefer different conditions. They make good progress in their knowledge of living things. Pupils make large life-size skeletons and name skeletal parts. Pupils in Year 6 know and describe some reversible and irreversible changes such as that of ice to water. They know that when heat is applied to some substances they change. Pupils investigate materials to find out what happens when they are mixed with water. Higher-attaining pupils explain how to make a test fair, but average and lower-attaining pupils do not yet fully understand the meaning of a fair test and do not explain it clearly. Pupils mix baking powder, salt or washing salts with water. They record their results on a worksheet, recording what they have done clearly. They co-operate well with each other and are sensible when using the materials. Higher-attaining pupils observe and record that the baking powder produces a gas when mixed with the water. Knowledge of living things is less well developed; pupils identify parts of a plant. The scientific procedures are not clearly evident in all year groups. Pupils do not have enough opportunity to design their own investigations or suggest methods for the investigation. This limits their learning.
114. Teaching is good overall, with instances of very good teaching in Years 2 to 6. In a very good lesson the teacher motivated the pupils well. Joy in learning was evident as pupils investigated making an electricity circuit or the habitats of invertebrates. Lessons are planned well and teachers plan interesting work and assignments for pupils, which, when combined with the very good quality of teaching, contributes to very good attitudes in science. Good learning comes about because teachers have good subject knowledge and ensure a good emphasis on key processes and terminology. A brisk pace and clear time targets are set during lessons, ensuring very good learning throughout. In less effective lessons the teachers do not always challenge pupils' understanding of a fair test. Tasks are not planned for different abilities and there are occasions when more-able pupils are not always challenged. The development of consistent scientific procedures throughout the school is less well developed. Teachers use resources and demonstrations effectively. In a Year 6 lesson the pupils enjoyed the reaction when the teacher mixed washing crystals with lemon juice. Good links are made with the domestic use of washing substances. Assessment procedures are good, but the use of assessment to plan appropriately challenging work for more-able pupils is less well developed.
115. The use of the skills of numeracy and literacy is satisfactory overall. They are used well in some classes but insufficiently in others. The application of information and communication technology is also inconsistent and it is not well used in some classes to record pupils' work. Science does not have a strong focus around the school and is not evident in some classes.
116. The co-ordinator makes a satisfactory contribution to the development of science and standards achieved. There is currently no action plan for the development of science, although one is under

development. Resources are satisfactory and the school is in the process of developing them. The school is using national guidelines for planning and this ensures progression in learning.

ART AND DESIGN

117. Standards in art and design at the end of Year 2 and Year 6 are in line with those expected nationally. All pupils, including those with special educational needs and those who speak English as an additional language, have made good progress since they joined the new school.
118. Teachers follow national guidelines for their planning and this ensures that there is the required coverage of each strand of the subject. They work hard to ensure that work is presented well and finished products are valued. Displays are of good quality and attractive, enhancing the environment. There are appropriate links with other subjects such as geography, history, science, information and communication technology and literacy. All the older pupils have their own sketchbooks.
119. By the age of seven, pupils are developing their ability to draw. They make simple pencil sketches of buildings during their trip to Henham. Their ability to produce three-dimensional work is sound. They make pipe-cleaner figures to enhance their work in science. The art in the younger age groups tends to support other subject areas of the curriculum and does not always show a clear progression in skills, knowledge and understanding of art and design as a subject on its own. Pupils create pictures in the style of Mondrian, using computers. In Year 1 the ability to mix paint is satisfactory. Pupils make silhouettes and oil pastel drawings of chestnuts. Their work is attractively displayed.
120. Progression throughout the school is satisfactory. Pupils in Year 4 use paint well to capture the style of Tudor houses. They create impressive three-dimensional models, but this work is completed at home. Three-dimensional work is developed well in the older classes. After a visit to the Henry Moore Foundation, Year 5 pupils created their own clay sculptures in the style of the artist. Pupils in Years 5 and 6 produce attractive batik work depicting scenes from myths and legends, such as Pandora's box. They explain the batik process well, but their ability to appreciate their own and others' work and suggest how the work can be improved is not well developed. Skills in drawing and painting are not yet good enough, as the school works at developing basic skills for many pupils of widely varying backgrounds. Pupils with special educational needs and those with English as an additional language make the same progress as their peers.
121. Teaching is good and lessons are well organised. Pupils enjoy their art because teachers plan interesting lessons. They are encouraged to use their imagination; for example, pupils in Year 6 respond to different music styles and are encouraged to express their feelings using paint, crayon or pastels. However, the progression of skills is less well developed in Years 1 and 2, as pupils are taught basic skills. Discussion with Year 6 pupils indicates a general lack of knowledge of professional artists and their styles of work. The school is aware of the need to develop this aspect of the work. ICT is used well; for example, pupils use the digital camera to help their work and record their results.
122. Management of the subject is good. The co-ordinator is enthusiastic and eager to develop art within the school. A good level of support is offered to teachers to help them to plan their lessons. The co-ordinator has been able to monitor the standards that pupils achieve. There is a satisfactory range of resources to support teaching and learning.

DESIGN AND TECHNOLOGY

123. Only two lessons of design and technology were observed in classes with Year 2 and Year 5 pupils. Other evidence was gained by looking at planning and discussions with pupils in lessons. From this evidence it is clear that standards in design and technology are generally below expectations.

124. Discussions with pupils in the lessons observed indicate that they have a clear understanding of the designing and making process and are learning to evaluate their work and that of others. Standards in evaluation are satisfactory in Year 5 as a result of the quality and range of questions posed by the class teacher, who valued the contributions made by pupils, which in turn encouraged them to be brave in their responses. In Year 2 standards of evaluation are lower. This is because the process was not given sufficient emphasis as part of the lesson, and pupils' overall low attainment prevented them from both remembering what they had learnt before and clearly articulating their views. Year 2 pupils making sweets as part of a literacy lesson, using instructions as their focus for writing, found this evaluation easier because they were strongly motivated. However, their limited range of vocabulary significantly affects their attainment.
125. All pupils are aware of health-and-safety issues; for example, younger pupils talked about holding scissors correctly and all pupils talked knowledgeably about the importance of good hygiene in food technology.
126. In Year 2, pupils try hard to use their skills when designing and making a moving vehicle. Discussions with these pupils highlighted how they can look at and talk about vehicles and recognise their constituent parts. They are encouraged to draw cars and lorries and record the equipment and resources available before developing their design. However, many pupils find this difficult and plans quickly become pictures and lack the elements required for designing. Higher-attaining pupils are aware of the need to consider the resources required before developing their design. All pupils spoke enthusiastically about design and technology and most said that they enjoy making things. All these responses indicate that teachers are stimulating the pupils' interest and providing them with appropriate opportunities to develop skills and understanding in a systematic way.
127. Similar discussions with older pupils about their work indicate that they enjoy their lessons. This was confirmed through observing part of the cooking process for their biscuits as well as the reporting-back session from the first group to make them. The teacher had planned the lesson well and there was good questioning and discussion which explored some of the issues that occurred during the biscuit-making process. Further discussion on the design of packaging most suitable for their particular biscuits revealed that pupils knew that a net is the basic shape required for designing a three-dimensional shape. This made good use of their mathematical knowledge. A conversation quickly developed about packaging and, without really realising it, pupils had taken on the role of designers by responding to the very good questioning of the teacher and the other pupils. They identified characteristics such as protection, style, cost and the appropriateness of the shape to match the biscuits. All contributions were valued and the teacher managed the discussion very well.
128. In both lessons observed, pupils were encouraged to work together in pairs or small groups, and they were all included effectively because they were fully aware of what was expected of them. They shared ideas well and, because they were interested in what they were doing, behaved well and worked hard. Pupils all participated enthusiastically because the teachers had created a good environment where they felt comfortable about putting forward their views and ideas.
129. The co-ordinator has worked well to ensure that an appropriate curriculum is in place and that pupils are being taught the subject regularly. The scheme of work follows national guidance and has been extended to ensure that pupils are able to further develop their designing and making skills. Topics covered reflect those in national guidance and literacy and numeracy skills are being developed in the subject, although the use of information and communication technology has not yet been developed properly. Monitoring and evaluation to date have been through looking at displays of pupils' work and are not yet part of a whole-school systematic programme of monitoring teaching and learning in the subject.

GEOGRAPHY

130. Throughout the school, pupils of all abilities make satisfactory progress in geography. However, at the end of Years 2 and 6 their attainment is below the level expected for their age.
131. As they move through the school, pupils develop a sound understanding of their own locality and other areas of the world. This is achieved in Year 1 through activities such as “Barnaby Bear” travelling to other countries around the world. By the time pupils reach the end of Year 2 they have a satisfactory understanding of localities beyond their own, gained through organised visits where they increase their knowledge and understanding through first-hand experiences. These visits provide opportunities for good cross-curricular links between literacy and history. However, most pupils have only limited geographic vocabulary and their skills in the subject are not yet fully developed.
132. Evidence available suggests that the extent and breadth of pupils’ knowledge in Years 3 to 6 are limited. Pupils in Year 4 have some knowledge of the extent to which life in two countries can differ. They make comparisons between the weather and ways of life experienced by people in an Indian village and their own. Through a discussion of what is “In the News” pupils become aware of local environmental issues such as the proposed extension to Stansted Airport. Through the use of maps they note the villages likely to be affected by noise and pollution. In some instances there are very good cross-curricular links, such as the use of hyperlinks in a power-point presentation in ICT, focusing on a weather study.
133. Pupils also identify news headlines from around the world and locate the countries involved on a world map. Little evidence was seen of the development of pupils’ geographical enquiry or skills, particularly relating to mapwork, such as the use of keys, grids and scales. There are a number of reasons for this, one being that the school has not been open long enough to cover all the aspects of the geography curriculum. The one-hour slot per half-term in Years 3 to 6 does not provide sufficient time for the subject to be taught in sufficient depth. The two-year cycle also makes it difficult to plan progression in pupils’ skills, knowledge and understanding.
134. Teaching in the lessons seen in Years 3 to 6 was good overall. Pupils were well informed about the lesson objectives and time was provided for them to discuss the various issues involved. Pupils worked together sensibly, were interested and behaved well.
135. The newly appointed co-ordinator does not yet have a clear picture of provision and standards through the school, as there are no arrangements for observing teaching and learning or for evaluating what could be done to develop it further. She has, however, produced a co-ordinator plan which endeavours to rectify some of weaknesses in provision. Pupils’ attainment is not sufficiently assessed and does not enable teachers to ensure that pupils’ work carefully matches their different levels of attainment.

HISTORY

136. Standards in history are in line with national expectations for pupils in Years 2 and 6 and they make sound progress. Judgements are based on an analysis of pupils’ previous work, lesson observations and teachers’ planning.
137. Pupils in Years 1 and 2 are beginning to develop an awareness of past and present. In Year 1 they identify toys from days gone by and compare them with those used now. In Year 2 they recall simple facts, for instance, about how the Great Fire of London started and why it spread so rapidly. They understand that we can gain knowledge of past events by examining eyewitness accounts such as those recorded in the diaries of Samuel Pepys. On a visit to Henham village they were able to use first-hand observation to improve their knowledge of the materials used for building houses in times past. Previous pupils had visited a heritage museum and gained hands-on experience of the Victorian classroom, dressing up in clothes appropriate for the time.
138. Pupils in Years 3 and 4 can identify the differences between the way of life of landlords, farmers and labourers during Tudor times, particularly in the type of houses and furniture in use. In Year

4 there were some impressive models of Tudor houses that pupils had made initially at school and then at home. These indicated very good cross-curricular links between history, art and design and design and technology, and were indicative of the inspiration provided by the teacher during history lessons.

139. Year 6 pupils make satisfactory progress in their chronological understanding and knowledge of people and changes in the past, from the Ancient Greeks and Egyptians to the present day. Pupils with a range of abilities have worked conscientiously during the holidays on individual topics focusing on the Romans. One project undertaken by a more-able pupil was very well presented, indicating excellent research skills with named sources of information such as the library and the Internet.
140. Generally, however, pupils in the school have little experience of evaluating evidence and of how to use it to support valid statements. Their knowledge of history is largely confined to facts about the periods studied and they lack historical understanding and skills. There are a number of reasons for this. In Years 3 to 6 especially, insufficient time is allocated to history. The one-hour slot per half term on a two-year cycle is insufficient to allow time for the full development of historical understanding. This makes it very difficult to plan progressively. As a result, learning is largely confined to limited knowledge about periods or places studied and too little attention is given to applying this to understanding its significance, causes and effects.
141. Although few history lessons were observed, teaching seen was good. Teachers endeavour to make the subject more interesting for pupils by showing appropriate videos and provide time for useful discussion in order to fulfil the planned learning objectives. Pupils are interested and respond well. Although teachers make good use of resources available, there are no computers in the classroom with Internet access or for the use of CD Roms. This inhibits the development of pupils' independent research skills. Teachers endeavour to make the subject more interesting through the use of videos, and the range of resources is satisfactory overall. Good use is made of visits to make the subject come alive for pupils. The co-ordinator has been in post for a very short time and, although she has formulated a development plan for the subject and has identified that an improvement in resources is required, she has had insufficient time to monitor and evaluate teaching and provision effectively.

INFORMATION AND COMMUNICATION TECHNOLOGY

142. The standards achieved by pupils by the end of Year 2 and Year 6 are in line with what is expected nationally. The use of the good information and communication technology suite in other subjects is good and the excellent subject co-ordinator has plans to improve this still further.
143. All pupils are fully included in the school's work in information and communication technology. Pupils of all ages and abilities regularly use computers to draw pictures and to write stories, poems and factual texts. Computers are regularly used in other subjects. For example, in a very good lesson in Year 5, pupils used computers to enter data that had been collated in the classroom about what people wanted to buy. This data was interrogated and pupils entered their choices of goods, within a certain budget, onto a spreadsheet. The teacher used very good skills in the management of pupils' behaviour to produce a good learning environment in which all pupils made good progress in their knowledge and understanding and in using their mathematical abilities in a study of spreadsheets. This lesson combined learning in information and communication technology and mathematics and was a good example of pupils' work being undertaken within several subjects, including information and communication technology in one lesson. Another very good example was seen when pupils in a Year 2 lesson extended their knowledge, understanding and skills in using a dictionary and a word-bank. All pupils showed that they have good skills in navigating through icon-driven menus and all made very good progress in their literacy study. This combined the use of literacy with information and communication technology in a very good experience, which raised pupils' standards in both subjects. In yet another very good lesson in Year 6, pupils developed a three-page Power point

presentation, each page being linked to the others by hyperlinks. The class had an extended stay in the information and communication technology suite and in the following geography lesson pupils accessed the Internet to download factual information about the weather to add to the pages in their Power point pages. This was a very good experience of using computers as a teaching medium and pupils made very good progress in their skills in information and communication technology and geography.

144. Pupils have satisfactory keyboard skills and good mouse skills. They build on these as they progress through the school. They learn to start up computers, use the mouse to navigate through icon-driven menus, load programs and manipulate text and graphics on screen. Modelling and control technology are taught, though none was seen during the week of the inspection, and there are sufficient experiences for pupils to control a programmable robot for them to make good progress. The school has made good progress with its plan for information and communication technology and the computer suite has been timetabled to provide good sessions for teaching and learning for all classes. Teachers use the computer-controlled projector to demonstrate new techniques and new computer skills are learned in lessons in other subjects. This is a very good use of time and very efficient use of the computer suite.
145. Pupils thoroughly enjoy working with computers and all have equal opportunities to do so. They show good levels of collaboration and co-operation when asked to work in pairs and good skills when working alone. Their behaviour is almost always very well managed in these situations.
146. Six lessons in information and communication technology were observed during the inspection. The quality of teaching in three of these was very good and it was good in another two. The quality of teaching and learning in the other lesson was satisfactory. Computers are used well in the Foundation Stage. This early access to good and very good teaching in information and communication technology is the solid foundation on which pupils' progress is based. Combining this with evidence in displays around the school, from watching pupils using computers and from talking to pupils, the quality of teaching in information and communication technology is judged to be very good overall. Pupils make good progress in all year groups.
147. The school has developed its resources for information and communication technology well since it opened. There is a 16-station computer suite with printers, a scanner and high-quality demonstration equipment. However, the computers in the suite are not driven by a dedicated server, which means that any new software has to be loaded onto each computer separately. All computers are Internet-linked and the school has a very good policy for safeguarding pupils when they use them in this way. There are presently few computers in classrooms, but the school plans to upgrade this provision as the next phase of its buildings are completed. Teachers regularly plan to use computers, although they were not seen in use within classrooms regularly during the inspection and this is recognised by the school as an area for development.
148. The co-ordinator is highly skilled with computers and manages much of the daily system-support work herself. However, the school has now subscribed to a computer management provision, so that the co-ordinator's time is more readily available to staff and pupils. This is an example of best value in practice. During the week of the inspection the co-ordinator was seen providing good staff development and support in the information and communication technology suite after school. This is steadily raising the confidence of all staff, some of whom are still a little unsure in their use of technology. Although the co-ordinator monitors the use of computers in other subjects, she is aware that, while progress in this area has been good so far, there is still more work to do and she plans further improvements. The co-ordinator has a well-developed plan for improvements in the subject.

MUSIC

149. One music lesson was observed in Years 3 to 6 during the inspection and it is therefore not possible to make an overall judgement on the quality of teaching for this age group. Two lessons were seen in Years 1 and 2. Teaching in these years is at least satisfactory. A scrutiny of school documentation and a discussion with the subject manager show that appropriate provision

is made throughout the school. Pupils' attainment in music overall is broadly in line with that expected nationally for pupils aged seven and eleven and pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress in their learning.

150. The school has adopted national guidelines for music and, using these, teachers are generally well supported in delivering class music lessons. Pupils have opportunities to use a range of tuned and untuned instruments, sing songs and write their own basic compositions, although the use of information and communication technology in music is less well developed. Music is well used across the curriculum, for example, in religious education and English lessons. Pupils are able to listen to carefully selected music in different contexts and, for example, effective use is made of music to create a quiet and reflective atmosphere during assemblies, lessons and registration sessions. Pupils are encouraged to listen attentively to composers' individual styles of music, including those from different cultures. Pupils' singing of well-known hymns and songs is tuneful and enthusiastic and they understand the need to think about pitch, rhythm and timing as well as taking care with their breathing and diction. All pupils are fully included in these musical experiences.
151. Teaching in one lesson observed was good and as a result pupils made good progress in their learning. They were encouraged to use their listening skills to focus on a sense of pulse. They were then encouraged to use this experience to clap, sing and play along with a pre-determined beat, using a range of instruments. Pupils concentrated hard, clearly enjoyed their experience and performed confidently. Other teaching was satisfactory and motivated pupils well and they made appropriate progress in their learning.
152. The music curriculum is enhanced through a range of extra-curricular activities, such as the school choir and recorder club, and pupils also have opportunities to learn a wide range of musical instruments taught by visiting experts. These include the violin, guitar, saxophone, clarinet, flute, trumpet and cornet. Pupils' performing skills are well extended by taking part in assemblies, festivals and school productions staged before an audience.
153. The subject manager is a music specialist and her expert knowledge of the subject is being used well to lead and encourage others so as to support teachers in extending their own subject knowledge and develop their confidence in the teaching of music. The school uses national guidance to support the teaching of music across all age groups and this is enhanced by an additional scheme of work which is considered to be more effective to support non-specialist class teaching. The co-ordinator is confident that music has developed a high status throughout the school and is well placed to build on this in the future. Basic assessment procedures are in place but have yet to be further developed to effectively support curriculum planning. Resources for music to meet requirements of the planned curriculum are generally good. All classrooms have a good-quality tape and disc player and the school maintains a wide range of music for pupils to listen to. The range of untuned instruments is good, but the range of tuned instruments is too limited.

PHYSICAL EDUCATION

154. Standards of attainment in physical education by the end of Year 2 and by the end of Year 6 are typical of what you would expect for pupils of this age. All pupils, including those with special educational needs and pupils who speak English as an additional language, make good progress in their learning.
155. As this is a new school, progress can only be judged since it opened 15 months ago. Physical education is valued within the school and good progress has been made. Dance in the junior part of the school is a strength of the school. The school has worked hard to establish a very good range of extra-curricular clubs to extend learning.
156. Lessons were observed in dance and gymnastics in the younger classes and dance in Year 6. No swimming or games lessons were observed; netball was observed in an after-school club.

157. By the end of Year 2 pupils have learned and can perform a range of gymnastic skills. They can all walk, run, jump and change direction. Co-ordination is well developed as pupils skip around the room using different pathways. They are confident to travel on different body parts, including hands and feet, stomach and back. Most pupils are at the expected level in their development of control. Pupils demonstrate good knowledge of the effect of exercise on their body. They talk about a faster heart rate and increased breathing. Pupils are developing poise and quality movements because the teacher encourages them to use their bodies well and extend appropriately. This results in well-executed movements. Pupils make good progress in developing their technique when moving and jumping. They are learning to link their movements together. They have good knowledge of lifting and carrying techniques. Pupils follow instructions as they skip around the room pretending to blow an imaginary trombone in response to the poem 'The bear and the scary night.' They enjoy fluttering their hands like the owl as they move around the room. There are only limited opportunities for more-able pupils to be challenged.
158. No swimming was observed during the inspection, but discussions with the co-ordinator and pupils indicate that pupils are taught in ability groups by the pool staff. They make good progress and most can swim 25 metres by the time they leave the school. The school is aware of the need to retain swimming records.
159. By the age of eleven, pupils make good progress in developing their games skills. They can explain the basic skills for attack and defence strategies in a competitive game. Skills observed in netball were average. Pupils know and practise a range of different throws and are beginning to apply them in games situations.
160. Pupils in Year 6 make excellent progress in developing competence in dance. Expression and awareness of dynamics and changes of level and speed are well developed. This is because the teacher has excellent specialist knowledge and continually challenges the pupils to improve the quality of their dance. They talk about the effect of warming up and have sound knowledge because the teacher challenges them to identify the changes that occur. They are able to improvise a dance phrase using Puck's speech from "A Midsummer Night's Dream" as a stimulus. All pupils, including those with special educational needs, have well-developed performance skills. The school has performed dance locally and won awards for the standard of its work. No gymnastics was observed in the older classes, but discussion indicates that pupils have appropriate experiences. There are very good opportunities for pupils to extend their physical education experience in the many extra-curricular clubs and activities.
161. Teaching is good overall throughout the school, although there is some satisfactory and excellent teaching. In the excellent lessons the teacher has subject expertise and the work is challenging. When the quality of teaching is only satisfactory it is because all pupils are given the same challenge and there are no opportunities for extending the more able. Most teachers maintain a very brisk pace, which successfully contributes to the good levels of learning.
162. The use of numeracy and literacy skills is good. Pupils talk about the effect of exercise on their body. The large indoor hall space contributes to the development of spatial awareness. There is no evidence that information and communication technology contributes to the subject.
163. The co-ordinator has made a satisfactory contribution to the development of the subject. She is enthusiastic and keen to develop the subject. There has been no monitoring of teaching and learning in the subject. The school is following published and national guidelines in its planning. It has not yet adapted these guidelines to its own needs. Resources are satisfactory for gymnastics.

RELIGIOUS EDUCATION

164. Only two lessons of religious education (RE) were observed during the inspection, so judgements about the standards attained are supplemented by an assessment of pupils' past work and by a

scrutiny of teachers' plans. By the end of Year 2 and Year 6, attainment in religious education is below the expectations of the locally agreed syllabus, which provides for a comparative study of world religions. Pupils make satisfactory progress in all classes, in view of their diverse backgrounds and previous experiences in religious education. Most pupils could achieve more if the programme of study was better planned and consistently taught.

165. Pupils in Years 1 and 2 learn about the differences between right and wrong and apply this understanding to everyday life at the school, including behaviour in the playground and in the classroom. Pupils are taught to respect each other and to be tolerant and understanding of differences. They learn that each of them is unique and discuss those aspects of life that make them happy, sad, excited or frightened. Pupils contribute orally, but have too little opportunity to write things down. The distinction between personal, social and health education and RE is not sufficiently clear.
166. Pupils in Years 3 to 6 learn the stories of the Bible, including that of Moses and the parable of the Good Samaritan. Pupils in Year 2 have visited the local church in Henham village and the local clergy visit the school to talk in assembly. This contributes to raising pupils' levels of knowledge and understanding. There are multi-cultural assemblies each week, one for pupils in Years 1 and 2 and another for those in Years 3 to 6. These are used to draw pupils' attention to the similarities and differences between the beliefs of major religions and their multi-cultural development is well served in these sessions.
167. The quality of teaching is satisfactory, overall. In the lessons observed, pupils were managed well and had opportunities to express their opinions. Teachers listened carefully to what pupils had to say and made good use of their comments. In one very good lesson, the teacher asked the class to consider the qualities of Moses as a leader and to develop their own list of the qualities of a "Super Hero". Many pupils showed good personal development and spirituality when revealing that their own personal "Super Heroes" are members of their own families. Teachers do not formally assess progress and, overall, there is too little written work to confirm learning.
168. The co-ordination of religious education is satisfactory. The school acknowledges that the teaching and learning of religious education are areas for further development and that teaching does not yet provide consistently for progression and continuity in learning. Resources are satisfactory.