

INSPECTION REPORT

ENGAYNE PRIMARY SCHOOL

Upminster

LEA area: Havering

Unique reference number: 132766

Headteacher: Mrs E Sanders

Reporting inspector: Mrs P D Holwill
2705

Dates of inspection: 2nd – 5th June 2003

Inspection number: 248991

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Community
School category:	Primary
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
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Appropriate authority:	Governing Body
Name of chair of governors:	Diane Jenkin

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9977	Fran Luke	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
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18116	Christopher Taylor	Team inspector	Science Design and technology Equal opportunities	
25787	Edmond Morris	Team inspector	Mathematics Music	How well are pupils taught?
32953	Alison Borthwick	Team inspector	Information and communication technology Physical education	How good are the curricular and other opportunities offered to pupils?
32275	Ros Cooper	Team inspector	Special educational needs Geography History Religious education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Engayne Primary School is a three form entry primary school. It opened in January 2001 following the amalgamation of the former Engayne Infant and Junior schools. It caters for 616 boys and girls aged from four to 11 and is much larger than the average primary school. The majority of pupils come from white British backgrounds. Twenty-five children come from other ethnic backgrounds and two children are refugees from Kosova. There is one traveller child on roll and 14 pupils are learning English as an additional language. Only one child is at an early stage of English acquisition. The number of pupils identified as having special educational needs, including those with statements of particular need, is low compared with schools nationally. Most pupils' special educational needs relate to specific learning difficulties. The attainment of children when they arrive at the school is broadly in line with that found nationally at age four. The percentage of pupils eligible for free school meals is also below the national average.

HOW GOOD THE SCHOOL IS

Engayne is an effective school with some very good and excellent features. Since the amalgamation, the school has successfully achieved its aim of ensuring high standards for all its pupils in a stimulating and supportive environment. All pupils are valued and are fully included in all aspects of school life. The headteacher provides excellent leadership and her deputy, staff and governors share her commitment and sense of purpose. By the end of Year 6, standards are very high in English, mathematics and science because of the headteacher's success in ensuring consistently good teaching and learning in the school. Latest unvalidated test results show that the school has exceeded its Year 6 targets in all three subjects. All pupils, including those with special educational needs and English as an additional language, make good progress and achieve well. The school gives good value for money.

What the school does well

- ◆ Children in the Reception classes are given a good, happy start to their school lives.
- ◆ Pupils achieve well above average standards in English and mathematics and above average standards in science by the end of Year 6.
- ◆ Pupils have very positive attitudes to school. Their behaviour is very good. They show high levels of self-discipline.
- ◆ The headteacher provides excellent leadership so that, together with the deputy, key staff and governors, there is a very clear educational direction to the school.
- ◆ The quality of teaching and learning is good throughout the school.
- ◆ Child protection and procedures for promoting pupils' welfare are very good.
- ◆ Pupils with special educational needs and those who have English as an additional language make good progress as a result of the good provision made for them.

What could be improved

- ◆ Attainment in art, geography and information and communication technology, especially in the Year 3 to Year 6 classes.
- ◆ Standards in religious education across the school.
- ◆ Pupils' investigative, research and problem solving skills.
- ◆ Class timetables to create longer periods of time for foundation subjects.

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

HOW THE SCHOOL HAS IMPROVED

This is a first inspection since the school was amalgamated in 2001. There is no previous report with which to compare improvements.

STANDARDS

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

Performance in:	Compared with				Key
	All schools			Similar schools	
	2000	2001	2002	2002	
English	N/A	A	A	B	well above average A above average B Average C below average D well below average E
Mathematics	N/A	A	A	A	
Science	N/A	B	B	C	

Compared with all schools nationally, the 2002 national test results for Year 6 pupils were well above the average in English and mathematics and were above average in science. Results in English were high and they were very high in mathematics when compared with similar schools. The unvalidated test results for this year, 2003, show that the school has exceeded its targets and that improvements are being sustained. For example, over half of the pupils achieved the higher levels in reading, nearly a third in writing and two in five pupils achieved the higher level in mathematics. Since the amalgamation of the two schools, there have been very significant improvements in the attainment of Year 2 pupils. In 2002, their attainments were above average in writing, average in reading and mathematics when compared with all schools, but fewer pupils reached the higher levels in reading and writing. This year, two in five of Year 2 pupils achieved the higher levels in reading, nearly a third in writing and over half reached the higher level in mathematics. The present Year 1 and Year 5 pupils are likely to sustain their improvements in standards in 2004. Standards in geography, art and information and communication technology are below expectations at the end of Year 6, but the school has already prioritised raising standards in these subjects in its plan for improvement. Pupils' standards in music, design and technology, physical education and history are appropriate for their age at the end of Year 6, but in religious education, standards are below the expectations of the Locally Agreed Syllabus. By the end of their Reception year, children attain the early learning goals in creative and physical development and knowledge and understanding of the world. In personal, social and emotional development, mathematics, and communication, language and literacy, many children are working beyond these goals and are working at Level 1 of the National Curriculum.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils come to school happily. They listen carefully to their teachers and show keen interest and involvement in all activities.
Behaviour, in and out of classrooms	Very good. Pupils are courteous, polite and helpful. They behave very well in class and around the school. Younger and older pupils play well together.
Personal development and relationships	Very good. Pupils get on well together and with adults who work with them. They show respect for others' feelings and understand the impact of their actions on others.
Attendance	Satisfactory.

Pupils' attitudes to learning and relationships throughout the school are significant strengths and they have a very positive impact on pupils' learning.

TEACHING AND LEARNING

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

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

The overall quality of teaching and learning is good, with examples of very good and occasionally excellent teaching observed in lessons across the school. During the inspection, no unsatisfactory teaching was observed. Predominantly good teaching was seen in most subjects with the teaching in Year 5 particularly noteworthy, where it was always good or better. This consistently good quality teaching makes a substantial contribution towards promoting pupils' enthusiasm for learning. The noticeable strengths of the good teaching are; work is set at suitable levels for all pupils, very good relationships and marking of work, very good management of pupils and teachers' high expectations of their work and behaviour. Teaching in English and mathematics is consistently good. Teachers have a good understanding of the national strategies for literacy and numeracy. The basic skills are taught well so that pupils build effectively on what they already know, can do and understand. In English and mathematics particularly, teachers set work designed to interest and challenge pupils of all abilities. Occasionally the work planned in some subjects such as science is rather too directed by the teacher and pupils are not given opportunities to devise and carry out their own experiments. This means that although they learn facts successfully, they are not developing the skills of enquiry to make them good scientists. In addition, time in lessons is not always used as effectively as it might be. For example, the allocated time for a literacy lesson is one hour and the timetabled slot is sometimes an hour and a quarter and the additional 15 minutes is not always used well by teachers to improve pupils' learning. The teaching assistants are fully included in the teachers' planning and are given a clear focus for each lesson so that they are used most effectively to support those pupils with the greatest need. Both teaching and learning of pupils with special educational needs and those with English as an additional language are good. Throughout the school, relationships between staff and pupils are very good and the mutual respect shown has a good impact on pupils' learning. These strengths in teaching make learning a pleasure for pupils and they respond by being interested in their work and determined to do well in all aspects of their education.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities are good. The curriculum meets statutory requirements. Procedures to ensure that all pupils have equal access to the curriculum are very good, as is the provision for extra-curricular activities.
Provision for pupils with special educational needs	Good. They make good progress throughout the school and take a full part in lessons and extra-curricular activities.
Provision for pupils with English as an additional language	Good. The few pupils learning English as an additional language are given full access to the curriculum alongside their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. There is very good provision for pupils' moral and social development. Provision for their spiritual development is good and there is satisfactory provision for cultural development.
How well the school cares for its pupils	Procedures for child protection and for ensuring pupils' welfare are very good. The use of assessment to inform subsequent planning is good. All staff work hard to maintain a caring, supportive environment.

Parents are given many opportunities to become fully involved in the education of their children. They receive a detailed annual report on the progress of their child and regular information about their child's curriculum, national test results, special educational needs provision and the need for regular attendance. The requirements for pupils' health and safety are conscientiously met.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent, purposeful and strong leadership, and is supported very well by an effective deputy and senior staff. The leadership roles of the subject co-ordinators are now being reviewed and strengthened. The levels of shared commitment and capacity to succeed are very good.
How well the governors fulfil their responsibilities	The governors' role in helping to shape the direction of the school is very good. They have a very good understanding of its strengths and weaknesses. Priorities identified through financial planning are very good.
The school's evaluation of its performance	The school has developed and implemented some very good systems for monitoring the standards of pupils' work and evaluating its performance. Information and data gained from this process are used very well to identify areas for improvement. Teaching and learning are monitored well and school planning is seen as an important way of ensuring further improvements.
The strategic use of resources	Very good. Governors ensure that priorities in the school improvement plan are fully costed and monitored effectively in order to give good value for money.

There is an appropriate number of experienced teaching and support staff to meet the needs of the pupils in the school. Staff have a good range of expertise and willingly take on responsibilities to support school development. Resources are generally satisfactory and the accommodation is good and suited for its purpose. It is clean, well maintained and effectively managed. Governors apply the principles of 'best value' to all their spending decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> ◆ Their children like school and have positive attitudes to learning. ◆ The teaching is good. ◆ Parents are kept well informed about their child's progress. ◆ Teachers are approachable and always available to discuss matters. ◆ School provides an interesting and wide range of extra-curricular activities. 	<ul style="list-style-type: none"> ◆ The amount and type of homework given to their children. ◆ More activities outside lessons for younger pupils.

The inspection team agrees with all the positive comments made by parents. However, some inconsistency between classes was noted in the amount and type of homework set, and the school has plans to address this matter. The provision of out of school activities for the younger children is satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children's attainment on entry to the Reception classes is similar to that expected of children of their age. By the time they are ready to start in Year 1, children achieve well and are likely to attain the early learning goals in creative and physical development and knowledge and understanding of the world. In personal, social and emotional development, mathematics, and in communication, language and literacy many children are working beyond these goals and are working at Level 1 of the National Curriculum. Children listen well and speak confidently. Children are encouraged to read right from the moment they start school. By the end of their time in the Reception classes, children begin to apply their knowledge of letter sounds to their writing. They can spell some common words well and make good attempts at unknown words using their knowledge of letter sounds. Children use correct mathematical vocabulary. Most children are familiar with the term add and the more formal activities for mathematics are effectively introduced to the children through the framework for teaching numeracy. Children develop their understanding and knowledge of the world through observing living and growing things, finding out why things happen and how things work. They develop their creativity through using a range of materials, taking part in role-play and acting out stories they have heard. Children sing simple songs to help them with language patterns, rhythms and counting.

2. In 2002, Year 2 pupils' results in national tests and tasks were above average in writing; they were average in reading and mathematics in comparison with all schools. Fewer pupils reached the higher levels in reading and writing. When compared with similar schools, Year 2 pupils' reading and mathematics results were below average and reading was average. To a large extent these results reflected the upheaval the school had undergone in the previous year. Since then, there have been significant improvements in the attainments of Year 2 pupils. This year, for example, 39 per cent of pupils achieved Level 3 in reading, at least 29 per cent reached Level 3 in writing and 54 per cent reached Level 3 in mathematics.

3. In the 2002 national tests at the end of Year 6, pupils' results were well above the average for all schools in English and mathematics, and above average in science. Results in English and science were as good as those in similar schools, and were very high in mathematics. The unvalidated test results for 2003 show that at the end of the current Year 6, 51 per cent of pupils in reading, 27 per cent in writing and 42 per cent of pupils in mathematics have attained the higher levels. These results show that at the end of Year 6 standards are being sustained.

4. Skills in speaking and listening are taught well throughout the school. Staff set a good example to pupils by listening carefully to what they have to say. Pupils explain their ideas and opinions, and pupils speak confidently when answering in class and talking to visitors. Those pupils with special educational needs and those with English as an additional language also benefit from working in small groups where they get more opportunity to practise speaking English and to explain their ideas. By the end of Year 6, most pupils reach at least the expected standards in speaking and listening.

5. In Years 1 and 2, pupils quickly develop a good understanding of letter sounds. By the end of Year 2 children read with good expression, using the text, punctuation and vocabulary with confidence. Pupils tackle unfamiliar words with confidence, exploiting a range of tactics which they have built up over time. They show an increasing awareness of main characters and story lines. In Years 3 to 5, pupils are more confident and use a range of reading strategies to help them read fluently and recall stories. Most have a good understanding of character and plot and the more able predict story outcomes. By the end of Year 6, standards in reading are well above average. Pupils summarise the stories read so far with very good ability. Pupils with higher attainment explain and understand the depth of meaning implied by a single word or phrase. They enjoy books and talk

eagerly about their preferences for different authors. However, some opportunities for pupils to develop these skills in independent research in subjects such as history, geography and religious education work are missed.

6. Standards in writing at the end of Year 2 and Year 6 are very good. Pupils in Years 1 and 2 make good progress and develop a well-formed handwriting style, where letters are joined. This enables pupils to record their flow of ideas easily. Pupils use punctuation accurately in story writing and reflect on the way authors structure their stories well. By the end of Year 6, pupils use complex sentences, divide their work into paragraphs and construct their writing effectively to introduce new ideas and developments. They are able to transform a piece of writing from one type to another and use the device of raising a question to capture the reader's interest. Pupils write effectively for a range of purposes in English and across other subjects of the curriculum, for example the biographies of the wives of Henry VIII and information pamphlets on places of interest. They demonstrate secure knowledge of the difference between dialogue, the action and purely descriptive passages. They can argue a case effectively and make use of bold letters, exclamation marks and ellipsis to build up dramatic effects.

7. In mathematics, standards are good in Year 2 and very good in Year 6. At the end of Year 2 pupils understand the language of number, have a good knowledge of place value to at least a hundred and can quickly recall addition and subtraction facts to twenty. More able pupils are confident in handling numbers to a thousand in their work. They solve shopping problems, working in pounds and pence to at least five pounds. Many pupils tell the time in well to the nearest five minutes. They recognise fractions, such as half and a quarter in practical situations and successfully create their own graphs based on data collected in class, such as their dream holiday locations.

8. By the end of Year 6, pupils have a good understanding of place value, including negative numbers and those with two or more decimal places. More able pupils work confidently with numbers to over a million. Many pupils accurately add, subtract, multiply and divide two and three digit numbers to two decimal places. They find the perimeter area of simple and composite shapes, including triangles, using the correct formula. Graphs are drawn accurately and interpreted with pupils giving clear reasons for their conclusions. All areas of the mathematical curriculum are covered in depth and this accounts for the very good standards in Year 6. Information and communication technology is not used often enough to enhance learning and has been identified by the school as an area for development.

9. Science standards are average in Year 2 and good in Year 6. In science, pupils in Year 1 know the functions of the main parts of the body. They know about the properties of different materials and have investigated magnets. By the end of Year 2, pupils know the differences between plants and animals, and how different animals live in different habitats. Pupils know that some foods and drinks are essential to life. They understand that forces are needed to speed up and slow down objects and higher attaining pupils understand the way that a force is used for an object to change direction. By the end of Year 6, pupils know about the effect of electrical resistance on the brightness of light bulbs and the roles of different organs in the body. They make accurate use of terms, such as solution, dissolve, dilute, concentrate, evaporate, and condense. They can explain how to separate solids from liquids, make sensible predictions and understand how to set up a fair test.

10. Standards in information and communication technology by the end of Year 2 are in line with national expectations but are below expectations by the end of Year 6. This is due to a lack of resources, such as data logging equipment, which means pupils cannot fulfil the requirements expected of them. Occasionally pupils use information and communication technology to help them in their work in other subjects. Most pupils understand how to use the word processing program to edit their writing and change the way it looks. By the end of Year 2, pupils have used simple databases to sort and interrogate information. They have also used the Internet to search for information. These improvements continue into the lower junior classes and pupils in Years 3 and 4 can add graphics for titles and insert artwork illustrations. By the time they reach Year 5, pupils are

working above expected levels. Pupils in Year 5 experiment with PowerPoint while some pupils in Year 6 have produced a presentation, relating to specific topics.

11. Standards in religious education are below those expected in the Locally Agreed Syllabus for pupils at the end of Year 2 and Year 6. The main reason for this is that the scheme of work, based on the locally agreed syllabus, has just been introduced and there are gaps in pupils' learning because the full curriculum is not yet being covered. By the end of Year 2, pupils are beginning to appreciate that different people have different beliefs. They have a simple understanding of a limited range of Bible stories and can explain the significance of the cross for Christians. By the age of 11, pupils have acquired further knowledge about Christianity, Judaism and Sikhism, but their knowledge is uneven and does not cover all aspects of the locally agreed syllabus. They can describe some religious practices and retell stories from the Bible, but there is little evidence of them expressing their own responses to religious ideas and how those ideas might affect people's lives.

12. In physical education, music, design and technology and history, standards of achievement are in line with those expected nationally for pupils by the end of Years 2 and 6. In geography and art, pupils' achievements are in line with expectations by the end of Year 2 but standards dip below this at the end of Year 6. However, in all these subjects, standards by the end of Year 5 are at least satisfactory and often good. This shows that the school is now developing well after the major changes brought about by the amalgamation of the two schools. Evidence from lessons and pupils' work shows that standards are rising across the school.

13. Progress is mainly good year on year and pupils achieve well. Work in all the classes is usually provided at a suitable level, based on prior attainment, and pupils receive good support, which results in them making rapid progress. Effective implementation of the literacy and numeracy strategies, good teaching and the effective use of assessment, particularly in English and mathematics to track pupils' progress, are having a very positive effect on standards of attainment. Pupils with special educational needs make good progress because their special needs are quickly and accurately identified, and they receive appropriate support to help pupils with specific difficulties. Pupils with English as an additional language make at least good progress as they move through the school. The good levels of help they receive from teachers and assistants in the 'intervention' and 'target' groups ensure that their specific needs are met consistently through the school. Overall, all pupils make good progress and achieve well throughout the school.

Pupils' attitudes, values and personal development

14. Pupils' attitudes and values are very good. Pupils are confident, alert and interested in their work. They have good working habits, remain on task and work hard. They are motivated and get on with their work. They are fully involved in all school activities.

15. Throughout the school there is a high expectation for pupils to behave well, which they do very well; this is done in an atmosphere of quiet expectation, never in an oppressive or coercive manner. All staff provide good role models for the pupils and pupils respond very well to the good behaviour management provided by staff and consequently behave well at all times. Pupils were consulted and involved in the drawing up of the behaviour policy; because of this they have ownership of the policy and clearly understand what is expected of them. Pupils are polite at all times to all staff, visitors and to each other. The behaviour in lessons, on the playground at lunch and play times, as well as in the dining hall, is very good.

16. Relationships are very good and pupils have very great respect for the feelings, values and beliefs of others. In class, pupils relate to each other and to their class teacher very well. They work very well together in pairs and in-groups. Older children take care of the younger ones. Outside of the classroom, pupils have lots of very good opportunities for taking on additional responsibility and they respond well to these opportunities. In Year 6, monitors have responsibility for a range of activities, ringing the bells for the beginning and end of sessions, collecting house points, helping with the assemblies in the lower school as well as helping younger children in the dining hall at lunchtimes and at wet playtimes. However, in class, pupils' are not always given opportunities to

devise their own learning experiences. All pupils are part of a class council, and a school council is due to start soon.

17. The school works hard in building pupils' self-esteem by giving performances in class as well as in assemblies. During the inspection, Reception children presented an assembly to their parents and the rest of the lower school in which they were confident and clear in their presentations. There are opportunities for pupils to be involved in musical events both in and out of class and also to undertake performances at music festivals. They also have opportunities to go on local visits of cultural importance. However, multi cultural development is not so well developed. Pupils understand very well the impact of their actions on others. No oppressive behaviour, sexism or racism was seen during the inspection. Pupils take care of their environment and there is no graffiti or vandalism.

18. Attendance is satisfactory and is broadly in line with the national median. Pupils are generally punctual to school and lessons begin on time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

19. The overall quality of teaching and learning is good. All the teaching in the 86 lessons seen during the inspection was at least satisfactory, with 76 per cent being good or better. In 59 per cent of lessons observed the teaching was good with a further 16 per cent being very good and one per cent excellent. Examples of good and very good teaching were seen in all year groups and in most subjects. Good teaching makes a substantial contribution to pupils' achievements and enthusiasm for learning.

20. The quality of teaching in all the Reception classes is consistently good. Teachers and all the teaching assistants have a very good knowledge of the needs of young children and, as a team, they plan very effectively for all the areas of learning. Staff plan together and provide a wide range of practical activities for children to use their sight, hearing, smell, taste and touch when exploring their environment. They ensure that their planned activities challenge the children because they have very detailed information on what children already know, understand and can do. As a result of the teachers' very high expectations and very good understanding of the curriculum, the children learn new skills and acquire knowledge at a very good rate. Planning is detailed and makes good use of assessment to ensure that work is appropriately differentiated. Resources and accommodation are used well and imaginatively to ensure that children learn happily in their environment.

21. Teachers' knowledge and understanding of the subjects of the National Curriculum are good. As a result, pupils acquire skills, knowledge and understanding at a good rate and progress well. The basic skills are taught well so those pupils build effectively on what they already know, can do and understand. This was clearly seen in a very good Year 5 numeracy lesson in which the pupils were learning how to convert fractions to decimals and vice versa. The teacher explained the process in a variety of ways as well as encouraging pupils to try their own methods based on their previous knowledge of money and measure. By the end of this lesson the pupils had a really good understanding and many of them could confidently identify fractions and decimals that were identical in value. The way lessons are planned is not always consistent and different year groups sometimes plan in different ways. When teachers plan closely together, sharing their expertise and ideas, then the teaching is generally better than when they plan lessons on their own.

22. Teachers manage pupils very well so that there is a sense of purpose in lessons. This was clearly seen in an excellent Year 5 music lesson. The teacher had such a good relationship with the class that pupil management was effortless. It enabled groups of pupils to be permitted to compose their music in different locations. All of them behaved impeccably and showed great levels of concentration. The music they performed at the end of the lesson was stunning and much appreciated by all. Teachers ensure that pupils are clear about what is to be learnt in each lesson. These objectives are nearly always written on the board for pupils to read and discussed at the start of the lesson. Also, they are often reviewed at the end to help pupils judge if they have been met

successfully and to give them a greater knowledge of their own learning. Teachers have very high expectations of their pupils, particularly in English and mathematics, and set work designed to interest and challenge pupils of all abilities. The needs of higher attaining pupils, including the gifted and talented, are met through teachers' input and questioning during lessons. Occasionally the work planned in some subjects such as science is rather too directed by the teacher and pupils are not given opportunities to devise and carry out their own experiments. This means that although they learn facts successfully, they are not developing the skills of enquiry to make them good scientists.

23. Teaching assistants are used very well by teachers to support individuals and groups of pupils both in lessons and in small groups withdrawn for additional support. Much of this support is aimed at improving standards in literacy and numeracy. The teaching assistants are fully included in the teachers' planning and are given a clear focus for each lesson so that they are used most effectively to support those pupils with the greatest need. Time in lessons is not always used as effectively as it might be. For example, the recommended time for a literacy lesson is one hour and the timetabled slot is sometimes an hour and a quarter. This additional time is not always used well by teachers to improve pupils' learning. Low key tasks or extended lessons make it hard for the younger pupils to sustain their concentration.

24. In the good teaching observed, literacy and numeracy lessons begin with whole-class sessions in which new ideas are introduced and basic skills practised orally. This part of the lesson is often brisk and actively involves all the pupils in their learning. In the best lessons the teachers also use it to assess the levels of understanding by individuals and groups of pupils by having them record their answers on individual whiteboards. They can then move on to the next stage confident that all the pupils are with them and understand the work. Next, pupils are involved in activities suited to their varying abilities so that skills are enhanced and consolidated. In the last part of the lesson teachers usually review what has been done and learned. Pupils enjoy this part of the lesson as it gives them an opportunity to share their ideas and findings.

25. The teaching of pupils with special educational needs is good. Pupils learn well in lessons because teaching is clear and well structured. When tasks or teaching methods are well adapted to their special needs, pupils' learning is good. The support of additional adults in class is well targeted and has a very positive effect on pupils' learning. Teaching assistants offer skilful support to individuals and groups ensuring that they are able to understand their tasks and stay focused on what they are learning. On the small number of occasions when pupils' learning is less effective, this is because teachers have not adapted their teaching methods to meet the pupils' learning needs.

26. Pupils with English as an additional language learn well. Pupils benefit from good teaching, where tasks are explained carefully and good visual support for meaning is provided. Key vocabulary is often identified, and in subjects like mathematics and science the visual element allows them to make good progress.

27. Throughout the school, relationships between staff and pupils are very good and the mutual respect shown has a very good impact on learning. Marking of books is good and has noticeably improved this year as a result of the implementation of the marking policy. All work is marked regularly and as well as encouraging pupils to do their best it often gives them useful ideas to help improve their work further. Some parents expressed concerns about homework and the inspection team looked into this aspect, examining pupils' homework books, reading diaries and talking to pupils. Generally the homework set in most classes is relevant and helps pupils to practise what they have learned in class, with spellings to learn, reading and sometimes a task to find out about a particular topic in history or geography. However, some inconsistency between classes was noted in the amount and type of homework set.

28. The noticeable strengths of the good and very good teaching are:

- ◆ Very high expectations of work and behaviour.
- ◆ Very good management of pupils.
- ◆ Good subject knowledge, particularly in English and mathematics.
- ◆ Good and effective use of support staff.
- ◆ Basic skills taught successfully.
- ◆ Good feedback from teachers and marking of work.

29. These strengths in teaching make learning a pleasure for pupils and they respond by being interested in their work and determined to do well in all aspects of their education.

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

30. The curriculum for pupils provides them with a broad and relevant range of learning opportunities. The curriculum for children in the Foundation Stage is good and staff have implemented successfully and used the 'stepping stones' in the early learning goals. This helps to ensure that children's progress is continuous when they move into the Year 1 classes. All National Curriculum subjects and religious education are taught successfully to pupils from Year 1 to Year 6. The strategies for teaching literacy and numeracy are firmly in place and are having a positive impact on learning although guided reading needs further development in literacy. The provision for personal, social and health education is good. It is extremely well planned, timetabled regularly for all classes and includes citizenship. There are appropriate policies; agreed by the governing body, for drug education and these aspects of health education are taught sensitively to pupils with the support of parents and carers. While an agreed time allocation has been drawn up for all subjects, in practice this is not always managed well. For example, some classes spend longer on their English or mathematics lessons than others, while often there is insufficient time allocated to some of the foundation subjects.

31. Planning is supported from various schemes of work, and they are effective in ensuring that statutory requirements for the curriculum are met. There are small gaps in the programme for information and communication technology and religious education, but the school is aware of these gaps and plans to address these are already in place. For example, the school has recently adopted the locally agreed syllabus for religious education. Some planning requires further development in catering for pupils of differing abilities, particularly higher attaining pupils. These pupils are not always sufficiently challenged or encouraged to explore their full potential in terms of investigations, research and problem solving in some subjects.

32. The school takes care to ensure that all pupils have equal access to every aspect of school life. An Internet café has recently begun where pupils can come and use the Internet after school to develop their research skills. This is well attended and provides an opportunity for those pupils who do not have easy Internet access or who wish to use it further in their own time. The curriculum provided for pupils with special educational needs is good throughout the school. All pupils are fully involved in activities; they enjoy their work and are keen to support their classmates. Experienced teaching assistants support pupils very well. The provision for pupils who are learning English as an additional language is also good. An example of this was observed in the swimming pool where the teacher involved a pupil fully, constantly checking through various teaching styles that the pupil understood. As a result, the pupil made very good progress. However, the school's curriculum does not always take full advantage of opportunities to celebrate pupils' cultural and linguistic heritage to enrich the curriculum and help pupils understand the contribution that black and ethnic minority people have made to the world of music, art, science and history.

33. In the best practice, appropriate links are made between most subjects so that skills learned in one subject can be reinforced by the work in another. For example, pupils in Year 5 used their art, design and technology and literacy skills well in a geography project on a chosen European country. In another example, pupils showed well-developed research skills in their quest for finding out how other schools use recycling schemes through the Internet. The school has identified the

use of information and communication technology skills across the curriculum as an area for improvement and continued development.

34. Very good links exist between this school and the local secondary school ensuring a smooth transfer for Year 6 pupils. The school also liaises with the community and visitors to the school make a strong contribution. A good example of this is the reading partnership scheme where visitors listen to the pupils read on a weekly basis. Wider community links include visits from the local police and fire brigade. Pupils also visit the community: Year 6 pupils visited the local church to view an art exhibition held there, while the choir performs for the local Women's Institute.

35. The curriculum is greatly enhanced by the large number and range of relevant visits planned for pupils and the rich variety of visitors who talk to and work with the pupils in school. Recent educational visits have included a visit to the Sea Life Centre for the Reception children, Colchester Zoo for Year 1 while pupils in Year 4 used Ingatestone Hall to support their history work on Tudors. The number and range of out of school clubs for pupils to attend is very good. There is a good range of activities throughout the year, which cater for boys and girls in both key stages. Both pupils and parents are consulted about the opportunities on offer. A recent audit from parents indicated a French club would be useful. The school is now able to offer French three times a week for pupils across the school. Examples of other clubs include karate, football, needlework, juggling, recorders and a drum club. Within these extra-curricular activities pupils get suitable opportunities to make suggestions about new initiatives. An excellent example of this is the cheerleading club, which is planned and delivered by two Year 4 pupils, under the supervision of an adult.

36. The school promotes pupils' spiritual, moral, social and cultural development well overall. This provides an interesting and varied background for learning and successfully promotes pupils' personal development.

37. The provision for pupils' spiritual development is good. The best assemblies are of high quality and comply fully with the requirements for collective worship. A strong moral message is usually central to assemblies and this is presented in a range of different ways to interest and involve pupils. In one effective assembly, the teacher produced a bag of chocolate bars and shared them unevenly amongst a group of pupils. The rest of the children in the school made it clear how they felt about this! The promotion of pupils' spiritual development in the curriculum is good, especially when pupils are encouraged to reflect on beliefs and values, and understand feelings and emotions. All pupils are valued and their ideas and beliefs are treated seriously and never dismissed. The school ensures that pupils have a high self-esteem and sense of worth by virtue of its curriculum provision both in and out of lessons.

38. The promotion of pupils' moral development is very good. Pupils' efforts and achievements are valued. Through the fine examples set by the headteacher and other adults in the school, pupils learn the principles of right and wrong and high expectations for behaviour and care for others. Staff remind pupils about this in lessons. Personal, social and health education lessons also promote pupils' moral development well. In one class, a group of children were enjoying learning how to work together to achieve a desired result by playing co-operative parachute games.

39. The provision for pupils' social development is very good with relationships between pupils and pupils and adults being very well developed. The personal, social and health education programme teaches pupils some important life skills such as adopting a healthy lifestyle, personal safety and some early good citizenship skills. Contributions to solving issues in school during circle times enable pupils to help each other effectively. In one lesson, pupils were learning to appreciate other pupils in the class by an exercise involving writing thank you notes. Although a school council has yet to be introduced, each class has a council to discuss relevant matters. These help pupils to raise issues in a responsible way. Many pupils enjoy volunteering to carry out jobs around school; for example, pupils in Year 6 help with the younger pupils, especially on wet playtimes. Others help with the preparation for assembly, selecting and playing the music and managing the overhead projector. Some pupils lead and take part in assemblies, school productions and sporting events

and the wide range of clubs also provide further very good opportunities to promote pupils' social development.

40. Cultural development is satisfactory and the school tries to encourage greater knowledge and understanding of living locally and in a multi-cultural society. Pupils are taught to know about the history and geography of the locality. In religious education and in some assemblies, pupils have focused on many aspects of other religions as well as Christianity. There is adequate use of classic literature and stories and a range of music and artwork is used to promote pupils' cultural development. Outside organisations are involved in the delivery of these areas. The school nurse helps with the delivery of sex and relationships education, the police come in to talk about their role and West Ham Football Club have been involved in the delivery of railway safety. Pupils' performance is used effectively for cultural development in assemblies. In one assembly for the older pupils, a group of musicians from Year 6 were playing a combination of instruments and singing. In an assembly for the younger pupils, a class of five year olds were performing, 'I'm going on a Bear Hunt' with great dramatic energy and providing their own musical background.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The school provides a very good level of care for its pupils. Monitoring and support of pupils' personal development is good. Detailed information is kept on each pupil and members of staff know their pupils and their medical and personal needs very well. Health and safety issues are taken seriously by all staff and are reported to the governing body, which deal effectively with any hazards found on site. The school is a safe environment with health and safety checks carried out regularly on grounds, buildings and equipment. A full health and safety check has recently been completed by the local education authority, which found no major issues.

42. There are very good arrangements for the administration of first aid, with many staff trained. All staff handle the shared information about children with health problems sensitively. At present there is no designated medical room, but any children feeling unwell are well cared for.

43. The school's procedures for the protection of children are very good. The school follows the guidance issued by the local committee. The headteacher is the named member of staff responsible for child protection matters. She has been suitably trained and the deputy headteacher has also been trained so that she can deal with any problems in her absence. All staff are well aware of the need to inform the headteacher if they have any concerns and she regularly reviews the procedures. There is good liaison with the external agencies when this is required.

44. The quality and use of assessment is good overall. Improved arrangements for assessing pupils' attainment and progress have recently been introduced. These have been supported by the purchase of computerised systems to identify pupils' progress in school-based and national tests. The school is now tracking pupils' progress throughout their time at the school. From this record the school is able to check whether pupils are achieving typical standards for their age, and to intervene where they appear not to be doing so. Annual test results in Years 3, 4 and 5, along with pupils' performance in national tests in Years 2 and 6, are supplemented by regular assessments of the core skills in maths and English. In English and mathematics particularly, assessment is used well. Assessment information is gathered and used by the school to set improvement targets for groups of pupils, to identify teaching priorities and particularly to deploy well trained teaching assistants to help those pupils who are not making expected progress.

45. Pupils with special educational needs are assessed carefully and additional action is taken where their needs are not being met in the ordinary lesson planning. This includes additional support in class or in withdrawal groups with the special needs staff, and the drawing up of individual education plans for all pupils. These plans include appropriate learning or behaviour targets which inform teaching and are reviewed regularly to help pupils make the greatest progress possible.

46. The analysis and interpretation of pupils' performance in school results in English and mathematics are good and are used well to guide curriculum planning, for example, to adjust plans

to strengthen teaching in areas in which pupils' performance is weak. The school recognised the need to focus on improved standards of reading, particularly in Year 2, and did this by the introduction of guided reading to help those pupils achieve better standards. They analysed the performance of pupils in Years 2 and 6 to identify teaching priorities for the following year in all year groups and in Year 3 particularly. Teachers have compiled portfolios of pupils' work to provide a snapshot of individual pupils' work at regular times throughout their primary school education. In a significant number of lessons pupils are given the opportunity to assess their own understanding of the lesson's objectives and do so with good judgement. When evaluating each other's work they offer helpful suggestions for improvement as well as praise for good work. This information is not used sufficiently to help teachers plan the next step in pupils' learning. Teachers' marking of pupils' work is positive and relates to the learning objective of particular lessons. Some teachers take care to confirm pupils' achievements and to give pointers for next steps in their learning. This is good practice and it is particularly strong in English, mathematics and science.

47. The school is very good at monitoring and eliminating any incidents of oppressive behaviour. Arrangements for the promotion and monitoring of discipline and good behaviour are also very good. House points are awarded for achievements including good behaviour and rewards given in assembly. All staff consistently manage behaviour very well across the school, which ensures that pupils behave well. Any poor behaviour is monitored closely and parents informed when appropriate.

48. There are good procedures in place for the monitoring of punctuality and good attendance. Parents are reminded, through newsletters, of the importance of good attendance for their children's education, and for the need to get their children to school on time. The school works well with the education welfare service to monitor any concerns and the education welfare officer will visit any families whose attendance or punctuality gives any cause for concern. Statutory requirements for the registration, coding and recording attendance are all met and absences are recorded electronically. This allows the school to closely monitor any child, or group of children whose attendance gives cause for concern, and deal with any issues very quickly. Few pupils are late to school; those that are have their punctuality monitored closely. Registration periods are short and are an effective start to the school day.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. Parents have very positive views of the school. The school works very well with them and they are made to feel very welcome in the school. Parents confirm that they are given plenty of opportunities to help out in school and on school trips. There are a number of new initiatives in place to encourage parents to come into school, such as the drop-in homework club and workshops to assist parents helping their children to read at home.

50. The information provided for parents by the school is generally good. They receive regular information about what is to be taught during the coming half term and receive termly newsletters which give more general information about what has happened during the term as well as a range of other letters. The school's documentation for parents meets statutory requirements. Induction procedures and information provided for parents of children starting at the school are also good. Parents have been consulted on issues such as homework and the provision of out of school activities.

51. Parents are kept well informed about their children's progress. Pupils' annual reports are good and detailed, they tell parents what their children know, understand and can do as well as giving a clear indication about where their children are in relation to national expectations. Some give areas for further development, but this is not consistent across the school. There are good opportunities for parents to meet with their child's teacher on an informal basis at the end of the school day, as well as at formal consultation evenings. At the pre-inspection parents' meeting parents confirmed that teachers are always ready to talk about their children's progress or any concerns they may have.

52. The impact of parents' involvement on the life of the school is good. Parents are supportive of the school and contribute to their children's learning at home. They are generally happy with the amount of homework their children receive, although at the pre-inspection parents' meeting and through the parents' questionnaire, a number did express some concern about inconsistent expectations from different classes. The vast majority of parents ensure that homework is completed and handed in. The Parent Teachers' Association is very supportive and helps to raise significant funds for the school each year.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The headteacher provides excellent, purposeful leadership. Through her commitment, hard work and vision, very ably supported by her deputy and assistant headteacher, she provides a very clear direction for the work of the school. Together they have developed and maintained a strong focus on raising the standard and quality of education for pupils. The school has made good improvements since the two schools were amalgamated just over two years ago and the headteacher has ensured a firm foundation for the continued growth and development of the school. Her management style has generated high levels of loyalty from all members of staff and respect from parents and the local community. Every possible care is taken to ensure that all pupils receive their full entitlement to a good quality education and are treated with respect and consideration at all times. All who work in the school are totally committed to this aim and this is much appreciated by the children and their parents and carers. All staff have clear and high expectations of pupils' behaviour and standards of work. They follow the school guidelines consistently encouraging very positive attitudes and behaviour among pupils and helping them to develop self-discipline. Performance management is in place and is seen by the headteacher and staff as a valuable means of identifying where improvements are needed to improve standards.

54. The school has taken effective measures to strengthen the roles and responsibilities of all senior members of staff and is working to develop the leadership roles of the subject co-ordinators. The development of the leadership team, which includes the deputy headteacher and the assistant headteacher, has provided depth to the management structure. Members of the team take responsibility for the pastoral management of pupils and staff and have direct responsibility for monitoring the progress of developments and ensuring policies are implemented consistently. In addition, three curriculum development teams have enabled more staff to take on responsibilities and support developments. Time has been allocated to enable subject co-ordinators to develop their leadership roles. They have suitable monitoring tasks such as checking teachers' lesson planning and work sampling to help ensure that appropriate work is provided for pupils across the classes and year groups in each subject.

55. The deployment of teaching and support staff is effective and ensures efficient management of the school. In classes, the teaching assistants work very well in close partnership with the teachers. Provision for special educational needs and pupils with English as an additional language is good and is well managed by the co-ordinator and deputy head. All staff, teaching and non-teaching, involved in this work are clear about their roles and understand the important part they play in helping pupils in their care to learn well. No pupil's difficulties are taken as a reason not to strive for excellence.

56. The development of a coherent programme to monitor and evaluate the quality of teaching and learning has been a major priority for the headteacher and staff and the system is working very well. In addition, the school is involved in training teachers through the national Outstanding Primary Schools school centred initial teacher training (SCITT). Particular emphasis is given to good class management and behaviour strategies and Students are given very clear guidance on the importance of these and other teaching skills by the headteacher and deputy. The match of teachers and support staff to the demands of the curriculum is good. The organisation, management and support for newly qualified teachers are good. For example, the school ensures that every teacher new to the school has a mentor who is also a colleague, in order to provide relevant information. This works very well to give support and guidance to newly appointed, teachers, students or temporary staff who work in the school. The school successfully recruits new

teachers and this is a testimony to the high quality support provided and the encouraging ethos the school generates to attract teachers to work in the school.

57. The headteacher, staff and governors are all involved in school improvement planning. The priorities for development are carefully analysed and the appropriateness of them and the actions taken to meet these objectives are excellent. The shared commitment by everyone to focus on improvement and the capacity to succeed is very good. The governors are very clear about their roles and their importance to the school and have a very clear understanding of the strengths and weaknesses of the school. They act as 'critical friends' and their effectiveness in fulfilling their statutory and other responsibilities is very good. They apply the principles of best value to all their decisions and then monitor carefully the impact on financial planning. They ensure the school spends its resources wisely and seek to obtain best value when improving learning resources. Educational priorities are supported very well through good financial planning. A very strong feature of the governing body is that all governors are members of the curriculum committee. They believe strongly that all their decisions should benefit the education of the children in the school. This committee meets regularly to approve policies and discuss future strategies and initiatives.

58. The school makes very good use of all the accommodation available. The two halls are used efficiently for assemblies and indoor physical education. In the very near future the area outside the Reception classes is to be fenced for the youngest children. The intention is to provide an imaginative range of exciting and interesting features to enrich the quality of learning for the youngest pupils. The school's working environment is very clean, well maintained and effectively managed by the site manager and his staff. The adequacy of the school's learning resources is satisfactory overall but there are some gaps in provision for design and information technology. Resources for pupils with special educational needs and English as an additional language are used effectively and are of good quality bringing about improved standards.

59. Subject co-ordinators report to governors to keep them informed of developments and to enable them to assess the impact of spending on standards. Governors visit the school regularly to observe the provision first hand to assess its effectiveness. They are very clear about their monitoring role, the expectations and focus of their visits in order to improve their contribution to shaping the direction of the school. The school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. In order to raise standards further, the headteacher and staff with the support of the governors, should now:

- ◆ raise standards of attainment in religious education at the end of Years 2 and 6, and art, information and communication technology and geography at the end of Year 6; (Paragraphs: 8, 10 - 13, 33, 90, 99, 101, 109, 111, 119 120, 123, 135)
- ◆ develop strategies to ensure that children have more opportunities to engage in work which requires them to design and investigate, solve problems and follow their own line of enquiry, particularly in science and the foundation subjects; (Paragraphs: 5, 11, 22, 31, 85, 96 - 98, 116, 138)
- ◆ review the class timetables to create more substantial blocks of time in which the foundation subjects can be studied in greater depth. (Paragraphs: 23, 30, 92, 103, 108, 111,139)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	86
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	13	51	21	0	0	0
Percentage	1	15	59	24	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		616
Number of full-time pupils known to be eligible for free school meals		41

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		5
Number of pupils on the school's special educational needs register		36

English as an additional language

	No of pupils
Number of pupils with English as an additional language	14

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	27
Pupils who left the school other than at the usual time of leaving	20

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.4

0.2 Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2003	42	47	89

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	37	38	41
	Girls	46	46	47
	Total	83	84	88
Percentage of pupils at NC level 2 or above	School	93 (98)	94 (99)	99 (98)
	National	(84)	(86)	(90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	40	40	41
	Girls	47	47	47
	Total	87	87	88
Percentage of pupils at NC level 2 or above	School	98 (99)	98 (98)	99 (99)
	National	(85)	(89)	(89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2003	43	51	94

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	37	38	39
	Girls	41	44	48
	Total	78	82	87
Percentage of pupils at NC level 4 or above	School	83 (88)	88 (91)	92 (95)
	National	(75)	(73)	(86)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	38	39	38
	Girls	45	44	47
	Total	83	83	85
Percentage of pupils at NC level 4 or above	School	88 (91)	88 (89)	90 (90)
	National	(73)	(74)	(82)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	511	5	0
White – Irish	0	0	0
White – any other White background	5	0	0
Mixed – White and Black Caribbean	3	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	2	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	1	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	3	0	0
Black or Black British – any other Black background	0	0	0
Chinese	1	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	7	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)	24.4
Number of pupils per qualified teacher	25 :1
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	19
Total aggregate hours worked per week	303

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	17
Number of teachers appointed to the school during the last two years	16
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.

Financial information

Financial year	2001/02
	£
Total income	1,393,657
Total expenditure	1,265,137
Expenditure per pupil	2,054
Balance brought forward from previous year	0
Balance carried forward to next year	161,082

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	616
Number of questionnaires returned	191

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	40	6	1	0
My child is making good progress in school.	51	41	7	0	1
Behaviour in the school is good.	50	47	1	0	3
My child gets the right amount of work to do at home.	29	53	13	4	1
The teaching is good.	56	37	3	1	4
I am kept well informed about how my child is getting on.	38	50	8	1	3
I would feel comfortable about approaching the school with questions or a problem.	54	38	5	1	2
The school expects my child to work hard and achieve his or her best.	59	37	1	0	3
The school works closely with parents.	34	48	15	1	2
The school is well led and managed.	49	41	4	0	5
The school is helping my child become mature and responsible.	51	44	2	1	3
The school provides an interesting range of activities outside lessons.	35	43	12	2	8

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

61. Children make good progress because of the consistently good teaching which helps them learn happily in a safe and stimulating environment. By the time they move into Year 1 they have made good gains in all the areas of learning. Children with special educational needs make good progress against their targets, as do children who may speak English as an additional language. By the end of the Reception year most children achieve the early learning goals set for them in physical, creative development and knowledge and understanding of the world. In personal, social and emotional development mathematics and communication language and literature, their attainments are often above the expected levels and in these particular areas, the children make very good progress.

62. When the children start school their knowledge, skills and understanding are generally at levels similar to those expected for children of their age. There is a wide spread of ability and this is confirmed by the initial assessments carried out by the staff. Children are admitted to the three Reception classes at the start of the autumn term in the year in which they become five years old. Some children have special educational needs and all staff deal sensitively with these children and help them to settle happily into school life. There is a well-established induction programme which includes all parents and their children visiting the school before their child starts school. These visits, and the fact that parents are invited to stay with their child during the first few days, are appreciated by the parents and help the children to settle in. This underlines the school's ethos of promoting strong home and school relationships.

63. The quality of teaching in all the Reception classes is consistently good. Teachers and all the teaching assistants have a very good knowledge of the needs of young children and as a team they plan very effectively for all the areas of learning. They provide activities for children to use their sight, hearing, smell, taste and touch when exploring their environment. They ensure that their planned activities challenge the children because they have very detailed information on what children already know, understand and can do. Planning is detailed and makes good use of assessment to ensure that work is appropriately differentiated. Resources and accommodation are used well. Leadership and management of the Foundation Stage are very good with the result that there is a consistent ethos and high expectations of what the children can achieve by all adults. The co-ordinator has a clear understanding of the needs of young children and has maintained the very good provision whilst successfully introducing 'stepping stones' in the Foundation Stage curriculum based on the early learning goals.

Personal, social and emotional development

64. Children make good progress during their time in the Reception classes in this area of learning. By being aware of individual needs and supporting children effectively, staff build very good relationships so that by the time the children leave the Reception classes their attainment is beyond the level expected for children of their age. Staff have high expectations and are skilful at working with young children, recognising their individual personalities and managing them very well. Children are happy and secure, and they respond well to all activities with interest and enjoyment. Through well planned activities and effective support, the children learn to listen to each other, share and play well together, and choose from the range of activities provided. They develop independence and are encouraged to initiate their own ideas and to select activities and resources. They learn to persevere and concentrate in their learning. Their attitude to learning is good and they respond well to tasks. They take some responsibility for tidying up and move without fuss from one activity to another. They learn to appreciate how others feel, and in their celebration of important festivals, from a range of cultural backgrounds, develop a knowledge of their own and others' beliefs.

65. Children know the class routines well and are aware of the school's expectations with regard to behaviour. They are learning to understand that there are rules and they obey them, at the same time understanding right from wrong. Relationships between adults and children are very good. Children co-operate well with each other and relate confidently to adults. To help them develop socially, the children are taught to share equipment, follow classroom routines and take turns. They are developing appropriate negotiation skills. Staff plan very good opportunities for children to think about their own experiences and encourage them to ask questions and become independent. For example, after listening quietly to the story of 'The Rainbow Fish', the children reflected on the kindness and sharing aspects of the story and how they could also try to help others. They select dressing-up clothes and readily change them when other children ask. Adults promote children's personal development by ensuring that equipment and resources are easily accessible to them and help them to become independent.

Communication, language and literacy

66. In all the Reception classes children make good progress across all the aspects including reading, writing and speaking and listening. By the end of the Reception year, a significant number of children exceed the early learning goals. Children make consistently good progress across all the classes. All staff give high priority to developing children's spoken language. They plan a wide range of activities to develop children's experiences and vocabulary. They are skilful in asking questions which help to develop children's thinking. They use correct terms and encourage children to answer questions using longer sentences. Staff provide opportunities for conversation in one to one situations. Children with special educational needs receive good support from all members of staff. Their learning needs are identified early and tackled quickly, enabling them to make good progress.

67. During group sessions, children share books and enjoy rhymes and songs. The quality of interaction between all the adults and children in all areas of learning has a significant impact on the progress children make. Useful opportunities to work and play together are planned by the teacher. In the role-play area for example, four children examined the menu in the café and a 'waitress' wrote down their order and gave it to the 'cook' in the kitchen area. The children chatted to one another about their favourite foods and had clear ideas on healthy diets.

68. Staff provide very good role models when they are talking with children about their play and telling them stories in which the children can join in with some of the phrases and rhymes. Classrooms are rich in print and this teaches children that print has meaning. They have good book handling skills. They know the difference between text and pictures, and are able to recall and re-tell well known stories. Class teachers show the children how their spoken sentences can be turned into story-writing using full stops and capital letters. These activities provide them with good opportunities to connect reading and writing with what they say. Teachers make flexible use of the planning format from the National Literacy Strategy. Children are developing their knowledge of phonics, and some of them use this effectively to spell their names and write simple sentences about the stories they have heard. Staff work hard to develop the children's comprehension and language skills and encourage children to take books home to share.

69. Staff plan valuable activities to encourage children to write and to develop the links between reading and writing. Children are able to link sounds to letters and use them in their early writing, using individual letters to convey the intended meaning. They have opportunities to use a variety of writing tools, which they employ to write, make lists and draw. They write their own name legibly and all children have the opportunity to use pencils and crayons on a regular basis. Children use their phonic knowledge to write simple sentences, which they confidently re-read to the teacher. Children are encouraged to use all their senses to learn about these new experiences and then to record them in different ways.

Mathematical development

70. Teaching is good and a wide range of activities is provided to help children make good progress and acquire the skills necessary for mathematical development. By the end of the Reception year their attainment is often beyond the levels expected for children who are starting in Year 1. Numbers are clearly displayed throughout all the classes with opportunities for counting, sorting, matching, adding and subtracting. There are number lines for children to follow and jigsaws to complete. Staff take every opportunity to practise counting. They learn about positional language such as above, on and under when looking at the model they have made following a visit to the Sea Life Centre. Teachers use the planning format from the National Numeracy Strategy to introduce the main teaching activity. Children sing number songs and rhymes and use a wide variety of toys and objects to learn about addition and subtraction in practical ways. For example, shopping activities help children to recognise the value of coins, to buy a wide variety of goods and to try and calculate how much change they should have. The majority of the children are working within numbers one to 20 and the higher attaining children are beginning to add numbers together. They count on from zero and soon recognise when numbers are not put in the correct sequence.

Knowledge and understanding of the world

71. By the end of the Reception year children's attainment is at the expected level for children of this age and they have made good progress. Children develop a wide vocabulary and can make themselves understood when talking about their experiences. Teachers plan a range of interesting activities and use the outdoor environment very well to reinforce the activities inside the classrooms. In particular, the outside areas provide excellent opportunities to develop the children's understanding of the principles of science, experimenting with water flow and forces whilst indoors the children are able to cook food to observe the changes caused by heating. Children in all classes build with a range of construction toys and through these activities select the pieces they want to use. They have good opportunities to use computers and are confident using the mouse to change from one program to another and to click on an object and drag it across the screen. This creates a great deal of excitement and the children are very motivated to learn.

72. Good quality displays in and around the classrooms help children to develop their understanding of the wider world. Children celebrate the festivals of the major religions of the world and make cards and decorations. In this way they begin to understand the differences between people and to accept them. They learn about people who help them such as the policeman and café servers in the role-play areas. This also makes a good contribution to their mathematical understanding by ensuring that there are enough cups and saucers for everyone to have tea. In all these ways the teaching of knowledge and understanding of the world is good. Activities are well planned and the environment is used effectively as a resource. Supportive adults help the children to use the appropriate vocabulary to describe what they see and do.

Physical development

73. Children make very good progress across the Foundation Stage in this area of learning as a result of the good teaching that recognises the importance of healthy physical development. As a result of this, most children achieve the expected standards by the end of the Reception year.

74. Children experience outdoor play almost every day. Although there is no covered area to protect them on wet days, there is a hard surface play area for them to use bikes and other wheeled toys. However, staff take every opportunity to allow children the opportunity to go outside. They supervise the children very well and join in with the children's play. They show an awareness of the needs of others in the space around them. In physical education lessons in the hall, the children learn to use all the space around them as they learn to move and 'hold' different curled and stretched shapes. They move confidently, with appropriate control and co-ordination, following their teacher's instruction carefully. They are able to transfer these shapes when using the large apparatus and many of them create a sequence as they move across, through and under the benches and frames. Throughout the foundation stage children have many opportunities to improve

their manipulative skills by cutting, sticking, sewing or fitting jigsaws together to develop hand eye co-ordination. Attention to health and safety issues is appropriate at all times, including the careful use of scissors and other tools to help children gain safe control of these finer movements.

Creative development

75. Good provision of a wide range of experiences ensures the children make good progress and by the end of the Reception year, children meet the levels expected.

76. Teaching is good and children make good progress in this area of learning. Their creativity is developed well because all staff encourage them to explore and experiment with ideas, materials and activities. The children have a wide range of opportunities to develop their creative skills. They explore different textures and shapes, as for example in examining seashells and experiencing their different properties. The staff encourage them to think about what the shells feel like and emphasise the words to describe them. Children enjoy painting, printing and drawing and make good progress as they work with different media to create large wall pictures. They use their imaginations well in designing their own puppets and showing them in their Parents' Assembly. Children sing very well and explore rhythm and beat with a variety of musical instruments, as for example, when they used these instruments to sing a calypso style song with rhythm accompaniment. They develop in confidence as they try out new ideas, with adults working alongside them, talking to them about their work and introducing appropriate vocabulary. The attainment of children in creative development is broadly in line with expectations for their age by the end of their time in the Foundation Stage.

ENGLISH

77. In the 2002 Year 2 national tests, standards in reading were average because too few pupils reached the higher Level 3 in the tests. Standards in writing, however, were above average compared with national results. When compared with similar schools, results were below average in reading, and writing was only average. These standards were below the previous year's results and are accounted for by the disruption brought about by the amalgamation of the infant and junior schools.

78. In Year 6, the percentage of pupils reaching Level 4 in English was well above average, as was the attainment of higher attaining pupils. When compared with similar schools, standards achieved were average overall, with an average percentage of pupils achieving higher levels. Standards have improved since the 2002 national tests at the end of the school's first year of amalgamation. The unvalidated results of this year's tests show that the standards in Years 2 and 6 will be well above average in reading and writing. Pupils who have special educational needs make good progress overall, particularly where they are supported by teaching assistants in class. Lower attaining pupils are also well supported in small literacy groups organised to boost their performance. Pupils with English as an additional language make good progress and achieve standards which are generally typical for their particular age and sometimes better. The small number of newcomers to English also make good progress because of the quality of teaching they experience and the opportunities they have of working collaboratively with their more experienced English-speaking classmates. The progress of higher attaining pupils is also good, but they have limited opportunities to write more independently in order to follow a personal line of interest or study a topic in more depth.

79. Speaking and listening skills are good. Across the school pupils are given good opportunities to talk with a partner, for example to prepare an answer to a question posed by the teacher. In guided reading activities they discuss characterisation, motivation and the development of stories to help them understand how authors bring levels of meaning to their writing. They are encouraged to evaluate each other's work, and do so with good judgement and tact. For example in Year 5, where pupils performed a range of poetry, the rest of the class listened attentively and gave helpful pointers for improvement.

80. Standards in teaching are good in Year 2. Teachers and teaching assistants have good subject knowledge and plan and intervene to help pupils make good progress. By the end of Year 2 children read with good expression, using the text, punctuation and vocabulary with confidence. Pupils tackle unfamiliar words with confidence, using a growing knowledge of the sounds that letters make to come to an understanding of a new word from its probable meaning in the sentence. Such skills are evident across all Year 2 classes and account for the high standards achieved. Higher attaining pupils reflect on the texts they read, and pupils are encouraged, through guided reading activities, to explore in depth ideas in the books they are studying. They use these ideas well in their writing and use powerful verbs and interesting adjectives. Lower attaining pupils, and also pupils learning English, explore ideas in story plots with help from teachers and other adults. In one lesson, two bi-lingual pupils were given the opportunity to read with their more experienced classmates, which was beneficial to all pupils.

81. By the end of Year 6 standards in reading are well above average. Pupils summarise stories they read very well and are able to empathise with the characters. For example, one pupil explained the horror of anorexia and, therefore, the likely effect on a character who was taunted for being anorexic. Pupils with higher attainment explain the meaning of literary language with great finesse. One understood the meaning of “the tumble of jewelled domes awed her gaze”, explaining why the author had used the word “tumble” and why the gaze was “awed”. Pupils understand the depth of meaning implied by a single word or phrase. For example, they discussed confidently “the small tense smile” of the young evacuee introduced to an initially reluctant host in the story “Good Night, Mr Tom”.

82. Standards in writing are very good, and pupils in Years 1 and 2 make good progress. They develop a well-formed handwriting style, joining letters well. Simple punctuation and speech punctuation is secure in Year 2. Some pupils demonstrate effective literary techniques to bring emphasis or drama to their writing. For example, one pupil wrote “he would never in a million years tell...” and another, used capitals and an exclamation mark for the word “SCREECH!” to demonstrate how the noise of a bird would break into the silence of a story. Higher attaining pupils use good openings, for example, “In a planet far away “. Such examples show how pupils take account of the ways authors structure their stories.

83. Standards in writing in Year 6 are very good. Pupils use complex sentence and understand the importance of using new paragraphs to introduce new ideas and developments. They are able to transform a piece of writing from one type to another, for example, historical events in Victorian England to a sensational piece of journalistic writing about an unsolved murder mystery, using typical devices such as raising a question of who the murderer might be. Pupils write effectively for a range of purposes in English and across other subjects of the curriculum. They demonstrate secure knowledge of the difference between dialogue, action and purely descriptive passages. They can argue a case effectively and demonstrate secure knowledge of the layout of a dialogue, and the use of bold letters, exclamation marks and ... (ellipsis) to build up drama. They read poetry, recognising rhythm and rhyme, and use this in writing their own poetry. Higher attainers write with great assurance when presenting a possible explanation for the mysterious abandonment of the crew of the “Marie Celeste”. They review the work of poets like William Blake and Walter De La Mare, recognising characteristic imagery and the strength of the poets’ ability to “draw pictures in my mind”, as one pupil put it, which helps them in writing their own poetry.

84. Teaching and learning are generally good and often very good, with no unsatisfactory lessons observed. Staff plan together each term for each year group and identify detailed learning objectives. Teachers have good subject knowledge, and explain new work clearly. Teachers share the learning objectives with pupils at the beginning of each session and use good probing questions to check pupils’ understanding and extend their thinking. They check to see that those with special educational needs or those with English as an additional language understand exactly what they are expected to do so that pupils develop knowledge, skills and understanding systematically. They ensure that pupils are provided with opportunities to investigate a piece of writing, talk together about its meaning and structure, identify key vocabulary, and then write a piece modelled on the original text. In a very good Year 1 lesson, pupils read a story about an alien looking for a better

home. The teacher focused pupils' attention on its opening, its sequence of events and its conclusion, and explained clearly why some pupils' over-generalised descriptions were inappropriate and unsupported by their reading of the story. This was a very effective intervention. In a very good Year 6 lesson the teacher introduced pupils to the typical way language is used in advertisements to entice potential customers to buy a product. With very effective questioning, pupils came to understand that there are a number of techniques used in this kind of writing as, for example, in "a breath-taking mouth-wash". Pupils then evaluated a number of adverts, demonstrating confidence and secure knowledge of advertisers' ploys. The teacher pushed forward the thinking by posing questions as the pupils worked, for example, whether the number of catchy slogans they had found was due to the fact that they were more often used in adverts, or that pupils were better at spotting them. Teaching assistants are well deployed and effectively trained to support lower attaining or pupils with special educational needs.

85. Subject co-ordination is very good. Since the recent amalgamation, teaching and learning approaches have been rigorously reviewed, and this, together with effective assessment, has raised standards. Additional resources, for example, to promote guided reading approaches, have been bought. The co-ordinator works with a literacy team to achieve improvement in all areas of the subject and to draw up a literacy action plan. Such work is supported by ongoing assessment and tracking systems and the analysis of test results. She monitors teachers' planning, checks work in books and talks to pupils about the work they are doing. This information helps her to identify teaching priorities and further areas for development. The national test results are analysed to see whether any shortcomings are indicated, which can be remedied in Year 3 or focused on more rigorously in other year groups. Currently pupils do not have many opportunities to develop more scholarly skills through work in the library, or to follow a personal interest or their class topics in more depth.

MATHEMATICS

86. Pupils in Year 2 attain standards above the national average in numeracy and other areas of mathematics. However, the national test results in 2002 showed that attainment was similar to the national average. This represented a drop in standards from 2001 but was a temporary blip resulting from the many staff changes in Years 1 and 2 at that time. From the evidence of work seen in pupils' books and in lessons, it is clear that the standards attained by the pupils currently in Year 2 are above those expected for their age with over half the pupils working at the higher than expected level. Teachers are now more experienced and confident in delivering the curriculum to this age group and the predominantly good teaching seen in Years 1 and 2 are having a positive impact on the standards achieved by pupils of all abilities.

87. Standards attained by pupils at the end of Year 6 are well above those found nationally and also well above those found in similar schools. Standards have remained high over the past three years with the pupils consistently performing well in the national tests at the end of Year 6. Indeed, in 2002 over 90 per cent of pupils reached the nationally expected level and half of these attained the higher level with one pupil even exceeding that level in the test. The very successful implementation of the numeracy strategy and the overall good teaching seen during the inspection are proving to be instrumental in sustaining the high standards achieved.

88. Pupils with special educational needs make good progress as they move through the school. This is due to the good support they receive in class from their teachers and learning support assistants and the careful planning which takes the needs of all pupils into account. Those pupils with English as an additional language also make good progress throughout the school as there is a consistent emphasis on teaching the correct mathematical vocabulary in lessons and pupils are encouraged to use it in discussions about their work.

89. At the end of Year 2 pupils understand the language of number, have a good knowledge of place value to at least 100 and can quickly recall addition and subtraction facts to 20. More able pupils are confident in handling numbers to 1,000 in their work. Pupils know the names, and some of the properties, such as the number of sides and corners, of two- and three-dimensional shapes.

They solve shopping problems in pence to a pound with half of the pupils working in pounds and pence to at least five pounds. Pupils tell the time in hours and half and quarter hours with many telling the time to the nearest five minutes. They recognise fractions such a half and a quarter in practical situations and successfully create their own graphs based on data collected in class such as their dream holiday locations.

90. By the end of Year 6 pupils have progressed to having a good understanding of place value, including negative numbers and those with two or more decimal places. More able pupils, around half of the year group, are confidently working with numbers to over a million. Pupils accurately add, subtract, multiply and divide two- and three-digit numbers with most able to work to two decimal places. They find the area of simple and composite shapes, including triangles, using the correct formula. Graphs are accurately drawn and pupils are able to interpret them, giving clear reasons for the conclusions they draw. Higher ability pupils use all four quadrants when plotting coordinates and have a good understanding of data handling, using terms such as mean, median and range correctly. The depth of coverage is exemplary with pupils learning all aspects of mathematics to a level very well matched to their needs and designed to move them on rapidly to even higher levels. Only occasionally do pupils use information and communication technology to help them in their work. This is an area recognised by the school for further development.

91. The quality of teaching is good overall with some teaching being very good and no teaching being unsatisfactory. Three-quarters of lessons seen were good or better. Such good quality teaching is having a very positive effect on the pupils' learning and ensures that standards continue to rise. Planning is good throughout the school and is firmly based on the National Numeracy Strategy. Teachers plan lessons with due regard to the prior attainment of their pupils and the content is carefully designed to meet their specific needs. Teaching assistants are fully briefed about their role in each lesson and make a significant contribution to the good progress made by pupils who sometimes struggle with mathematical concepts. When teachers plan closely together in year groups to share their expertise and ideas the resulting lessons are often of a high standard with imaginative content and interesting activities.

92. Teachers have very good class management skills and create a calm and purposeful working atmosphere in which pupils can concentrate and learn effectively. Pupils respond well to this and behaviour in lessons is very good with pupils eager to learn and most enthusiastic about the work provided for them. This was clearly seen in a very good Year 6 lesson converting fractions to percentages. The teacher's enthusiasm was infectious and the pupils worked extremely hard to complete the tasks successfully. Very good relationships are a strong feature of all lessons with pupils being most attentive to their teachers and able to work very well together. Some lessons are over an hour and this proves too long for pupils, particularly the younger ones, to sustain concentration and the quality of learning decreases. Suitable homework is set regularly and is completed successfully by the vast majority of pupils.

93. The management of the subject is good and has a positive impact on achievement. Planning and completed work are closely monitored to identify areas for improvement and celebrate success. Assessment procedures are good and are used well to identify the needs of individuals and groups of pupils and to plan future work. There is a fierce determination throughout the school to raise standards to the highest possible level. Mathematics is given a high profile in the school. This is not just in lessons but also in the regular challenges set for pupils in each year group with small prizes for the best efforts.

SCIENCE

94. Inspection evidence indicates that standards are close to the national average by the end of Year 2 and by the end of Year 6, are above average. Through good teaching, pupils have made good progress throughout the school and achieved well. The school has made good progress in developing science since it opened just over two years ago.

95. Lesson observations and analysis of work indicate that pupils in Year 1 know the functions of the main parts of the body. They investigate the properties of different materials and have investigated magnets. In Year 2, pupils know the differences between plants and animals, and how different animals live in different habitats. They investigate electricity and make simple electrical circuits. Pupils in Year 3 know about the properties of magnets. They know about how the sun creates shadows and investigate how the length of shadows changes through the day. Pupils in Year 4 have learned how solids can change into liquids by heating and how dirty water can be cleaned. By Year 5, they know about healthy living, how exercise affects the body and heart rate and the need for a balanced diet. By Year 6, they know about the effect of electrical resistance on the brightness of bulbs and the roles of different organs in the body. They understand how to make a test fair and carry out an experiment with some success. Progress is good year on year and pupils achieve well. Pupils with special educational needs make good progress throughout the school and are well supported in their work by the support staff. Pupils with English as an additional language also make good progress in science across the school.

96. The quality of teaching and learning are good overall. Some lessons were judged to be very good during the inspection. As a result of this, most pupils are learning well and making good progress in science. In the best lessons, teachers share their enthusiasm for the subject with the pupils and make learning fun. Planning is sound and scientific investigations are used effectively. However, in some classes, these are too teacher directed and opportunities are missed for pupils to learn to devise their own investigations. Teachers form good relationships with their pupils. Pupils, in their turn, are very well behaved and receptive to what their teachers are teaching. Pupils use their knowledge well. For example, they use appropriate scientific vocabulary, such as air resistance, particles, decay and fair test. In Year 2, pupils talked enthusiastically about how a piece of bread is changed irreversibly when it is made into toast. By Year 6 they can explain what conditions can slow down the decaying process.

97. In a few classes, teachers sometimes miss opportunities to pitch tasks at the appropriate levels of pupils' abilities. On these occasions, high attaining pupils do not make the progress of which they are capable. This is largely because the activities they are given are highly directed and leave little opportunity for them to develop their own investigative or questioning techniques. Teachers share their high expectations of behaviour. Because of this, pupils enjoy science and produce work of good quality. In some lessons, teachers link science appropriately to other subjects, such as English and mathematics. The brisk pace of most lessons maintains pupils' interest and increases their work rate. Behaviour throughout most lessons is good and in some is very good. Most pupils are motivated and remain focussed on the activities for considerable lengths of time. There is some limited use of information and communication technology in science. One child has drawn line graphs with it, and others have undertaken a search of a CD-ROM, but as yet, it is not used to measure experiments.

98. The quality of the leadership and management of science is good. The co-ordinator is enthusiastic and works hard to help colleagues. The programme of work follows national guidance and is backed up with a satisfactory range of activities and resources. This enables pupils to learn the subject in a logical way. However, there are too few books in the library for pupils to use to research the subject and limited software for use on computers. The co-ordinator has had sufficient time to monitor the quality of pupils' work and teachers' planning and this contributes effectively to improving standards and provision in the subject, but he has no allocated time to monitor lessons; this is done by the leadership team. The school has recently purchased an assessment scheme for the subject but this has yet to be implemented.

ART AND DESIGN

99. Because of the small number of lessons observed and the school's timetable arrangements, judgements about standards and teaching are based on scrutiny of the teachers' planning, evidence from pupils' work in sketch books, from displays and on discussions with pupils and teachers. Lesson observations demonstrate that pupils of all abilities, including those with special educational needs and those with English as an additional language, are making satisfactory

progress at the end of Year 2 but their progress slows in Years 3 to 6. As a result the attainment of pupils at the end of Year 2 is in line with national expectations but by the end of Year 6, standards are below those expected for pupils of similar age. However, there have been significant improvements in the pupils' understanding and ability to work with different media and explore ideas such as line and texture and form, and this was evident in the work undertaken by Year 5 pupils.

100. Pupils learn about the work of famous artists such as Picasso and Lowry and often produce their own versions of paintings in the style of the artist. All pupils have sketch books but these are not being used to best effect to show progression in standards of work. Most books are not dated, and very few have details of the learning objective or an evaluation of the pupil's work.

101. The youngest pupils in school make interesting and effective drawings and paintings. Many of them are very good at making things and love cutting out and sticking. These early steps are gradually and systematically built upon as pupils move through the school and pupils begin to develop the necessary skills and understanding of pattern and form over time. However, during the inspection period, the range of art work observed in lessons was limited to painting and observational drawing.

102. Teaching in the lessons observed was good. The lessons were well planned. Teachers give positive feedback to all pupils during the lesson. Their supportive and encouraging remarks are strengths of the teaching in the classes observed. As a result, pupils return to their work eager to improve on it, and then are keen to talk about it to their friends and visitors. All pupils, including those with special educational needs and with English as an additional language, make sound progress in art work. For example, in a well-prepared Year 2 lesson, the teacher ensured that the children studied different tree barks in the school grounds carefully. She asked questions which enabled them to describe the textures and colours using some good imaginative language. When they returned to the classroom, they were able to begin to sketch their designs first before selecting the materials and colours to complete their collage pictures. In the Year 5 lessons, the teachers discussed the shapes, colours and sizes of a variety of leaves before asking children to make observational drawings of them. Suggestions and support were given quietly so that more hesitant pupils felt reassured that their efforts were valued. The pupils' response to this teaching approach was very positive. They concentrated well, discussed their ideas quietly with a partner and produced some sensitive and delicate results.

103. The co-ordinator has put together resources and examples of the different art activities for each year group in an effort to help teachers know what should be expected from pupils in art lessons. She has decided to give up her responsibility for the subject at the end of the term. She is aware that the new co-ordinator will need to give practical advice to staff when they plan art activities, to ensure they understand the techniques involved and plan the next steps to help pupils learn new, and improve old, skills. The policy for art emphasises the teaching of skills but this has not been in practice long enough to have an impact on pupils' attainment. Another factor which has had a detrimental effect on pupils' progress and standards, is the allocation and use of time given to the subject by some classes. Assessment of art is at an early stage of development but is planned to be addressed during the coming terms. This is a good start, which can be built on to help raise standards of achievement in the subject even further.

DESIGN AND TECHNOLOGY

104. By the end of Year 2 and Year 6 standards in design and technology are in line with national expectations.

105. The analysis of work shows that the majority of pupils have satisfactory knowledge, understanding and skills in design and technology by the end of Year 2. Pupils make good progress in lessons. This includes those pupils who have special educational needs. Pupils with English as an additional language also make good progress in the subject. By the end of Year 2, pupils have appropriate levels of practical skills when using scissors, glue and materials. They design and make

simple clothes to go with the story of Joseph's Coat of Many Colours. In Year 1, they design and make detailed models of playground equipment.

106. In Year 3, they design and make photo-frames and have designed jigsaws. In Year 4, they learn how to make a range of card mechanisms to fit into pop-up books. Year 5 pupils designed and made bread and then made healthy pitta bread to market and sell. They also designed and constructed a range of musical instruments. By the end of Year 6, they have made models of a range of shelters including tepees and other buildings. However, not all year groups have undertaken evaluation activities or looked at ready-made products. Pupils in Year 6 work with technical aspects of the subject, such as use of mechanisms or electrical circuits. This work takes place in the second half of the summer term in Year 6.

107. Only three lessons were seen in the subject during the inspection. The quality of teaching and learning was good in those lessons, and pupils were making good progress. Pupils enjoy learning the subject and their behaviour is very good. However, scrutiny of planning and pupils' work revealed that in some classes essential work such as evaluations have not been undertaken. Where teachers are confident, they plan well and teach skills and techniques with methods that make learning fun. As a result, design and technology helps pupils to consolidate their numeracy skills as they cut materials to size and work out the proportions of their models. During the inspection, there was little evidence of computers being used in the subject.

108. The quality of the leadership and management of the subject is satisfactory. The school has identified the subject as needing further development. The co-ordinator is new to the post but is keen and enthusiastic and has worked hard to raise standards. He has ensured that there are sufficient materials for classes to use in their teaching. Guidance is given to teachers to help them with their teaching, but lack of curriculum time often means that pupils do not have the opportunity to develop skills in sufficient depth, especially towards the top end of the school and this results in some fragmented learning.

GEOGRAPHY

109. By the end of Year 2 pupils' attainment is in line with national expectations but by the end of Year 6 pupils' attainment is below. Although Year 6 pupils can name the countries of the United Kingdom and have some knowledge of the location of other countries and continents, their understanding of how to use maps and atlases is underdeveloped. They have some understanding of the water cycle, but only a rudimentary grasp of how rivers influence people's lives and patterns of settlement. In Year 5, however, pupils' knowledge and skills in geography are much better and standards of attainment are at least satisfactory. Pupils have a good grasp of how natural features develop and change over time. They can explain clearly how desertification occurs, how mountains are formed, and the features and importance of rainforests. They are developing a good grasp of the relationship between people and the environment. Pupils with special educational needs are also achieving below expectation in Year 6 but are in line with expectations in Year 5.

110. Year 2 pupils can describe features of urban and seaside locations in the United Kingdom and features of the island of St. Lucia. They can distinguish between man-made and natural features of the environment. They can find the locations of towns on large-scale maps by using simple grid references and can give grid references for towns on maps. Pupils with special educational needs and English as an additional language are achieving satisfactorily.

111. Overall the quality of teaching and learning is at least satisfactory throughout the school and it is good in Year 5. Although teaching observed in Year 6 during the inspection was satisfactory, discussion with pupils and work in their books revealed significant gaps in their knowledge and understanding of the subject. This has occurred because insufficient attention has been given to the subject and the work that has been done has been at too low a level. For example, although pupils had enjoyed their visit to the River Ingrebourne and produced good individual projects on rivers, the geographical features of rivers, and how rivers influence and are influenced by human settlements was completely missed in the teaching. In Year 5 the teaching is

of a much higher standard and provides an appropriate level of challenge and breadth of subject matter. Teachers use a variety of methods to capture pupils' interest and enthusiasm, which results in good achievement for all pupils. For example, when studying mountains and rainforests, pupils were expected to produce presentations for the rest of the class on how mountains were formed, wildlife and plants, environmental changes, threats to mountain areas and pollution. They made their own, good quality, overhead projector transparencies, which they used to support their presentations. In another study of polar regions, pupils made good use of the Internet to gather a wide variety of information, which they used to construct good quality research projects on the Antarctic. As preparation for a later study of a European country, pupils undertook a six-week homework project in which they researched a European country of their choice. The teachers gave the pupils very clear guidance about what to include and set high expectations in terms of the variety of presentation, for example, an historical event presented as diary entries, land marks presented as a plan or model, map of the country that includes capital city, other major cities, rivers, mountains and other important features. In all this work the combination of good subject knowledge, clear guidance, high expectations, and significant pupil independence and responsibility has resulted in work of a high standard. The teachers' written feedback, especially on the European projects, was extensive and of a very high calibre.

112. In Year 2, pupils enthusiastically grasped the idea of using coordinates to determine a location and used grid references with some skill because the teacher explained the process very clearly and organised the pupils so that they were able to learn well in the lesson. They could talk enthusiastically about different places they had visited and had some idea about the way land is used in St Lucia. Although some visits have been made to local areas, for example, a local street, more use needs to be made of the local environment and the school grounds to develop pupils' geographical skills, knowledge and understanding.

113. The subject co-ordinator has been in post since 2002 and is making rapid progress in improving the teaching of geography especially in Year 5. Her subject knowledge is very good and she is passionate about improving the range and level of challenge in geography. She has produced a good scheme of work for the use of information and communication technology in geography and has spent time producing digital photographs and other resources for year groups across the school. She has a good grasp of the development needs in her subject and has monitored planning and pupils' work effectively. She has identified key questions for each geography topic and now needs to ensure that these are being used to assess pupils' progress against national curriculum expectations.

HISTORY

114. Standards in history are in line with national expectations by the end of Years 2 and 6. Progress in history from Year 1 to Year 6 is good. This is the result of mainly good teaching and a well-planned curriculum. Pupils who learn English as an additional language make good progress because teachers are aware of the needs of bi-lingual pupils. There is good support for pupils with special educational needs, and this enables them to make good progress.

115. Pupils in Years 1 and 2 have an appropriate knowledge of the life of Florence Nightingale, and can compare life in the hospitals she worked in with present day hospitals. They have good knowledge of the Great Fire of London and can explain the causes of the fire's rapid spread very clearly. Pupils in Years 3 to 6 have a sound knowledge of aspects of the lives of Britons at the time of the Roman invasion and the lives of the Roman occupiers. They can talk with some knowledge and enthusiasm about Henry VIII and his wives, about life in Ancient Greece and about the life and times of Queen Victoria. Many pupils have a well-developed sense of chronology and can place key characters in history accurately, in relation to each other, from the Romans through to the present day. They also show good knowledge of the recent past and can place in the correct decade, many events and features of life in the last fifty years.

116. The teaching and learning of history has some good features, and is at least satisfactory and sometimes good throughout the school. Most teachers have good subject knowledge and their

interesting teaching is further enlivened by the use of some good direct experiences. In Year 3 a living history theatre group held pupils enthralled as they demonstrated what life was like for slaves, soldiers and Roman women. Pupils were actively involved in dressing up and handling Roman artefacts and used the shields that they had made previously. In Year 4 pupils wrote with some fluency about Henry VIII and his wives reflecting that "divorce was a very serious matter in those days". In Year 5 pupils generated open-ended questions to ask of parents, grandparents and other visitors on a "living history" day that they were planning for the week after the inspection. Pupils worked collaboratively showing great enthusiasm and focus because the teachers had provided a very well structured sequence of lessons and clear guidance about their tasks. In Year 6 pupils had visited a Victorian classroom, and had written at some length about life in Victorian times. Pupils with special educational needs and those with English as an additional language are well supported in lessons but more challenging questions and tasks need to be set for the more able Year 6 pupils to enable them to carry out their own investigations in order to achieve the standards of which they are capable.

117. The history co-ordinator has been in post since September 2002. He has identified appropriate areas for developing the subject further, including adjusting the curriculum and teaching to encompass a wider range of views and cultures. Monitoring of the subject has begun but is in the early stages. A stronger focus now needs to be given to evaluating pupil progress against National Curriculum expectations, and enhancing teaching and learning, with use of research facilities offered by the Internet, so that higher levels of attainment are reached by many more pupils, especially in Year 6.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

118. Standards in information and communication technology by the end of Year 2 are in line with those expected for the pupils' age. All pupils can log in and load the program required. Most pupils understand how to use the word processing program to edit their writing and change the way it looks. The higher attainers know the names of the equipment they are using and use the keyboard and mouse well. Lower attainers are sometimes hesitant and need support to carry out work using the computers. Pupils in Year 2 have used simple databases to sort and interrogate information. They have also used the Internet to search for information on the Great Fire of London.

119. Standards in information and communication technology by the end of Year 6 are below national expectations. This is due to a lack of resources, such as data logging equipment, which means pupils cannot fulfil the requirements expected of them. Only occasionally do pupils use information and communication technology to help them in their work in other subjects. This is an area recognised by the school for further development. However, pupils in Years 3 and 4 are attaining satisfactory standards, while pupils in Year 5 are above expected levels. All pupils can modify their work to achieve an effect and use databases both to review prepared information and to begin to create their own sheet of information. Pupils in Year 3 and 4 can add graphics for titles and insert artwork illustrations. Pupils in Year 5 have begun to experiment with 'PowerPoint' while some pupils in Year 6 have produced a presentation, relating to specific topics. One group of pupils showed their presentation in an assembly, much to the awe and wonder of the younger pupils!

120. All information and communication technology lessons are taught in the computer suite. The school has sufficient computers for half a class to be taught at once, and other lessons, such as swimming, are timetabled alongside. Teaching assistants are often used in Years 1 and 2 to take half the class while the teacher goes with the rest of the pupils to the computers. Nevertheless, within these constraints pupils make satisfactory progress. An 'Internet café' has been introduced after school giving some pupils in Years 3 to 6 access to the Internet and it usually has high attendance.

121. Overall the quality of teaching is mainly good with no unsatisfactory teaching. Five lessons were observed, three of which were good and two satisfactory. All staff, including teaching assistants, have had computer training and are confident in teaching the basic skills needed. Lessons are well planned and organised. Where teaching was good, lessons covered a lot of

ground, clear instructions were given and as a result all pupils made good progress. Where lessons were satisfactory, pupils of higher abilities were not provided with enough challenge, and all pupils were unaware as to how to improve their skills.

122. Pupils' attitudes to computers are good. They listen to instructions and act upon them enthusiastically. They help each other well, and those with special educational needs benefit from the support of their peers as well as that of the teacher. They all work in pairs on the computers and automatically take turns without being told to.

123. During the inspection, information and communication technology was being used to support history in Year 3 where pupils were recording their Roman day using the digital camera, and in Year 6 where pupils were using the Internet to find out how other schools set up recycling programs. Across the school there are pockets of good examples where information and communication technology enhances the learning in other subjects. For example, Year 5 pupils prepared slides to present a project on environmental change, using an overhead projector. Their presentations were recorded using the digital camera. However, opportunities are missed to use all aspects of information and communication technology in full, and some subjects, such as science or design and technology, suffer because of this. The school is aware of these shortcomings and has recently purchased some control technology to begin addressing these areas.

124. Leadership and management of the subject are satisfactory. The subject leader has implemented the scheme of work in Years 3 to 6 and, together with the deputy headteacher, has produced a good plan of action. Resources are mainly adequate but there are gaps in equipment which need filling quickly. With the plans the school has for information and communication technology, it is well placed to make further improvements in the subject.

MUSIC

125. Standards in music are similar to those found nationally for pupils at the end of Years 2 and 6. All aspects of the subject are taught throughout the school including performing, composing and appraising music. There is a curriculum plan in place to show teachers the aspects they should teach each term. To ensure a consistent approach and maintain standards the school has recently introduced a published scheme of work to help non-specialist teachers in the delivery of the subject. This is working well, is appreciated by teachers and is helping all pupils to make satisfactory progress as they move through the school. Over 100 pupils from Years 2 to 6 also have the opportunity to further develop their skills. They have instrumental lessons in brass, violin, cello, flute, saxophone or clarinet with visiting specialists and recorder with some class teachers. The standards reached by these pupils are often very high and they are confident performers in class lessons and in the school concerts.

126. Pupils of all ages sing tunefully and with due regard for phrasing and rhythm. Singing mainly takes place in class lessons, assemblies and rehearsals for concerts and productions. Some of the singing is to tracks on CDs using the backing track so that pupils learn to sing without the original vocals intruding on their performance. Pupils play instruments from an early age to accompany songs and to compose their own music. Pupils in Year 2 learn to play the recorder with correct technique and from basic standard notation. By the time pupils leave the school they know many of the instruments played in an orchestra and identify their groups such as brass or woodwind by their sound. They compose their own pieces using a variety of tuned and untuned percussion instruments with due regard for the mood they are trying to create. A good example of this was seen in an excellent Year 5 lesson. The pupils worked in groups to compose mood music for two imaginary planets. They created moods such as calm, spooky, desolate and icy with tremendous sensitivity. The performances were extremely atmospheric and all in the class sat spellbound as each group performed their composition. It was also pleasing to see some of the pupils playing the instruments they had made in their design and technology lessons. One boy's effort playing his 'trumpet' was very well received and resulted in spontaneous applause. Music is also played at the start and end of assemblies to introduce pupils to a wide range of music but they are not always told

the composer, the title or any background information about the piece to add interest and add to their knowledge.

127. The quality of teaching is satisfactory overall with no unsatisfactory teaching seen. Very good relationships are a strong feature with pupils behaving very well in lessons and eager to be involved. Pupils' work is recorded to help them evaluate their own performance and that of others and to help them suggest ways to improve. Such recordings also prove useful in assessing standards reached by individuals and groups of pupils as they move through the school.

128. The management of music is good and the co-ordinator has worked hard to improve the provision for all pupils. The number of pupils having instrumental tuition is exceptional as are the opportunities for all pupils to participate in school concerts and other events such as local music festivals. For instance, during the inspection the school orchestra was involved in a very interesting project with members of the London Symphony Orchestra to compose and develop their own variations on the 'Happy Birthday' tune. Parents and carers expressed to inspectors their great appreciation for all the additional opportunities provided by the school. Resources are good and enable teachers to deliver all aspects of the curriculum successfully. Having a dedicated music room also makes the teaching of classes and instrumental groups more effective as all resources are to hand.

PHYSICAL EDUCATION

129. Pupils' attainments in physical education are broadly in line with national standards at the end of Year 2 and Year 6. Sometimes standards are above average, particularly in those sessions taken by outside coaches in swimming and tennis.

130. Physical education is included for all classes on the timetable at some time during the week. All pupils from Years 1 to 4 have the opportunity to take swimming lessons in the school's own pool. Year 5 pupils take their lessons at the local swimming centre, where their standards are assessed. Year 5 and 6 pupils have provision for swimming lessons during lunchtimes and after school. This is a more extensive provision than required. By the end of Year 6 all pupils can swim unaided, and most pupils have reached the expected standard and are able to swim twenty-five metres or more.

131. Swimming is a significant strength. All pupils observed during the inspection were confident and clearly enjoyed being in the water. In Year 1 most pupils used floats to move across the pool, but higher attaining pupils were able to swim unaided. Good progression was seen in Year 4 where pupils were practising their breathing techniques in front crawl.

132. There is a range of good quality extra-curricular activities that provide further opportunities for all pupils, including karate, football, netball, cricket and touch rugby. Many of these activities are taken by outside coaches, and provide challenge for the more able athletes. All pupils have equality of access to the activities on offer. Older pupils also take part in local area sports activities and compete against local schools.

133. Overall, the quality of teaching is satisfactory, with some good features. Teachers have good subject knowledge, particularly teaching basic skills, but do not refer to the effects of exercise enough. No opportunities for pupils to share and celebrate their work were seen, and time for reflection and improvement in their skills was not provided. During the inspection, a range of lessons was seen. Pupils in Year 2 demonstrated good ball control as they practised passing and stopping a football correctly, while in Year 3 pupils refined their athletics skills in passing batons to each other, and increasing their accuracy in overarm throws. Where teaching is better than satisfactory, lessons move quickly, covering a range of skills which result in pupils making good progress in the lesson. For example, a tennis lesson in Year 2 began by recapping the forehand drive, which all pupils performed successfully. It then moved onto the backhand drive, where again in a short space of time, pupils were triumphant in making contact with the ball, with some even getting the ball over the net and in the court!

134. The subject leader is conscientious in her role and is keen to develop the subject further. The school has adequate resources but there are gaps in gymnastics for pupils in Years 1 and 2. The planned physical education curriculum has a good balance of activities. It includes gymnastics, dance, games and swimming activities. The school has recently introduced an athletics programme which is currently being trialled at the moment for pupils in Years 3 to 6. If successful, the school hopes to extend it to pupils in Years 1 and 2. Opportunities for pupils to take part in outdoor and adventurous activities are provided for pupils in Year 5, who have a one-day visit to a local outdoor pursuits centre. Here they can choose from a range of activities such as canoeing, orienteering, climbing and abseiling.

RELIGIOUS EDUCATION

135. Standards in religious education are below those expected in the locally agreed syllabus for pupils at the end of Year 2 and at the end of Year 6. This is mainly because there are gaps in pupils' learning. The scheme of work based on the new locally agreed syllabus, recently made available by the local authority, has just been introduced. Although achievement in the lessons observed was satisfactory or good, judgements about standards and teaching are also based on scrutiny of the teachers' planning, evidence from an analysis of work in all year groups, from displays and discussions with pupils and teachers. This scrutiny shows that pupils are not achieving well enough because as yet they have not been covering the full curriculum.

136. By the end of Year 2, pupils are beginning to appreciate that different people have different beliefs. They have a simple understanding of a limited range of Bible stories and are able to explain the significance of the cross for Christians: "We know it's a Christian building because it has a cross; Jesus died for us on the cross". They are beginning to develop knowledge of Christian churches and can explain for example that, "a stained glass window is a window with a picture of a moral on it."

137. Pupils in Years 3 to 5, continue to build on this knowledge and are able to relate their knowledge of the Sikh religion to their own experience of going to church. "The Langar is a meal that everyone has after praying at the Gurdwara. They all have to help with the cooking and cleaning up. We give money in the collection at church". In Year 4, pupils know that the Bible is divided into the Old and New Testaments and can recall stories from the Bible such as David and Goliath, Moses and the story of the Exodus. They are able to describe some of the features of Judaism and Christianity and can make simple comparisons between the two religions. They have some knowledge about the significance of prayer and have some ideas about why it is useful to study other religions; "so that we can choose a religion if we're not baptised, and know what other people do."

138. By the end of Year 6, pupils have acquired further knowledge about Christianity, Judaism and Sikhism, but their knowledge is uneven and does not cover all aspects of the locally agreed syllabus. They can describe some religious practices and retell stories from the Bible but there is little evidence of them expressing their own responses to religious ideas and how those ideas might affect people's lives.

139. Teachers use a variety of teaching methods including story telling, role-play, group work and artwork; and visits are made to local churches. Pupils' enthusiasm is captured by teaching that is well structured and interesting. Pupils participate enthusiastically and work very well together during lessons. Although teaching and learning in the lessons observed during the inspection were at least satisfactory and sometimes good, this is not resulting in satisfactory attainment over time because the curriculum planning in the recent past has been haphazard. This has resulted not only in gaps in pupils' learning but also in unnecessary repetition of topics in different years.

140. The subject co-ordinator has been in post since September 2002. She has a clear view of the subject and how it needs to develop. Weaknesses in curriculum planning were quickly identified and the scheme of work for the locally agreed syllabus has been introduced. The co-ordinator has

begun to monitor planning and pupils' work but this needs further development to ensure that the agreed syllabus is consistently implemented and that pupils make good progress and reach the required standards. Assessment in the subject has yet to be developed.