

INSPECTION REPORT

CULVERS HOUSE PRIMARY SCHOOL

Hackbridge

LEA area: London Borough of Sutton

Unique reference number: 131103

Headteacher: Mrs S Jackson

Reporting inspector: Mr Christopher Gray
21037

Dates of inspection: 14 - 17 October 2002

Inspection number: 251318

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 to 10 years
Gender of pupils:	Mixed
School address:	Orchard Avenue Mitcham Junction Surrey
Postcode:	CR4 4JH
Telephone number:	020 8255 6199
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs M Topliss
Date of previous inspection:	29 June 1998

INFORMATION ABOUT THE INSPECTION TEAM

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21037	Christopher Gray	Registered inspector	Music	What sort of school is it? How high are standards? a) The school's results and achievements How well are pupils taught? What should the school do to improve further?
14061	Leonard Shipman	Lay inspector		How high are standards? b) 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?
25778	Andrew Hicks	Team inspector	Mathematics Information and communication technology Educational inclusion	How well is the school led and managed?
32181	Maria Coles	Team inspector	Geography History	
8216	Geoffrey Binks	Team inspector	The opportunity base Special educational needs	
22831	Clive Lewis	Team inspector	Foundation stage Religious education Physical education	
8696	Abul Maula	Team inspector	English as an additional language English Art	
81926	Michael Ridout		Science Design and technology	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Culvers House Primary school was opened as a new school shortly before the last inspection. At that time, it had only Nursery and Reception classes. The school has grown as its oldest pupils have moved up a year and they are now in Year 5. Provision also includes an Opportunity Base for children with physical disabilities. The school is currently for pupils aged three to ten and has 330 full-time pupils (170 boys and 160 girls) plus 46 children who attend the Nursery in either the morning or the afternoon session. This is larger than most primary schools. Children's attainment when they enter Reception is below national and borough averages, especially in communication, language and literacy.

Overall, pupils' socio-economic circumstances are below national averages. Approximately 20 per cent of pupils are entitled to receive a free school meal, which is average. About nine per cent of pupils come from ethnic minority backgrounds and three pupils speak English as an additional language. This is less than one per cent of the school's pupils and is lower than the number found in most schools. However, none of these pupils is at the early stages of learning English. There are 51 pupils on the special needs register; at approximately 14 per cent of the school's roll, this is average. However, the number of pupils with Statements of Special Educational Needs(21) is above average.

Though the school is now fully staffed, considerable difficulty in recruitment has been experienced over the last two years. This has meant the employment of teachers from agencies and from overseas.

HOW GOOD THE SCHOOL IS

Culvers House is an improving school with many good features, giving its pupils a satisfactory standard of education. Pupils have good attitudes to their work and they behave well. The standards the oldest pupils are achieving in Year 5 are similar to expectations for pupils of this age in English, mathematics and science. This represents satisfactory achievement during their time in the school. The overall quality of teaching is satisfactory. The school is well led by the headteacher and senior staff and the school gives satisfactory value for money.

What the school does well

- Pupils' behaviour and their attitudes to school are good. They respond well to the good provision the school makes for their personal development
- The care and welfare of the pupils are very good. The school's ethos ensures that the children, irrespective of their background, come first
- The school is well led and managed
- The provision for children under five in the Foundation Stage is good

What could be improved

- Pupils' use of literacy skills across the curriculum
- Standards of pupils' attainment in music in the juniors
- The match of work to pupils' individual abilities
- The consistency of what pupils experience in the classroom

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school is significantly different from what it was at the last inspection in 1998 because of how it has grown and this makes comparisons with the last report difficult. Because it is such a new school, there has not been enough time for trends in attainment to be established. National Curriculum test data exist for the end of Year 2 over three years, with none for the end of Year 6. The school tackled the two key issues from the last inspection well. But it is more important to judge how effectively the school has evolved into a primary school. The school has been well led since its foundation and has now an established and experienced senior management team. Standards as shown by National Curriculum tests are low, but reflect the abilities of the children when they start at the school. Senior management is self-analytical and has accurately identified priorities for improvement. Set against this

have been the difficulties of recruiting staff every year and the need to equip the new year group whilst maintaining existing resources. Overall, the school has made satisfactory improvement since the last inspection.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
Reading	C	D	E	E
Writing	E	E	E	D
Mathematics	D	C	E	D

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The table shows that pupils' attainment by the age of seven is generally lower than average. Fluctuations in the table above represent the different abilities in each year, though it is clear that writing has been consistently lower than reading or mathematics. This is because many children enter the school with underdeveloped speaking skills, which inevitably affect how clearly they can write. The school has introduced a number of ways of raising pupils' attainment in writing, and records show that standards are rising. There are not enough data over a sufficiently long period to consider trends in attainment.

The inspection finds that current attainment is below average in English and science by the age of seven and average in mathematics. The oldest pupils, currently in Year 5, attain standards more in line with expectations for their age in English, mathematics and science. This represents satisfactory achievement overall. Attainment in information and communication technology and religious education meets expectations by the ages of seven and ten. Pupils' attainment in most other subjects of the curriculum is similar to what is expected of children of the ages of seven and ten. The exception is music, where younger pupils attain as expected, but older pupils' standards are lower than they should be, because of lack of expertise among some teachers over several years. No judgements were possible in design and technology because of insufficient evidence. Boys and girls make similar progress to each other. There are no variations in the progress of pupils from different ethnic backgrounds.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy their school life and most are keen to learn. Some of the Year 5 pupils are a little over-confident because they have been the oldest pupils in the school for their whole time in Culvers House.
Behaviour, in and out of classrooms	Good. Most pupils behave very well for most of the time, but a few of the oldest display challenging behaviour. There is too much running in the open parts of the school's building.
Personal development and relationships	Good overall. Relationships between the pupils are very good. Opportunities to show initiative and take responsibility, especially for older pupils, are limited.
Attendance	Satisfactory; it is in line with national averages, though a number of pupils arrive later than they should.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 5
Quality of teaching	Good	Satisfactory	Satisfactory

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

Because the school has expanded by two classes each year, there has been a need to recruit new teachers annually. This has proved difficult because of national shortages of teachers and has made it difficult for the school to develop an established staff. The school has been fortunate in building up a central core of experienced, senior staff and has also been fortunate in finding enough overseas staff to fill every vacancy. Staff are dedicated and keen to do their best for their pupils, but some teachers' experience of the National Curriculum is inevitably limited. This means that the quality of teaching is not consistent across the school.

A strength of the teaching in all classes is how pupils with physical disabilities are made to feel valuable members of their class. Teachers and assistants give these pupils good support and the school is enriched by the presence of these children. Other pupils with special educational needs receive effective help from teachers and assistants. Higher-attaining pupils do not have enough challenge in many lessons because teachers' knowledge of pupils' prior attainment is not used sufficiently at the planning stage.

English and mathematics are taught satisfactorily, though pupils are not given enough opportunities to use their literacy skills in other subjects. Numeracy skills are not used sufficiently in science. Pupils' learning is satisfactory overall and is very much linked to the effectiveness of the teaching. In most lessons, teachers tell pupils what they will have learnt by the end. The best learning takes place when pupils are able to review at the end of the lesson how well they have done.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school teaches all the subjects it is meant to, though the time spent on them varies according to the teacher. A good range of extra-curricular activities enhances the curriculum.
Provision for pupils with special educational needs	Good. Pupils are given good support in class by teachers and assistants. Pupils with physical disabilities are an important part of the school. Their involvement in classrooms makes a valuable contribution not only to their own development but also to that of all pupils.
Provision for pupils with English as an additional language	There are currently no pupils who do not speak English fluently, but satisfactory arrangements exist for any who might join the school in the future.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Pupils develop well as people because of the school's ethos of placing equal importance on all children. Teachers expect their pupils to behave well and most respond accordingly. This produces a good social environment in the school, though some of the oldest pupils do not set the sort of example to younger ones which they should.
How well the school cares for its pupils	The school is a safe and secure environment, providing very good care and welfare for its pupils. Systems for assessing how well pupils are learning are now mostly complete, but teachers do not all make enough use of them in planning for pupils' next steps.

The school has a good partnership with parents, which is enhanced by the breakfast and after-school clubs. Parents have good opinions of the school, though the school does not do all it can to involve them thoroughly in the development of their children's reading.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The school is well led by the headteacher and senior management team and they share a realistic vision for the development of the school. Expanding the school has not been easy in the face of difficulties in recruiting teachers, and they have responded well to the problems they have encountered.
How well the governors fulfil their responsibilities	Governors have been involved in many aspects of school development, such as behaviour policies. Their role in shaping the school's direction is increasing.
The school's evaluation of its performance	The school has a realistic perception of where it needs to improve, but some of the problems it faces do not have easy solutions.
The strategic use of resources	Though the school has enough teachers, some of them need more training in the subjects they teach. Learning support assistants are well trained and give good support. The accommodation is attractive though not easy to use because of its small rooms and large open spaces in between. Resources have been a problem for the school because of the need to provide new items each year as the school expands. The school is beginning to apply the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

The views of the 64 parents who returned their questionnaires (353 sent out), the 13 who made written comments and the 33 who attended the parents' evening were taken into account. A number of other parents were also interviewed during the inspection process.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and make good progress • Behaviour is good • Expectations that the children will do their best • Teaching is good • The school is well led and managed • Pupils mature and take responsibility 	<ul style="list-style-type: none"> • Lack of information about their child's progress and links with parents • Inconsistencies in homework – particularly with reading books • Quality of extra-curricular activities, including sport

Inspectors endorse most of the parents' positive views, although there are some inconsistencies in teachers' expectations of pupils, especially higher attainers. The quality and range of the extra-curricular activities were found to be good. Inspection evidence confirms that there are inconsistencies in homework allocation, especially reading books. However, many parents praised the recently introduced homework system as fairer and relevant to family circumstances. The issue of information on children's progress, mentioned in a few of the responses to the questionnaires, was not raised at the parents' meeting or by parents spoken to during the inspection - all these were happy with the information they receive.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

National Curriculum test results, trends and targets

1. Pupils' results at the expected level (Level 2 and above) in the 2002 National Curriculum tests at the end of Key Stage 1 were well below the national average in reading, below average in writing and well below average in mathematics. At the higher level (Level 3), results were average in reading, above average in writing and well below average in mathematics. In science, Teacher Assessments show that pupils' attainment at the expected level was well below average and above average at the higher level.
2. Looking at the average point scores (where pupils' attainment at all levels is taken into account), results were well below average in reading, writing and mathematics compared with all schools and, compared with similar schools, well below average in reading, and below average in writing and mathematics.
3. The school has not been open for long enough for any trends in performance to have been established. Results in 2001 were similar in science but higher in reading and mathematics. The 2002 cohort contained more pupils on the special educational needs register than had been the case in the previous year. In writing, however, results in 2002 were no lower than the previous year, when writing results had been considerably lower than those in reading or mathematics. The school had identified writing as an area for development throughout the school, and results in 2002 were similar in all three tested areas. The improvement in writing is evident across the school, as an analysis of the school's tracking records shows - see below.
4. In terms of boys' and girls' performance, there is again not enough data to establish any trends. The school has so far had no pupils in Year 6. The first year in which Key Stage 2 national tests will be taken will be 2004.

The findings of the inspection

5. Children enter the school with skills which are below expectations, especially in communication, language and literacy and personal, social and emotional development. They make good progress in the Foundation Stage as a result of good teaching and most are on course, by the time they enter Year 1, to meet the Early Learning Goals in all areas of development, except communication, language and literacy, where most will still be below average. Because this aspect of development is so vital across the curriculum, children's overall attainment by the time they start Year 1 is likely to be below average.
6. The school tests pupils' attainment by National Curriculum and optional end-of-year tests and keeps a close watch on their progress. The headteacher and deputy head set individual, yearly targets for every pupil in reading, writing and mathematics and assess the progress made during the year with the class teacher. During the inspection, an analysis was undertaken of the progress made by the current Year 5 pupils since they took the end-of-Year 2 National Curriculum tests in 2000. This shows that most pupils have made satisfactory progress in reading, writing and mathematics. It also shows that the best progress has been made in writing, suggesting that the school's strategies to raise attainment in this area are paying off. All groups of pupils make similar progress in reading and writing, but the analysis suggests that the group who have made the smallest progress in mathematics are those pupils who reached Level 2A in the Year 2 national tests. Higher-attaining pupils are making progress similar to other pupils; it is the group a little below these - those who might be considered to be the higher-attaining average pupils - that appear not to be. Pupils' progress is not higher than satisfactory because of the inconsistencies in the standard of teaching from year to year. This is discussed in the teaching section, below.

7. The inspection finds that pupils' attainment is somewhat higher than the 2002 National Curriculum test results suggest, since the current Year 2 contains fewer pupils with special educational needs. Pupils' attainment is below average in reading and writing, average in mathematics and below average in science.
8. In English, pupils' speaking and listening skills are below average, reflecting a low starting point when children enter the school. This inevitably affects pupils' ability to write clearly and standards in writing are also below average. However, skills in both areas develop as pupils grow older, and the current Year 5 has a majority of pupils who meet expectations. The same pattern is found in reading, though there are many pupils who do not read at home with sufficient frequency, judging by what the children themselves said when reading aloud to inspectors. Some home-school reading records tell the same story. At the parents' pre-inspection meeting, many parents said they felt their children do not change their books often enough; that is why they do not take them home more often, as they have finished the book.
9. Attainment in mathematics is in line with the national average by Year 2 and with expectations for the age of ten in Year 5. Pupils' numeracy skills are developing, though some lower-attaining pupils need more structural support - such as number lines or counters - when dealing with number.
10. In science, pupils' attainment is below average by Year 2 but rises to meet expectations by Year 5. Past work in Key Stage 1 suggests that pupils learnt a narrow range of work, but they do not always record their activities. Literacy and numeracy skills are not used enough in science. However, older pupils show a good general scientific knowledge.
11. Pupils' attainment in information and communication technology meets expectations. They learn a spread of skills, such as word processing and data handling. Older pupils will study more difficult areas of control and modelling when they become Year 6 next year.
12. Attainment in religious education meets the expectations of the locally agreed syllabus. As they get older, pupils' show a developing understanding of several of the world's major faiths. Pupils' attainment in music is as expected in Year 1. There was insufficient evidence to make a judgement about Year 2 pupils' attainment, but, by the time they reach Year 5, pupils' standards in music fall below what is expected. This is largely because of gaps in teachers' expertise over a number of years. Pupils' attainment meets expectations by Years 2 and 5 in all other subjects, except in design and technology, where there was not enough evidence to make a judgement.
13. Pupils with special educational needs make good progress against the targets in their Individual Education Plans. They make good progress in English because of effective support and satisfactory progress in other subjects. Pupils whose first language is not English make progress similar to that made by their fellows because their own English is fluent. There are no variations in the progress of pupils from different ethnic backgrounds.

Pupils' attitudes, values and personal development

14. Since the last inspection there has been a substantial increase in the number of pupils on roll. The school has built on the positive features in the last report. Behaviour, attitudes to learning and personal development are good with many examples that are very good. This is because of the school's ethos and whole school policies and is appreciated by the parents and carers. Levels of attendance are satisfactory and in line with national averages.
15. Pupils come into school in an orderly manner, many with their parents. Most are smartly dressed. The younger ones especially come into school in readiness to learn. For example in a Year 2 class, a small group had a sense of excitement in explaining how they would improve their group targets and their individual 'star achievement' for endeavour. There are variable attitudes to learning. Where teaching is good and stimulating, the pupils respond eagerly to answering questions or working in small groups. However, their enthusiasm does occasionally lead to excessive noise. There is, however, a small but significant number of older pupils whose attitudes lack maturity both in their response to questions and their input to develop

learning. The oldest pupils are in the unusual position of having been the oldest pupils in the school for their whole time in Culvers House; they have been 'top dogs' for too long, and this has made some of them over-confident.

16. Pupils have a sense of shared commitment to help each other learn. For example, in information and communication technology, one pupil was helping another in mouse control and opening up the program menu. In classes, small groups bounce ideas off each other to develop understanding of the lesson objectives. In one class of younger pupils, the teacher asked them to think of why people on the coast of Cornwall eat a lot of seafood compared to people living inland. Good group-work enabled the pupils to come up with suggestions.
17. Behaviour in and around school is good and often very good, especially with the younger ones. This is because of the various school strategies to maintain and improve behaviour. Pupils are often polite and do not interrupt one another in class when another is answering a question. There is, however, a lot of unnecessary running around within the school building. A small number of older pupils exhibit challenging behaviour and lack self-discipline. This can at times affect the flow of a lesson and the learning opportunities of their fellows.
18. Playtime is supervised effectively. Pupils know the rules and often enforce them themselves. For example, during lunch-time, one girl admonished another for not going inside with her card. Pupils play happily irrespective of sex or background. This is an inclusive school. Pupils chat to or push colleagues in wheelchairs in a perfectly normal manner without patronising the occupant. There was no evidence of bullying or anti-social behaviour. No bad language was heard. Boys tended to monopolise the centre ground of the playground with their activities. There have been no exclusions.
19. Because of the good provision of personal, social and health education, the personal development of the pupils, including relationships, are good. There are many examples of very good relationships, especially amongst the younger pupils. During the inspection the pupils were polite, confident and eager to engage in conversation. There is clearly a good relationship between the pupils, irrespective of their origins. Hands were held and team games played and they looked after each other's property. For example, there was a coat on the floor. One boy walked over it and ran out to play. A second boy said to another, 'Pick it up, don't walk over it'. The coat was picked up and hung on a hook.
20. Routine tasks, such as monitors, are allocated to pupils. There is no School Council, though one is due for election later this year. Opportunities to take initiative are limited. For example, in one lesson, a pupil asked how to spell a country rather than use an atlas or dictionary. Staff provide good role models for the pupils to emulate. They show care and respect and listen to the pupils. Most pupils reciprocate and enjoy a healthy rapport with the staff. This confidence impacts on their learning. There are a few older pupils who do not show respect for their teachers.
21. Levels of attendance are satisfactory and in line with national averages. Last year two pupils were absent for long periods; this high level of unauthorised absence distorted the statistics. The registers are closed very early, meaning that some absences are in fact merely latenesses. Some parents take holidays in term time, though the majority conform to the school's procedures.
22. Registration is taken swiftly and with the minimum of delay. This has a positive influence on the pupils' attitudes to learning. There was some poor punctuality during the inspection.

HOW WELL ARE PUPILS TAUGHT?

23. The quality of teaching in the school is satisfactory overall; it is good in the Foundation Stage and satisfactory in Key Stages 1 and 2. Teaching was good in the equivalent of the Foundation Stage at the last inspection, when this was the only department the school had. The school has had

considerable difficulty in recruiting staff over the past two years. The problem is worse in this school than for most because the school has been growing by a year group each year, with the consequent need to recruit two new teachers annually, as well as replace those who leave in the normal course. This has made it difficult for the school to develop an established staff. The school has been fortunate in building up a central core of experienced, senior staff and has also been fortunate in finding enough overseas staff from agencies to fill every vacancy. Staff recruited by agencies are dedicated and keen to do their best for their pupils, but their experience of the English National Curriculum is inevitably limited, which restricts the effectiveness of their teaching.

24. A strength of the teaching in this school is the way pupils with physical disabilities from the Opportunity Base are taught alongside their peers in the classroom, enabling them to play a full part in school life and to be simply another member of the class. This is very beneficial for their own development and is just as important for the personal development of all pupils, because they learn early on that people with disabilities are otherwise just as they are. An example of this was seen in a very good physical education lesson for Year 5 pupils. Because of the dreadful weather, the planned games lesson had to be replaced with gymnastics. The class contains a pupil who cannot walk, and he joined the class, using a special machine in which he was held by a harness. The classroom assistant skilfully interpreted the activities the class were doing into tasks which he could perform. His sense of enjoyment and challenge was obvious and was effectively reinforced by the teacher; the rest of the class are so used to his presence that he was able to fit into the lesson with little self-consciousness.
25. A weaker point of the teaching is that higher-attaining pupils are not given the same level of individual support in some lessons. In English and mathematics, pupils sit in groups according to their ability and they mostly receive work which is matched to what they have achieved previously. But there are occasions in English and mathematics lessons, and in most lessons in science and the foundation subjects, when higher-attaining pupils receive the same work as the rest of the class. In oral sessions, though all teachers use questioning of the whole class well, they do not make enough use of directing particular questions at more able pupils, in order to develop and challenge their thinking.
26. The school has worked hard to develop teachers' planning. In the Foundation Stage, teachers' understanding of and planning for the needs of children just beginning their education are a strength of the teaching. In the rest of the school, planning is at different stages of development, according to the experience of the teachers. All teachers use lesson objectives in planning, but they are not always clear or firmly focused on what pupils are meant to have learnt by the end of the lesson. Some teachers do not sufficiently distinguish between what they want their pupils to learn and what they want them to do. This sometimes means that the activities chosen do not bring about the learning intention with sufficient effect. Few lessons have different objectives for different groups of pupils.
27. The school expects its pupils to behave well and all teachers share this expectation. Most lessons are managed well, so that pupils want to learn and do their best. But a cause of some of the unsatisfactory teaching observed during the inspection was the ineffective way pupils' occasional misbehaviour was handled. This is sometimes related to the teacher's expertise in a subject. As said at the start of this section, teachers' experience of the curriculum varies greatly, and this variation is at its widest in the foundation subjects, especially in creative subjects like art and music. In a number of lessons, teaching was prevented from being better than satisfactory because of the teacher's lack of expertise in the subject. This is the biggest challenge facing the development of teaching in this school. Senior staff monitor and support teachers' development, but the number of teachers needing this type of help inevitably reduces the effectiveness of this work.
28. Other areas where there are considerable variations between teachers' practice are in the expectations for how neatly pupils should present their work, how well teachers mark pupils' work in terms of comments for improvement, how homework is set and marked and how time is used in lessons. The latter point needs a little more explanation. In Key Stage 2, the timetable has a flexible arrangement in the mornings, according to when assembly is to take place. This

produces periods of different length on different days, and is having the effect of classes using the times inconsistently; for example, the time allotted to the same subject in parallel classes is sometimes unequal. Again, lessons scheduled for a particular time sometimes end later or earlier than the timetable shows. Another effect of this is that final, whole-class sessions are sometimes rushed, so that pupils do not have sufficient opportunity to sum up their learning effectively.

29. Teaching in the Foundation Stage is good overall. Good planning, effective team work between teachers and assistants and very good day-to-day assessment enable pupils to make good progress, especially in personal development.
30. English teaching is satisfactory overall. Strategies to improve writing are proving to be effective, as records of pupils' progress show. Provision for higher-attaining pupils is not as good in all classes, especially where the teachers are less familiar with the National Literacy Strategy. Policies for taking reading books home, frequently changing them and recording what has been read are not consistent. Many younger children say they are taking their book home only once or twice a week.
31. In mathematics, teaching is satisfactory. As in English, provision for meeting pupils' different needs is inconsistent across the classes and is connected with teachers' familiarity with the National Numeracy Strategy. Final sessions are not always used as effectively as they might be, to draw together what pupils have learnt and to help them assess their own progress.
32. Science teaching is satisfactory. Some lessons are long and some teachers set a slow pace, so that learning is not as effective as in a shorter, snappier lesson. Pupils are given the same work in many classes, and some teachers need more guidance on how to plan activities. Pupils' use of numeracy and literacy skills in science is not wide enough. A strength of the teaching is the good development of pupils' scientific knowledge.
33. Teaching in information and communication technology is satisfactory. Teachers are mostly secure in their understanding of the software they are using. Because the computer suite is small, only half a class can use it at a time. Some teachers plan effectively for what the other half will do until their time comes, but this is not so well done by all teachers. Classroom computers are not as well used as those in the suite; teachers do not use computers enough in other subjects in the classroom.
34. In religious education, teaching is satisfactory and follows the locally agreed syllabus. However, some teachers need more guidance on the activities they plan. Teaching is satisfactory in all other subjects, but, in music, the full spread of the curriculum is inhibited by teachers' lack of expertise.
35. Pupils with special educational needs receive good support from learning assistants. The assistants have a good knowledge of their target children's needs and provide good, reliable support for their children. This is most effective where there is clear direction and guidance from class teachers. The acting special needs co-ordinator provides helpful and thorough guidance to class teachers and assistants, particularly those who are new to the school. The Individual Education Plans are helpful, general guides to the school staff and to pupils because they indicate realistic targets. There are currently no pupils who do not speak English fluently, but satisfactory arrangements exist for any who might join the school in the future.

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

36. The overall quality of the school's curricular provision is satisfactory and meets all statutory requirements. The main strengths include the curriculum for children under five, the good provision for pupils with special educational needs, the positive contribution of the community to pupils' learning and the good range of extra-curricular opportunities provided. The school is working hard to ensure greater consistency in implementing the planned curriculum. The main

shortcomings concern the lack of balance across and between subjects and the wide variation in the quality of curricular experiences provided for pupils across both key stages.

37. The curriculum for children under five is well planned. It is securely based on the requirements of the Foundation Stage curriculum. Effective lesson planning ensures that the children engage in a good range of learning activities across the six areas of learning that meet their learning needs well. Taken overall, the children are well prepared for work on the National Curriculum.

38. In both key stages, the curriculum is broad and the content is relevant. There are appropriate policies and schemes of work in all subjects, except physical education, which is being developed. It is planned to extend provision to cover Year 6 in all subjects by the end of this academic year. The school makes good use of the National Literacy and Numeracy Strategies and nationally recommended schemes of work in most other subjects. The school's framework for the whole curriculum provides a secure basis to ensure continuity in pupils' learning. The line of development in each subject is clear, but cross-curricular links and opportunities to use and enhance pupils' core skills in literacy, numeracy and information and communication technology are not yet clearly defined. There are suitable arrangements to organise the work in termly units in history and geography and half-termly units in design and technology and art.
39. Whilst the school's curricular framework is a sound basis for lesson planning, the quality of its implementation is widely variable. Despite a clear agreement setting out the amount of lesson time to be allocated to each subject, the analysis of timetables shows significant variation across and between subjects. This is particularly evident between parallel classes where pupils in the same year group spend differing amounts of time on the same subject. The difference in a week is as much as an hour in English and almost half an hour in science in a year group in Key Stage 2, for example. Such anomalies disturb the balance of the curriculum and do not reflect the high priority given to raising standards in literacy by the school, or the agreement to spend one third of lesson time on promoting literacy skills. A further shortcoming concerns the balance of work within a subject and insufficient opportunities for pupils to use their literacy skills in most foundation subjects. For instance in most classes in science, insufficient emphasis is given to investigations and building on pupils' mathematical and information and communication technology skills to develop their work. The slow pace of work observed in some lessons also reduces the quality of the curriculum where the lesson time is too long in relation to the amount of work planned.
40. The provision for pupils with special educational needs is good. These pupils make good progress towards the individual learning targets identified for them. A particularly strong feature is the good quality support provided for pupils with physical difficulties, which enables them to participate fully in lessons alongside their mainstream peers. Another positive feature of the school's curricular provision is the good emphasis given to pupils' personal, social and health education (PSHE). Although the PSHE programme has yet to be formalised, the provision is good. There is regular provision of 'circle time' and the school is well supported by the police and health professionals in developing pupils' sex education and in raising their awareness of the concept of citizenship, strategies to help ensure personal safety and promoting positive attitudes to relationships, drugs and the misuse of substances.
41. In general, the majority of pupils have equality of opportunity and access to the curriculum provided. This is most evident for the pupils with special educational needs but even here there are some instances where withdrawal for specialist teaching limits access to the full range of class work. The main shortcoming in this area concerns the lack of appropriately challenging work set for pupils of different ability in many lessons. This results in the most able pupils making insufficient progress.
42. The effectiveness of strategies for teaching literacy and numeracy is satisfactory overall. Where teachers have a secure knowledge of the requirements of the National Curriculum, the provision is generally secure. However, a significant proportion of the teachers are teaching the National Curriculum for the first time and require additional guidance in implementing the schemes of work. For example, the subject schemes do not always indicate the context for the learning or provide enough guidance on how learning resources might be used.
43. There is a good range of extra-curricular activities, including suitable opportunities for competitive sport and homework. Taken overall, about a quarter of the pupils regularly participate in one or more club activity. This has a positive impact on their personal and academic development. The curriculum is effectively enriched by regular educational visits, such as to museums and the local heritage and ecology centres. A residential opportunity is planned for pupils in Year 5, and several pupils benefit from regular instrumental tuition. The community makes a significant contribution to pupils' learning. For instance, there are close links with the local church and other

faith groups, visiting authors and illustrators and members of the community contribute their expertise in several areas. The school maintains positive links

with the specialist services provided by the local authority. The school's partnerships with other schools are developing well and there are effective links that involve the school in the training of teachers. The school also receives students for work experience.

44. The school successfully promotes a number of initiatives associated with the Community Room, such as the before and after school club. About a dozen parents regularly help out in the school and the majority of parents support social and fund-raising events well. The contribution of parents to pupils' learning, such as through homework, is variable, as is the school's provision in this area. Parents say they are much happier with the system for homework introduced this term but inspection finds the provision made is not sufficiently consistent.
45. The school has had a large increase in numbers on roll in recent years. Provision for the pupils' spiritual, moral, social and cultural development is good and has improved since the previous report. The co-ordinator for personal, social and health education has ensured that the topic has been woven successfully into the curriculum. All staff have made a significant contribution to ensuring its successful promotion.
46. Provision for the pupils' spiritual development is good. Religious education lessons teach pupils about Christianity and other religions within the locally agreed syllabus. The local vicar is a frequent visitor to school and many pupils visit the parish church. For example, a Year 2 collage showing their last visit is displayed in the corridor. Other faiths and beliefs are taught in a natural way. A Year 2 teacher was teaching Christianity using a website. She illustrated a point that many Buddhists are vegetarians. 'Try to respect that, as that is their belief' was said to the class. Many of the daily acts of collective worship observed were stimulating. In one, guest speakers presented a variation of the parable 'The Good Samaritan' to good effect. In another, music and readings about Scott's expedition to the Antarctic helped the pupils understand something of how the human spirit can overcome hardships. However, there is little planned time for spiritual moments in some lessons.
47. Provision in the curriculum and school's ethos to promote pupils' moral development is good. Clear expectations are set out in class, moral and 'golden' rules. The rewards and sanctions of the behaviour policy are adhered to in most cases. This is an inclusive school. Health and safety, including road safety, are taught. Pupils accept those with disabilities both in class and in play. Clearly the pupils know right from wrong. The lack of graffiti, vandalism or other acts of anti-social behaviour show that the pupils respect their school and property. If there is a problem, a pupil will inform an adult. For example, at lunch-time, a pupil was pushed off a stool. An adult was immediately informed. However, structured opportunities for taking greater responsibility or showing initiative are not fully developed. Police liaison ensures that citizenship, including drugs awareness, is taught. There is no School Council as yet nor is there a prefect system. Older ones act as monitors at playtime.
48. Provision for the pupils' social development is good. For the younger ones, 'circle time' develops their social and listening skills. Social skills at lunch-time are evident with orderly queues and no anti-social behaviour whilst eating. It is, however, extremely noisy. For older ones, appreciation that we are all different in many ways is taught in personal, social and health education or other curriculum topics. For example in a Year 3 geography class, comparisons in social groups within the United Kingdom were discussed and evaluated. In games, team spirit by working to help each other was practised in dribbling and passing skills in football. The recent international football match was quoted to illustrate the teacher's points in ways that the pupils could easily understand. Relationships between the pupils are good, though a significant number run around inside the school building without thought of the consequences, given the number of pupils with disabilities.
49. The provision to develop the pupils' cultural understanding is good. The range of extra-curricular activities, such as French or drama, is good. A few parents would like to see more sporting opportunities made available. Popularity of some extra-curricular activities is variable. Visits and

trips, such as to museums and theatres or talks from the Royal Society for the Protection of Birds, are linked to curriculum topics. Such activities help broaden the pupils' vision of the larger world. Appreciation of art and music is less developed within the school. Visits by the local fire brigade and electricity board teach responsible use and safety. Discussing dental hygiene and the 'tooth fairy' resulted in animated conversation with three or four younger pupils. Within school, there are a few pupils whose parents speak another language. The library does not appear to contain any multi-cultural material or books written in other languages. Although there is a planned visit to a local mosque, other faiths are not fully involved in promoting an understanding of our multi-cultural society. The school is aware of this and as a result recognises and celebrates other faiths' festivals.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

50. Since the last inspection, the school has continued to provide a good level of care for the pupils. In some aspects it is very good and reflects the school's ethos, where the children come first. This is fully appreciated by the parents and carers. Many praised the level of special needs support their children receive, which really helps their learning.
51. Procedures to monitor and promote the pupils' welfare are very good. The headteacher and deputy headteacher are fully trained in child protection. Locally agreed procedures are established, together with an effective policy. All members of staff receive regular training. All aspects of first aid are in place with a named person. Accidents and injuries are dealt with and recorded properly. Where relevant, the local authority receives a copy of any incident. Health and safety is taken seriously and risk assessments conducted. Because of changes in administrative staff, some maintenance checks may have lapsed but this has now been rectified. The whole building is kept in a clean and hygienic condition thanks to the dedicated support staff.
52. Procedures to monitor and promote attendance are good. Using computerised forms, monitoring and identifying patterns of absence are a straightforward matter. The education welfare officer visits regularly and meets with the headteacher to discuss any concerns. Office staff keep records of any latecomers and absences. Immediate contact is made with the parents on the first day of any absence.
53. Procedures to monitor and promote good behaviour, including preventing racism and bullying, are good. There are whole-school policies; the staff follow guidelines and the pupils understand the rewards and sanctions clearly. Nearly all the midday supervisors have received training from the local 'behaviour support team'. They are involved in developing the behaviour policies with regular meetings with the school's senior management. For those pupils with behaviour problems, support is provided involving both parents and outside agencies. Teachers maintain charts and teach according to the individual's need; for example, by using classroom assistants as one-to-one support.
54. Pupils with disabilities and those from minorities are fully included. Tolerance and respect for others' feelings are frequently learnt from 'circle time' or personal, social and health education lessons. Staff, including the midday supervisors, are alert for any forms of bullying or racism. In the unlikely event of a racist incident, forms are completed and sent to the local authority.
55. Procedures to monitor and promote personal development are good overall. The co-ordinator for personal, social and health education has ensured the topic is taught and monitored across the curriculum. This includes specific sessions, 'circle time', religious education or assemblies. A wide range of facilities such as physiotherapy is available to pupils with physical disabilities. For those with special needs, including behaviour, the special needs co-ordinator has regular, effective contact with outside support agencies. The annual report provides parents with detailed information on their personal development including citizenship.
56. The school has satisfactory new procedures for assessing pupils' attainment and progress. The assessment co-ordinator has only been in post for one year and has achieved a great deal in a short time. She has introduced class assessment files for each class with clear guidelines for

usage, and systems for monitoring assessment. There is a good assessment policy and marking policy. Individual targets are set for English and mathematics and entered on to a computer spreadsheet.

57. The new systems are not yet sufficiently used to provide information to guide curricular planning. Co-ordinators are still developing assessment linked to learning outcomes for their subject areas. The school recognises the importance of consistently applying the agreed procedures across the whole school and intends that proposed monitoring take place to ensure this. The present focus is on the core subjects and is good in English and mathematics but use of assessment in planning is unsatisfactory in other subjects. The procedures for supporting pupils' academic progress are satisfactory and are still under development. The co-ordinator has identified the monitoring of procedures to support pupils' academic progress as a priority.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

58. Since the previous inspection report, this has been a rapidly expanding school. The links have remained good, with many positive features emerging from the parents' perspective. Parents have good opinions about the school; they recognise it as an improving school, learning from past experiences.
59. Prior to children's enrolment, the staff conduct a home visit to meet pupils and parents. This gives an opportunity to discuss and complete the baseline assessment before the child starts school. There is a Breakfast Club where parents can leave their child in safety before the school day. Many activities there improve social relationships and greater understanding in literacy.
60. The school seeks parents' views in various ways - for example, via the parent governors and occasional questionnaires - and does its best to involve parents of all backgrounds and communities. Senior staff are available at the beginning or end of the day when parents congregate. The school is aware that a few parents do not feel comfortable in talking to the staff and is seeking ways to redress this through the parent governors.
61. Routine information provided is of good quality. The prospectus and governors' annual report to parents meet requirements. The annual report is specific to each child and targets are set. Parents' evenings are held and parents say they can easily get an idea of their child's work. Newsletters and curriculum information are regularly sent out, but do not always reach the intended destination. A few parents would like more information about their child's progress. Parents of those pupils with special needs speak well of the support given to their children. The school encourages parental involvement and comment in drawing up plans and in contributing to the Annual Reviews.
62. In response to parental concerns, a new system of homework has been introduced this term. Early indications are that it is successful and meets with full parental approval. There are now fewer inconsistencies with homework. However, regular changing of reading books is at present erratic and varies from class to class. Reading diaries provide a useful channel of communication between parents and class teachers, but are not used consistently by either teachers or parents.
63. Parents help in a number of ways to improve the quality of education. Some help in school, for example, assisting classes with reading. This input helps raise the standards in literacy. An enthusiastic Parent-Teacher Association organises a variety of fund-raising events. Profits from these go to provide much-needed resources such as books or playground equipment. As the school has grown, so have the links with parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

64. The headteacher and governing body have worked hard to overcome problems of recruitment and frequent staff changes to build an effective teaching and support team as the school has grown. Senior management posts are now filled and all members of the team are clear about their

responsibilities. Together, the headteacher and senior management team lead and manage the school well. They share the same clear vision of what they are trying to achieve as the school continues to grow and they work well together. The school places the personal and academic development of all pupils, regardless of ability, background or special educational need at the centre of its work. School aims and values are reflected well in everyday life, especially in the high quality of support for pupils with physical disabilities and their ready acceptance by other pupils and the good ethos of racial harmony in the school.

65. However, there have been problems with the running of the Opportunity Base for some time. There is a lack of consistency between the school's wish to include pupils with physical disabilities in lessons alongside their peers and the way the base is managed, where pupils are sometimes withdrawn for sessions, keeping them away from learning in the way that the school intends. The resolution of these problems has been delayed by the headteacher's sickness and more recently by the base manager. Management of special needs for pupils other than those with disabilities is good and is valuably assisted by the special needs governor.
66. The school development plan, prepared by the headteacher in consultation with colleagues, is well set out and shows a clear way forward. Realistic priorities for school improvement reflect the needs of a growing school and address weaknesses such as the standards of pupils' writing.
67. Teachers in charge of English, mathematics, information and communication technology, the Foundation Stage and the management of learning of pupils with special educational needs are experienced and lead their areas well. However, several other subject managers are new to the school and some lack experience of the National Curriculum, which limits their effectiveness as co-ordinators at present. The senior management team gives help in subject planning, but they use little of their non-teaching time in practical classroom support to help less experienced colleagues gain familiarity with the National Curriculum.
68. There are good systems for performance management and appraisal, including monitoring the quality of teaching. The headteacher, senior managers and consultants from the local authority all regularly visit lessons. Detailed records are maintained and used effectively to record what is taught well and to identify areas for development - for example, to ensure that teachers teach the same methods for basic calculations in mathematics. Records of follow up visits show that teachers value the contribution that lesson monitoring and appraisal make to their professional development. They take seriously the comments made and are committed to improving their practice. This monitoring is effective in helping the school to improve, but the amount of support needed as a result of difficulties with recruitment of teachers is considerable.
69. The governing body has grown in size as the school has developed, and many governors are new to the post. They are led well by an experienced and knowledgeable chair. Good management structures based on a number of sub-committees and clear lines of communication are in place. Governors are well informed about recent race relations and disability legislation, and discharge their statutory responsibilities satisfactorily. The governors' role in shaping the school's work and direction is growing. They have influenced a number of key areas in the school's development - for example, in developing clear approaches to behaviour management and in establishing a strong moral code. The governing body has a satisfactory understanding of what the school does well and what it is aiming to improve. There are plans to strengthen this aspect of their role - for example, in establishing more links with subject managers and becoming more involved in developing the curriculum.
70. The school has faced difficult budgetary decisions since its opening, with the need to maintain being supplemented by the need to expand. This has made the budget tight and spending decisions difficult to balance. Consequently, the school has had to build up small reserves each year to spend in equipping the new classes.
71. The school development plan identifies appropriate educational priorities and these are effectively linked to financial planning. The new plan is in its interim stage and details of spending are yet to be finalised. Specific grants for special needs and other priorities are well used. The principles of best value are applied appropriately when negotiating purchases of goods and services and there is a developing understanding of this concept.
72. The governing body's finance committee has a good overview of the school's budgeting process, and a proper structure is now in place. The new administrative officer ensures that updated financial information is available to the governors, headteacher and senior staff. The recommendations from the latest auditor's report have been addressed. The school's well established administrative routines enable the school office to function smoothly, with the staff providing an efficient service to pupils, parents and visitors. The school is making an increasing

use of new technology.

73. Because of the considerable and recurring recruitment difficulties faced by the school, there is currently an insufficient number of qualified teachers for the number of classes in the school. The headteacher has had to devote an inordinate amount of time and energy to recruiting, training and retaining staff since the school's opening, and these considerable recruitment problems are in addition to the need to increase the number of teachers each year as the school has grown, year by year, from an infant school to an all-through primary school. The senior management team deserves commendation for taking all possible steps to rectify the situation and for ensuring there are a sufficient number of teachers in the school; nonetheless, a significant proportion of these are not qualified to teach in England and this puts a great strain on the school's ability to teach the full curriculum, especially in foundation subjects. A further complication is that the school has had, and continues to have, a greater than average amount of maternity leave to provide cover for, necessitating the employment of supply teachers and further eroding and undermining the continuity and consistency of teaching throughout the school.
74. A co-ordinator has very recently been appointed to take responsibility for mentoring students and learning support assistants in the school and is developing good contacts with local training institutions. There are good links with an initial teacher-training provider and up to three students per year undertake their teaching practice in the school. The school has several "work experience" students during the year, two of whom were in the school during the week of inspection. All learning support assistants have the opportunity to attend in-service courses run in the school and several have undertaken further qualifications. The school's support assistants give good service to the school and are mostly well deployed.
75. The school is a new building, situated in pleasant grounds and has good, secure areas for the pupils to play in. The accommodation is well maintained, bright and kept to a high standard of cleanliness. However, the "open plan" design of the building has a negative impact on the quality of learning because, particularly in the junior part of the building, the high noise levels from the open-fronted adjacent class areas are at times disturbing for the pupils and make the teachers' jobs much more difficult.
76. Levels of learning resources, although broadly satisfactory for the core subjects of English, mathematics and science, are only barely satisfactory in a number of foundation subjects and unsatisfactory in physical education, art and music. In addition, the library is not well stocked. This is a historic problem because, each year, the school has had to provide new resources for the additional two classes as well as trying to maintain its existing resources.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

77. To improve further the standards of work and the quality of education provided, the governing body, headteacher and staff should:
- (1) *f* Give pupils more opportunities for using their literacy skills in subjects across the curriculum.
(Paragraphs 32, 39, 101, 126, 130)
 - (2) Raise pupils' attainment in music by increasing staff expertise.
(Paragraphs 140-144)
 - (3) Ensure a more consistent approach across the school to providing work which is matched to pupils' needs by:
 - completing and putting into effect systems of assessment for all subjects *f*;
 - making greater use of information gained from assessment in planning what pupils need to learn next *f*.(Paragraphs 6, 25, 30, 99, 107, 132, 123)

(4) Achieve greater consistency in the teaching across the school by:

- improving overseas teachers' knowledge of how the National Curriculum works;
- giving them training in order that they may fulfil their roles as co-ordinators;
- monitoring the frequency with which pupils change their reading books and how their reading is recorded;
- making sure that planned teaching times are carried into effect †;
- ensuring all teachers follow the school's homework and marking policies.

(Paragraphs 23, 28, 30, 39)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:

(5) † Reinforce the way pupils with physical disabilities are taught alongside their peers in the classroom by:

- clarifying the status of the Opportunity Base;
- drawing up a clear job description for the manager of the base.

(Paragraphs 78-81)

(6) Extend the use of pupils' information and communication technology skills across the curriculum.

(Paragraphs 33, 98, 137, 144)

† denotes an issue already highlighted as a priority in the school's development plan

(Numbers in brackets indicate a reference to the main paragraphs where the weaknesses are discussed.)

THE OPPORTUNITY BASE

78. The Opportunity Base is an historical name for the adults and pupils with physical disabilities who work together. The term no longer suits the philosophy of inclusion operated by the local education authority and the school's governing body, which see it of paramount importance that the children are taught as much as possible in the classroom along with their peers.
79. The pupils are very successfully integrated into classes for most of their time. It is difficult to give examples without identifying individuals, but a good instance is given in the teaching section of the report about how a Year 5 boy who cannot walk was enabled to enjoy a physical education lesson along with his friends. Another example is the good support given to visually impaired pupils to help them learn alongside their peers. The pupils have well trained and very capable assistants, who enable them to make good progress in most lessons. Pupils clearly enjoy many lessons and the contact they have with pupils of their age in the classroom is vital to their personal development. It is clearly beneficial to the other pupils too, who are much more at ease with people with disabilities than many adults are.
80. The teaching of these children is satisfactory overall. There are many good features; for example, the base leader and learning assistants know their pupils well and have excellent relationships with them. Assistants are very adept at turning main activities into work suited to the pupils' capabilities. But there is not much evidence of joint planning, especially between the base leader and class teachers. This means that, sometimes, the best use of valuable assistants cannot be made. There is little evidence of records of the pupils' progress in literacy and other areas or of regular contact with class teachers to assess this.
81. The management of the base is unsatisfactory. Pupils are withdrawn from class at certain times; the teaching in these sessions is often good, but it is not sufficiently correlated to what pupils are missing in the classroom, because joint planning is not undertaken. This inhibits the success of

the pupils' integration into mainstream schooling, and is contrary to the governors' vision of how these pupils should be taught. The base leader's job description is at fault, because it is couched too generally, as a responsibility for the oversight of pupils with physical disability, rather than being defined in relation to the school's policy on inclusion and as an integral part of the school's wider policy for pupils with special educational needs.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

100*

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

38

* includes 4 lessons where teaching was ungraded because of brevity of observation

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	9	33	42	9	0	0
Percentage	3	9	34	44	9	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y5
Number of pupils on the school's roll (FTE for part-time pupils)	23	330
Number of full-time pupils known to be eligible for free school meals	n/a	71

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y5
Number of pupils with Statements of special educational needs	0	21
Number of pupils on the school's special educational needs register	0	51

English as an additional language

	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	31

Attendance

Authorised absence

	%
School data	3.2
National comparative data	5.6

Unauthorised absence

	%
School data	2.2
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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	32	27	59

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	25	26
	Girls	21	24	25
	Total	40	49	51
Percentage of pupils at NC level 2 or above	School	67 (71)	82 (79)	85 (92)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	26	24
	Girls	22	25	23
	Total	46	51	47
Percentage of pupils at NC level 2 or above	School	76 (71)	85 (89)	78 (77)
	National	85 (85)	89 (89)	89 (89)

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

Ethnic background of pupils

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

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
247	0	0
0	0	0
7	0	0
0	0	0
1	0	0
0	0	0
1	0	0
4	0	0
0	0	0
2	0	0
1	0	0
10	0	0
3	0	0
0	0	0
0	0	0
2	0	0
14	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 – Y5

Total number of qualified teachers (FTE)	13.2
Number of pupils per qualified teacher	25
Average class size	25.4

Education support staff: YR – Y5

Total number of education support staff	24
Total aggregate hours worked per week	262

Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	22.5
Total number of education support staff	1
Total aggregate hours worked per week	33
Number of pupils per FTE adult	11.3

FTE means full-time equivalent.

Financial information

Financial year	2001/02
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	£
Total income	812,261
Total expenditure	814,312
Expenditure per pupil	2,361
Balance brought forward from previous year	51,324
Balance carried forward to next year	49,273

Recruitment of teachers

Number of teachers who left the school during the last two years	8
Number of teachers appointed to the school during the last two years	10

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	2.2

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	353
Number of questionnaires returned	64

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	33	6	0	0
My child is making good progress in school.	45	47	5	0	3
Behaviour in the school is good.	30	53	8	3	6
My child gets the right amount of work to do at home.	22	53	16	3	6
The teaching is good.	42	55	2	0	2
I am kept well informed about how my child is getting on.	23	41	33	0	3
I would feel comfortable about approaching the school with questions or a problem.	55	36	5	3	2
The school expects my child to work hard and achieve his or her best.	56	38	3	0	3
The school works closely with parents.	27	47	17	3	6
The school is well led and managed.	50	33	3	3	11
The school is helping my child become mature and responsible.	41	41	5	0	14
The school provides an interesting range of activities outside lessons.	28	44	6	9	12

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

82. In common with the rest of the school, the Foundation Stage has had to contend recently with considerable turmoil, with maternity leave, staff illness and other unavoidable absence of key staff. Changes in the local education authority's admission policy for the new school year have also resulted in significant changes in the classes and staff deployment so that there are now three classes in the Foundation Stage - a Nursery class consisting of children aged from three to four and two Reception classes consisting of children who are already, or will be, five years of age by the end of March 2003. Eleven children currently in the Nursery who will be five during the latter half of the current school year will move up to the Reception classes in January. Currently, the three classes are taught by the very well-qualified and experienced Foundation Stage co-ordinator who was previously in charge of the Nursery class for several years, a newly-qualified teacher and a long-term supply teacher covering a maternity leave absence. Most, but not all, children attend the Nursery before they enter the Reception class.
83. Until the current school year, the school has undertaken local education authority baseline assessments of basic skills within the first-half term of children entering the school. However, with the new national baseline tests due to be taken for the first time at the end of this current school year, the entry baseline tests have not been taken. Analysis of entry attainment data for several years prior to the current intake shows that children's attainment in language and literacy skills has been below and well below expectations on entry whilst children's mathematical skills have been, typically, broadly average. Owing to good teaching and co-ordination, children currently in the Reception classes who have attended the Nursery class in the previous school year have made good progress, particularly in their personal and social and language skills. Although at this early stage of the school year it is difficult to predict future attainment, given their current levels of attainment and given the quality of teaching, it is likely that the majority of pupils in the Reception classes will attain the Early Learning Goals by the age of five for most areas of the early years curriculum with the exception of communication, literacy and language skills. However, given the overarching importance of speaking, listening, reading and writing skills to the rest of the school curriculum, overall attainment by the age of five remains below expectations.
84. Teaching in the Nursery class is satisfactory and is good in both Reception classes and good overall in the Foundation Stage. The good quality and range of learning opportunities provided, the good and frequently very good support from conscientious learning support assistants and the very good ongoing assessment of pupils' progress lead to pupils' making good progress. Teaching is very well founded on the Early Learning Goals for pupils under five years of age. This constitutes significant progress since the previous OFSTED inspection when the lack of a "focused curriculum" and inconsistent assessment systems in the Reception class was a Key Issue for the school to address. Teaching is characterised by very good day-to-day assessment and good teamwork and liaison between the Foundation Stage teachers and the hard-working and enthusiastic teaching assistants. Together, they plan and resource a very good range of well-supported, interesting and challenging activities, indoors and out, model a range of appropriate behaviour and constantly and consistently stress the development of children's speaking and listening and personal and social skills. The teachers manage pupils well, have high but realistic expectations of children, and utilise teaching methods which inspire curiosity and learning.

Personal, social and emotional development

85. Children's development in this area is below and often well below expectations when they enter the Nursery. At the time of inspection, most of the children had been attending the class for mornings or afternoons only for a few weeks. They are being introduced to the concept of self-registration - selecting a card with their name on it and putting it into a box on their arrival in the class. Most are beginning to understand the need to sit quietly while the teacher takes the register. Although one boy politely says "Excuse me" before asking the learning support assistant for help, several children interrupt the teacher as she is talking to the class with

unrelated comments. When involved in activities, several have difficulty with the concept of sharing resources; for example, one boy walked up to two children working at the computer and tried to push one of the boys off his seat and another child shouted loudly "I want some more glue!" several times until an adult came to his aid. When in the outdoor area, several children were happily but silently playing by themselves. However, these are very early days and, after two or more terms in the Nursery in the previous school year, where the teacher focused systematically and successfully on developing and extending their low social, personal and language skills, most of the children now in the Reception classes are on line to attain the Early Learning Goals for this area of learning by the age of five.

86. Most Reception children are confident in their surroundings, moving to their chosen task or activity independently but, where this is not so, it is noticeable that these children, by and large, did not attend the school Nursery in the previous year. Most children are able to concentrate for lengthening periods, sitting quietly and alertly on the carpet and in assemblies, in introductions to lessons, and when involved in a task. Most acknowledge the need for help and seek help appropriately where needed and understand the need for agreed values and codes of behaviour. They respond positively and confidently to a range of experiences, forming relationships, taking turns, sharing and co-operating appropriately, and paying an appropriate amount of attention to the task given to them. They become involved in the classroom routines, such as helping to return tables and chairs to their correct place, and in the best cases demonstrate care, respect and affection for other children. The majority are developing appropriate relationships with their peers and with adults and behave well both within the classrooms and around the school. However, there remains a small proportion of children whose personal, social and emotional development is below expectations for their age and these receive good and patient support and guidance from the Foundation Stage staff. The Foundation Stage team have developed a good rapport with the children; they work together very well and organise an interesting and exciting variety of activities with a clear purpose which leads to a high level of confidence and growing independence in the children.

Communication, language and literacy

87. Children's attainment is below expectations for their age and, despite good and at times very good teaching and support, a significant proportion of pupils are unlikely to achieve the Early Learning Goals by the age of five. The youngest children, in the Nursery class, are beginning to understand that words and pictures carry meaning. A minority of the children are volunteering to talk to the teacher and speak confidently in clear, grammatical sentences - one girl, negotiating a turn on the large-wheeled vehicles, told her two friends "Two trips round, then we change over, OK?" - and communicate their likes and dislikes in clear and easily understandable speech. However, the speaking skills of a significant minority of children is below expectations for their age and some children find it difficult to explain what they want to do or say. Some remain silent - for example, a boy remained alone in the cloakroom silently pointing at the photographs of his classmates above the coat pegs while the rest of the class were playing outside - others shout out one-word answers in response to questions and some offer contributions that are totally off the topic. When the teacher explained that the children couldn't go outside to play because it was raining, one girl said "I've got a new kitchen" and a boy says "Take your tote on" (Put your coat on). When one boy said, out of the blue, "My brother keeps hurting me" another said "Us'ly run away bad boys". When children were watching and helping the teacher make pastry, the teacher held up a jug of water, asking "What's this?" The first response was "Wopwop" and the strawberry jam was correctly identified but described as "Torby" by one girl.
88. Most children in the Reception classes are aware that print is read from left to right, and from top to bottom. They are beginning to associate sounds with patterns, words and letters. During the week of the inspection, they were approaching the end of the alphabet, having learned, each day they had been in the class, to recognise and practise writing one new letter of the alphabet through "Jolly Phonics" activities. They are able to recognise some letters, and the more able can recognise simple "CVC" (consonant-vowel-consonant) words and sound them out. However, when at end of a lesson about the letter combination *qu*, children were asked by a teacher to give a word beginning with the 'qu' sound, words offered were: "quam", "crack", "quang", "duck" and "tram - I've been on one!" Children enjoy marking and basic writing experiences, using a range of

marking implements for drawing, marking, scribbling and writing. They are writing over the teacher's writing, beginning correct letter formation - for example, copying their names under the adult's examples and recognising their own names. At this very early stage of reading, children "read" regularly to their teachers and other adults and are taking simple texts home each night to develop the habit of regular reading with parents. Most are able to listen to a story attentively and respond appropriately, sitting still and looking at the storyteller. Adults have good relationships with the children and value and encourage talk with the result that the children make good progress in their speaking and listening skills from a very low base in a significant number of cases.

Mathematical development

89. Children's attainment is broadly average by the age of five. The youngest children in the Nursery are beginning to learn the numbers and three confident children are, together, counting up to 20 but several children need considerable help to match the pattern of dots on a die with its printed image. Most Reception children are able to count from one to five and join in with simple number songs like "Five Little Leaves". Most can show the numbers one to five on their fingers and recognise the numerals and are able to sequence them correctly. The teaching of mathematical development is good; the teachers plan activities well, activities are matched appropriately to children's abilities and a good pace is maintained throughout the lessons. They make good use of appropriate mathematical vocabulary and good use of questioning with the result that a good learning atmosphere is generated and pupils remain interested and attentive - even in one instance at the end of two days when they had had to stay inside due to bad weather. Planning adheres closely to the Early Learning Goals and the National Numeracy Strategy programme of study for the Reception year and, as the year progresses, more able pupils are provided with suitably challenging activities from the Year 1 programme of study.

Knowledge and understanding of the world

90. In this area of learning, children's attainment is in line with expectations. Children select appropriate materials and develop building, constructing and joining skills through such activities as model building with large construction kits, working with play-dough and sticking and gluing models made from "found" materials. Children making jam tarts for the Queen of Hearts wash their hands before beginning the activity and understand the need to do so. They are, with help, weighing, mixing, rolling out and cutting pastry and spooning jam into the cases. Following a walk around the school grounds, children are beginning to comment and question about where they live and the natural world. Children working at the class computer approach it confidently, using the mouse to click on areas of the screen to make characters "speak". Most indulge in role-play activities with gusto. One role play area is the "Sukkot", assembled to celebrate the Jewish Harvest Festival and children play in there confidently, taking trays of "food" to offer around the classroom. Teaching in this area of learning is good; the teachers provide an interesting and well-supported range of activities that move children on with their understanding.

Physical development

91. Children's development is satisfactory overall. A range of role-play activities and indoor and outdoor activities with large play equipment are provided for Nursery and Reception children. In an observed dance lesson in the school hall, most Reception children walked, ran, marched and hopped with co-ordination skills typical for their age and are developing a satisfactory awareness and control of their own and others' space. They slither and shuffle around the floor being "the Very Hungry Caterpillar" with great enthusiasm as a result of the teacher's high-energy style and very good subject knowledge. In another hall lesson, where teaching was very good, children made very good progress in their balancing skills and demonstrated co-ordination more typical of older children. Teaching in the area of physical development is very good; both Reception class teachers demonstrate very good management skills; they organise resources and plan lessons very well, with specific learning targets for each lesson and move the lesson along at a good pace with an appropriate blend of praise and direction.

Creative development

92. Children are on line to attain the Early Learning Goals by the time they enter Year 1. They join in with simple songs and use their voices expressively. They work with a wide range of media and materials and produce art work of an appropriate standard; for example, Nursery children have painted pictures of themselves, made hedgehogs with play-dough and made "marble prints". In the Reception class children have painted characters from the class book "The Enormous Turnip", made concertina books and painted buses for the display about the song "The Wheels on the Bus Go Round and Round". Teaching in this area of learning is good; creative activities are included in a well-organised range of activities with all resources readily at hand and available for the children to use.
93. The teachers base their lessons on the School Curriculum and Assessment Authority's "Early Learning Goals" for the Foundation Stage, incorporating information about children's skills gained from the very good day-to-day assessment of basic skills, undertaken from the time of children entering the school. The Foundation Stage co-ordinator, who has previously been in charge of the school's Nursery provision, has a very good understanding of the needs of young children and the requirements of the Early Learning Goals. The teaching assistants in each class work very well in co-operation with the class teacher, supporting the children very well. Provision for pupils with special educational needs is good, with early identification of pupils with specific learning needs and very good inclusion of pupils with physical disabilities. At the time of inspection, several children were on the special educational needs register and a small number who were giving "cause for concern" were being very carefully assessed.
94. Accommodation is good in most aspects and there are well-resourced secure, dedicated, readily accessible outdoor areas which can function as an "outdoor classroom" and allow for the provision of a wide range of interesting "free choice" and adult-led activities out of doors. Resources are broadly satisfactory although, because of school-wide budget restraints, the teachers and learning support assistants have to make many of their own resources and the Reception teachers are currently building up resources for the Reception classes by this means.

ENGLISH

95. Pupils' attainment by the end of Year 2 is below average overall. In Year 5, the majority of pupils are working at a level which is close to expectations for their age. Pupils make at least satisfactory progress, including the very few whose first language is not English (all of whom are fluent English speakers). Pupils with special educational needs make good progress because of the good support they receive.
96. Pupils' attainment in speaking and listening is below average by the age of seven, though it rises close to expectations by Year 5. Higher attainers and some pupils of average ability sustain concentration and respond positively to opportunities such as questions and answers to develop their oral skills. They contribute to discussion readily, though not always with confidence. Pupils gain from the emphasis which some of their teachers place on role-play, as was observed in a Year 5 class. Younger pupils are eager to share their work but do not have appropriate vocabulary to do so successfully. A significant minority of pupils throughout the school have difficulty in expressing themselves appropriately or fluently. They lack confidence in developing their ideas in meaningful sentences or talking to an audience, though strategies such as role play and circle time are beginning to have some effect.
97. Reading standards are below average for seven-year-olds, but are close to average for many pupils in Year 5. Higher attainers, particularly at the top end of the school, read with a fair amount of accuracy, fluency and understanding. They have favourite authors and talk about characters, demonstrating the skills of prediction and deduction. Many younger pupils show a developing awareness of word attack skills, reflecting the attention which some of their teachers pay to sounds made by different letters in a word. Slow learners are at varying stages of developing their decoding skills and comprehension. They are unable to predict the contents of unfamiliar texts from their title or illustration. Generally, pupils benefit from strategies such as

guided, shared, silent and home reading, but lack of consistency in the approach to home reading and the system of record keeping reflects the need for monitoring in this respect. Pupils enjoy reading poetry, but many younger ones are unsure of their favourite authors. Many demonstrate, albeit in discussion, an awareness of how to find a book in the library, but these discussions suggest that the school library is underused. Pupils have access to the Internet in some information and communication technology lessons, but no pupils were observed undertaking any research in books during the inspection.

98. Standards in writing are below average in most of the school, though standards rise towards Year 5. This reflects pupils' below average speaking skills, which, for many pupils, were well below average when they started the school. Pupils' development of writing skills is somewhat limited by too few opportunities in other subjects of the curriculum. Pupils write for different purposes, with higher attainers paying attention to grammar and punctuation, and demonstrating their ability to introduce characters and the setting. Year 5 pupils were observed using word processing to change text into a playscript with a focus on stage directions. Pupils in Year 4 write newspaper reports. Pupils in Years 2 and 3 write and sequence instructions and those in Year 1 write sentences with key words. However, a significant minority have difficulty with writing meaningful sentences unaided. Some of these pupils are unsure of basic sentence structure while others were observed using inappropriate vocabulary. Pupils' creative and extended writing is not well developed. The extended writing session, a current priority, is at an early stage of development. Examples of spelling difficulty and untidy handwriting or presentation are relatively more common at the lower end of the school. Only a minority of pupils were observed word processing their work, because classroom computers were not often used during the inspection.
99. Teaching is satisfactory overall, with some examples of good and occasionally very good teaching. It is occasionally unsatisfactory. In good and very good teaching, appropriate resources enhance pupils' participation in the activity, and sensitive management has a positive effect on behaviour. High expectations and effective organisation in one such lesson in Year 1 promoted good levels of attention. In a Year 4 lesson, very effective teaching, involving the teacher's modelling of writing, helped pupils' understanding of the layout of a report and features such as caption and location. Classroom strategies employed by these teachers benefit slow learners. This is not the case with teachers who lack experience of the literacy strategy. In unsatisfactory teaching, planning lacks detail and tasks are not matched appropriately to pupils' needs, particularly those of higher attainers. In a few lessons, ineffective behaviour management has a negative effect on the pace of lessons and pupils' progress.
100. Learning equally is satisfactory, with some good, and occasionally very good, features. Most higher attainers show high levels of motivation and concentration. They have the potential to work independently. This is owing to their positive attitudes to school. They are enthusiastic about activities and collaborate well, when encouraged to do so. This accelerates their progress both in lessons and over time. Lack of concentration has a negative effect on learning for a minority of pupils throughout the school.
101. The National Literacy Strategy is satisfactorily established and meets statutory requirements. However, because of the high teacher turnover, some teachers need a reminder of how the literacy strategy works. Literacy skills are not well developed across the curriculum, though there are some links with subjects such as history and geography. Teachers plan in year groups, but there is inconsistency in meeting the needs of the full ability range and in respect of some aspects of the literacy strategy, such as the use of the plenary session. Most texts used in literacy lessons contribute to pupils' spiritual, moral, social and cultural development. Resources are satisfactory, as are procedures for assessing pupils' attainment and progress, but the practice relating to the use of assessment in meeting pupils' needs - especially in reading - is not consistent across the school. This reflects the discontinuity which the school has had in the management of the subject. However, as evident from the extended writing session which has been introduced with a view to raising standards, the co-ordinator represents the school's good capacity to raise standards. Areas identified in her action plan include monitoring of teaching and learning, consolidating opportunities for developing pupils' writing and oracy skills, the introduction of a whole school author focus and ensuring planned use of information and communication technology to promote literacy.

MATHEMATICS

102. Pupils in Year 2 are on target to reach average standards in mathematics by the end of the school year and their overall achievement is satisfactory. In Year 5, pupils are working at the levels expected for their age. There are no differences in standards attained by boys and girls. All pupils make satisfactory progress between Year 2 and Year 4 and achieve satisfactorily in

relation to their earlier performance.

103. By the age of seven pupils add and subtract numbers to 100 or so. With much of the school year still to go, most pupils know the values of coins and make up amounts such as 24 pence. Some calculate change, from 50 pence for example. However, lower-attaining pupils do not know coin values well and need adult help when making totals up to 10 pence. Analysis of previous work shows that, by the age of seven, pupils know the names of common two- and three-dimensional objects, and they measure and weigh familiar objects in centimetres, litres and kilograms.
104. Most Year 5 pupils add and subtract numbers to 1,000 or more, and multiply 2 and 3 digit numbers accurately. However, lower-attaining pupils do not cope well with subtraction and struggle to understand the methods used for multiplication. Examination of their work in Year 4 shows that many pupils know a satisfactory range of multiplication tables and that they understand the metric system of measurement, including how to write measurements using decimals. Pupils are developing sound problem-solving skills. They explore problems such as "If there are 35 heads and 94 feet, how many rabbits and ducks are there?" Pupils make notes of their investigations and are beginning to describe patterns in their results.
105. Over the longer term, teaching and learning are both satisfactory. During the inspection, lessons seen ranged from very good to unsatisfactory. The best lessons start with brisk oral and mental activities. A good example was seen where pupils changed numbers written in words to figures. Pupils worked in pairs, sharing a small whiteboard to write their answer down. This activity worked well because it allowed pupils to show what they could do, encouraged them to learn from each other and enabled the teacher to correct work instantly when pupils wrote down wrong answers.
106. Teachers and support staff manage behaviour well and have good relationships with pupils. Pupils respond positively and often work well with minimal supervision. Pupils' good attitudes contribute much to the brisk, purposeful lessons commonly seen. Teaching assistants understand the special educational needs of the pupils they work with, and support them effectively. Consequently, they learn well and make the same progress as other pupils. On one occasion a pupil with special educational needs was withdrawn to work with a classroom assistant at a computer. However, such activities are rare, and teachers generally do not make sufficient use of information and communication technology to support teaching and learning.
107. Most teachers know how to teach the National Numeracy Strategy and planning is satisfactory overall. However, teachers do not always set sufficiently different work to cater for the needs of pupils of different abilities. Work is sometimes too hard for lower-attaining pupils and they struggle to complete it. In one class last year, work was untidy because the teacher did not insist upon high enough standards of presentation. Teachers set out clearly in their planning what pupils are to learn and share this with the class at the start of each lesson. However, few teachers make good use of the final part of the lesson to assess how well pupils have progressed. Some overseas teachers lack experience of the National Curriculum. This leads to teaching weaknesses that affect pupils' achievements. For instance, there was too much whole-class teaching in a problem-solving lesson. As a result higher-attaining pupils were not given sufficient independence to explore the problem for themselves. This restricted the progress they could otherwise have made. Occasionally, teachers take too long to explain what pupils are to do. This leads to fidgeting and loss of attention, and makes class management more difficult than it might otherwise be. A small amount of unsatisfactory teaching is not sufficiently well planned. As a result, the lesson lacks pace and activities do not relate well to the lesson objectives.
108. The mathematics co-ordinator leads development well. She is new to the school, and has made a good start on identifying areas for development. For instance, marking could show pupils more clearly how to improve their work and teachers could make more use of assessment information to guide long term planning.

SCIENCE

109. Pupils' standards of attainment are below national expectations at the end of Year 2. This judgement is similar to the most recent National Curriculum Teacher Assessments. The older pupils in Key Stage 2 make good progress in the acquisition of scientific knowledge and they are on course to achieve standards broadly in line with national expectations at the end of Year 5. Taken overall, the pupils with special educational needs and those for whom English is not their first language, make similar progress to their peers. However, the more able pupils seldom sustain the good progress of which they are capable because the work is not sufficiently challenging and opportunities are missed to promote greater independence and initiative in planning and carrying out investigations.
110. The scrutiny of pupils' previous work in Years 1 and 2 indicates that they undertook a very narrow range of work in science. The younger pupils gain a basic knowledge of the five senses and relate this to everyday life and suitably develop their knowledge of life cycles, such as that of a butterfly. The older pupils confidently identify the uses of electricity in the home and know how to make a simple electrical circuit to light a bulb. They have a developing knowledge of push and pull forces, name a variety of light sources and explain in simple terms how shadows are formed. In current work, the pupils in Year 1 make good progress in naming a variety of animals, they match and name the young of animals and know that animals including humans grow and change. They use appropriate vocabulary with increasing accuracy. In Year 2, the pupils show an appropriate understanding of the requirements for a simple electrical circuit when making a model of a lighthouse. The pupils gain only a limited knowledge of life and living processes, materials and their properties and physical processes. They seldom engage in sufficiently challenging investigations and as a consequence their knowledge of experimental science is very limited.
111. In Years 3 to 5, the range of work undertaken is generally appropriate, although the emphasis on systematic investigations and clear recording lacks consistency. In Year 3, the pupils further develop their knowledge of electricity, they confidently group animals using simple criteria such as the number of legs, and record their results clearly in graphical form. They make simple predictions when investigating the effect of the angle of a ramp on the distance a model car travels, and investigate the force of gravity when dropping objects from different heights. The pupils successfully group materials and the more able understand that some changes are irreversible, such as toasting bread. In current work the pupils show an appropriate knowledge of the requirements for a healthy diet. Most name the main food groups and the more able use terms such as *carbohydrate* correctly. Pupils in Year 4 effectively extend their knowledge of electricity, distinguish between insulators and conductors, further their knowledge of sound and light sources and name the parts of a plant. The majority develop some knowledge of absorbency and permeability when investigating materials and the conditions for growth. The pupils in Year 5 have a good understanding of the life cycle of plants and use appropriate scientific terms correctly. They group materials according to their properties, investigate separating mixtures and have a sound knowledge of food chains and the skeleton.
112. The majority of pupils have positive attitudes to work in science and behave well. When given the opportunity, pupils in both key stages work together well. Many of the pupils have a good capacity to show initiative and to work with appropriate independence. However, teaching does not consistently build on the pupils' curiosity with the result that in some classes they become noisy where the work does not adequately maintain their interest and concentration.
113. The overall quality of teaching and learning is satisfactory. In observed lessons the quality of teaching ranged between good and unsatisfactory. In the most effective lessons teachers have a good knowledge of the subject, their explanations are clear and lively and questioning is focused. The use of such strategies helps to ensure pupils are attentive and contribute to the lesson by building on their prior knowledge and making predictions. For example, in a lesson with pupils in Year 1, learning was effective because the range of learning activities was very well organised, there was clear guidance for each task, and the pupils clearly understood the work. The teacher carefully matched the tasks to pupils' capabilities, encouraged appropriate independence and, by focusing her attention on the less able pupils during group work, she ensured good progress was maintained. Similarly, in a lesson investigating electrical circuits in Year 4, high expectations, an enthusiastic approach and clear guidance ensured pupils collaborated well and worked with a

sustained level of involvement. Teaching is less effective where the pace of learning is slow, expectations of the amount of work pupils can undertake in the time available are too low and the teacher's command of the subject is insecure. This results in a reduced quality of learning where pupils lose concentration and behaviour deteriorates. For instance, when considering the requirements of a balanced diet with pupils in Year 3, the teaching used too few strategies to maintain interest and little progress was made. A key feature of less effective teaching is some teachers' lack of confidence and experience of teaching the science curriculum. As a consequence, the planning of lessons does not always ensure a sufficiently challenging context for the learning. Much of the previous work seen shows that all pupils are set the same work and there is often a much stronger emphasis on teaching scientific knowledge rather than pupils finding out through practical work.

114. The planned curriculum is broad and appropriately balanced. This provides for continuity in learning and is a sound basis for planning lessons. However, the scheme of work seldom provides sufficient guidance on how to implement the work or what resources to use. As a consequence the quality of learning is variable and the use of literacy, numeracy and information and communication technology skills to enhance and develop learning in science is often overlooked. There are satisfactory procedures for monitoring pupils' progress and attainment but there is little evidence of teachers using information from assessment to adjust their planning to pupils' particular learning needs.
115. Leadership and management of the subject are satisfactory. The action plan provides a clear and appropriate emphasis for the work of the two recently appointed co-ordinators, both of whom have no previous experience of managing a subject. There are sufficient, good-quality learning resources but the range of teaching resources is limited. There is adequate accommodation available but only limited use is made of the central work areas to facilitate practical work in Key Stage 2.

ART AND DESIGN

116. Standards of pupils' attainment in art are in line with national expectations throughout the school. Higher attainers make good progress; other pupils make satisfactory progress in developing their sketching and painting skills when they sustain concentration.
117. The majority of pupils in Year 5 demonstrate appropriate observational skills and an awareness of different types of pencils used to produce different lines and tones. Higher attainers, though a minority, have developed their sketching skills well, showing imagination and an eye for detail, shape and proportion. The majority of seven-year-olds show a developing understanding of how to use repeat patterns of shapes and lines in black and white art work based on Escher's works. Younger pupils have started drawing portraits in the style of Picasso. Pupils' work reflects the use of a range of media, including pencil, clay and paint, but their concept of composition is not yet well developed and they have not started paying sufficient attention to planning or evaluating their work.
118. The quality of teaching observed was satisfactory with some good features. Teachers' secure subject knowledge is reflected in their imaginative use of resources. In good teaching, observed mainly in Years 4 and 5, learning objectives are clear. The explanation and modelling of tasks by teachers often enhance pupils' understanding and participation. Similarly, teachers frequently draw pupils' attention to detail and encourage them to communicate ideas. Pupils are also encouraged, albeit occasionally, to take ideas from works of famous artists. In the small amount of unsatisfactory teaching, ineffective strategies for the management of behaviour had a negative impact on pupils' attainment and progress. Opportunities are generally limited for pupils to appreciate each other's work.
119. The quality of learning reflects the impact of teaching. Pupils of all ages and abilities are enthusiastic about sketching and their behaviour gets better while engaged in creative activities. Many younger pupils take a great deal of interest in selecting materials for their work while most older pupils are well motivated and contribute to discussion. Higher attainers demonstrate some

independent learning skills. A growing awareness of some famous artists enables pupils to consolidate their skills and techniques in the use of a variety of media. A particular gain in learning is reflected in the way Year 1 pupils distort some features of a human face to make it funny. Pupils in Year 3 are learning to use patterns carefully to design a new school building while those in Year 4 are effectively learning to portray mood setting and emotions through colour mixing and use of a dream sequence based on a close observation of the school building. Some Year 5 pupils were observed learning to use cutting and collage making techniques to create good cubist pictures in the style of Matisse. There is no significant

difference in the way boys and girls work in art lessons. Pupils for whom English is an additional language and those having special educational needs display the same enthusiasm for art activities as their peers and make satisfactory progress.

120. Management of the subject is satisfactory. A review of the subject policy and the adoption of the recommended scheme of work ensure breadth and balance of the art curriculum, though the focus during the week of inspection was primarily on observational drawing. It has some cross-curricular links, such as with history and geography, and contributes well to pupils' spiritual and cultural development. The display of work around the school, albeit limited at this time of year, enhances the learning environment and has the potential of having an impact on pupils' attainment and learning. Resources are adequate, though this aspect of the subject has suffered because of lack of funding. There is no whole-school portfolio and there is little evidence of visits to art galleries. The co-ordinator takes a great deal of interest in the subject and has identified monitoring and assessment as priorities for development.

DESIGN AND TECHNOLOGY

121. Design and technology is not taught during the first half of each term in either key stage. As a consequence, there was insufficient information available, at this early stage in the school year, to make a secure judgement about the standards achieved by the pupils in the subject. Furthermore, the scrutiny of pupils' work from the last school year, indicates provision in the subject was inconsistent.
122. At the end of Year 1, the pupils write how to make a sandwich and a milk shake, but make no commentary on the process. In Year 2, the pupils design a medal for Mary Seole, produce a variety of models using a range of materials and make moving pictures incorporating joints and levers. There is no evidence to indicate that the pupils have a developing understanding of the designing and making process or that they are learning new skills. In Year 3, the pupils design and make lighthouses incorporating a simple electric circuit, draw carefully labelled designs for a vehicle, design recipes for yoghurt and fruit salad, and satisfactorily evaluate the characteristics of different breads. The more able pupils appropriately record a sequence of instructions for the making process. In Year 4, the pupils' creative books contain evidence of a good variety of work done in 1999, but nothing to indicate more recent achievement. The oldest pupils, now in Year 5, undertook a series of worksheet tasks for homework. This work shows a suitable knowledge of joints, seams, sewing effects and the use of pattern. There is also evidence of designs for a portable light and a catapult, but no evidence of the product or of the pupils' evaluations of their designs. Taken overall, the pupils experience a very narrow range of learning opportunities and do not sufficiently develop subject skills and vocabulary.
123. No judgement of teaching is made due to the lack of evidence. The current scheme of work for design and technology provides a secure basis for teaching the subject but there are no formalised arrangements for assessing pupils' achievement and progress. Leadership and management of the subject are to be undertaken by the art co-ordinator this year. Planning for development in the subject is at an early stage but the school acknowledges the need to raise the profile of the subject by placing greater emphasis on the progressive development of pupils' designing, making and evaluative skills, and by consistently providing suitable contexts for their work. The subject is suitably resourced.

HISTORY AND GEOGRAPHY

124. By the end of Year 2 and Year 5, standards are in line with expectations. Pupils' achievements are satisfactory overall, including those with special educational needs. However, the attainment of some of the more able pupils indicates that they are not sufficiently challenged in lessons.
125. Pupils in Key Stage 1 learn about famous people, such as Grace Darling, Florence Nightingale and Mary Secole. They discuss their deeds and try to draw thoughtful conclusions about their characters. They sequence the events in a story, showing they have understood the events and their relation to one another. Pupils in Key Stage 2 study aspects of English history, such as the Great Fire of London, and learn of important figures such as Charles II and Samuel Pepys. Older pupils learn about ancient Egypt, its people, monuments and customs.
126. History teaching overall is satisfactory. Teachers mostly manage pupils well and keep them on task, so that pupils' concentration was good in many classes. The level of teachers' knowledge and understanding of the subject is inconsistent. The teaching of knowledge of events, people and changes in the past is satisfactory but there is little evidence of the development of chronological understanding; for example, only one time line was seen on display and in use during the period of inspection. The elements of historical enquiry and interpretation were also lacking in the work scrutiny. This is partly because pupils do not have enough opportunities to extend their literacy skills through their history work.
127. Teachers' expectations are satisfactory overall but are inconsistent. Matching work to the whole range of pupils' abilities differs from class to class; for example, a display of Year 3 pupils' work shows that their skills of research and enquiry about Egypt in the past and present are developing well but some activities do not effectively challenge pupil's abilities.
128. The school has devised long term and medium-term plans during the past year. The history schemes of work meet the statutory requirements and follow national guidelines. However, there are issues with the breadth, balance and consistency when translating these schemes into practice. This is linked to the inadequate blocking of times for teaching the subject, which the school is already addressing. At present, the school teaches either history or geography for half a term. This restricts the depth of study for the subjects and the quantity of work produced by pupils. The co-ordinators have plans to block in one subject per term to aid coverage and improve the quality and quantity of work produced by the pupils.
129. The leadership and management of the subject are very good. The current co-ordinator has been in post for less than a year and has already revised the planning and improved resources. She has written and reviewed a policy document and identified priorities for subject development including time allocation and assessment, which she has already identified as being unsatisfactory. She has undertaken the monitoring of plans and has begun to collect exemplars of good practice and ability levels. She meets regularly with teachers to ensure continuity in planning. Much has been achieved in a short time. The systems are in place to ensure further improvement in this subject. The co-ordinator has a high level of expertise and commitment to developing her subject and has identified the monitoring of teaching and learning as a priority for the coming year.
130. In geography, there was insufficient evidence to make a judgement on standards of attainment or the quality of teaching from lesson observations, as very little teaching was observed during the period of inspection. This is because the subject is taught in alternate half-terms with history. Displays and scrutiny of work show development of geographical skills, though pupils have few opportunities for using their literacy skills to record what they have done. In a Year 4 class, pupils used maps, CD-ROMs, the Internet and books to research information on India. Pupils showed an appropriate understanding of map skills and key features of the village of Chembakoli to draw their own village and key.
131. The school's scheme of work is based on national guidelines and ensures progression by building

on pupils' knowledge and understanding as they go through the school. The co-ordinator has taken on the post only from the beginning of term. She has made a good start in

developing the geography policy and identifying points for further action. This includes greater matching of work to pupils' abilities, the development of assessment and the monitoring of teaching and learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

132. Pupils reach expected standards throughout the school. Most pupils achieve satisfactorily in comparison with their earlier performance and ability. However, more demands could be made of higher-attaining pupils in Years 3 to 5.
133. By the age of seven, pupils write short pieces of text, for instance to tell the story of the "Three Little Pigs". They know basic computer terminology such as "space bar" and "cursor" and use these terms to explain what they are doing. Pupils "paint" pictures and program a floor robot to find its way to a target. Although pupils reach the level expected for their age, weak writing skills, especially spelling, prevent them reaching higher levels in text-based work.
134. Older pupils use word processing programs, for example to practise writing using apostrophes or to write about Guru Nanak. Work is redrafted to remove mistakes and to improve the appearance of the finished product. Pupils combine text, pictures and sound effectively in short presentations on the subject of Greek myths. They use computer art packages to design and make Christmas cards. Year 5 pupils have good operating skills and work confidently at the computers. They learn how to model designs, such as a classroom plan, on the computer and how to modify work they have already done. Pupils have not yet been taught all aspects of information and communication technology, but these are planned for introduction as the school gets its Year 6.
135. The quality of teaching and learning is satisfactory. Teachers demonstrate new techniques well, so that pupils are clear what they have to do. Lessons are frequently organised so that pupils of different abilities work together. Sharing work and learning to co-operate in this way contribute well to pupils' personal development. Teachers and classroom assistants support pupils well when they are working at the computers, resolving difficulties as they occur. Because they are supported well by other pupils and adults, pupils with special educational needs make good progress.
136. Some teaching is very good. In one lesson the focus was on learning to correct on-screen text using a "spellchecker". The text chosen described life in an Indian village. Pupils waiting to use the computers and those that had finished carried out a similar written task on the topic of acid rain, using dictionaries to help identify and correct mistakes. Good teaching of computer skills, the combination of information and communication technology, literacy, geography and science and good class management all contributed well to a brisk, purposeful lesson. Pupils concentrated well on their work and made good progress in all four subjects.
137. Where teaching was not as good, the half of the class awaiting their turn on the computer were not involved in tasks which were sufficiently challenging. The computer suite is a well-used resource, but computers in the classroom are not used enough. This limits pupils' use of information and communication technology in other subjects of the curriculum.
138. Most lessons focus on teaching and practising information and communication technology skills. Whilst learning new techniques is necessary, higher-attaining pupils in Years 3 to 5 have insufficient opportunities to use what they have been taught in more demanding work. As a result they do not reach the higher standards of which they are capable.
139. The information and communication technology co-ordinator is very experienced and leads development in the subject well. She provides colleagues with detailed notes on how to use unfamiliar computer software. These are good resources, which help teachers plan effectively. She knows what needs to be done to improve on the sound start that the school has made - for

instance, systems for tracking pupils' progress are being refined to provide more accurate records of pupils' achievements. Other priorities for development include improved access to portable computers to enhance teaching and learning in other subjects through the use of information and communication technology. The school is well placed to build on its achievements so far.

MUSIC

140. Pupils' attainment by Year 5 is below expectations overall, though the standard of singing is similar to what is expected. Timetabling arrangements meant that no lessons were observed in Year 2, so no overall judgement on attainment can be made; standards in Year 1 are similar to what is expected, and Year 2 pupils sing well in their class assemblies.

141. Year 1 pupils explore the types of sound they can make with their voices and with percussion instruments to accompany the reading of the story *Peace at Last*. They click their tongues to imitate the ticking of the clock and hum on a high note to sound like a 'fridge - both noises which kept Mr Bear awake. They are also good at the snores made by his wife, which were the start of his sleepless night. In another Year 1 class, pupils chose instruments such as the triangle to show the clock's chimes, though their independent exploration was limited by how the teacher planned the lesson. Pupils sing well in assembly for the whole school, using actions when appropriate. Year 2 pupils sang *I've seen the Light* unaccompanied in a class assembly in a lively and enjoyable way, so that passers-by smiled and looked in as they passed their room.
142. Standards in Key Stage 2 are below what is expected because of teachers' lack of expertise in the subject over time. This is to some extent being rectified by the scheme of work and medium-term plans drawn up by the new co-ordinator, but teachers' confidence in music is variable. Good lessons were observed in Year 4, where pupils learnt about rhythm and used percussion instruments to follow the rhythm of a song whilst others kept the beat. But the song needed to be simple for them to copy the rhythm accurately and those who kept the beat found it difficult to keep a steady pulse without speeding up. The ability of pupils in Year 5 is not much greater.
143. The quality of teaching is satisfactory overall. Good teaching was seen in both key stages, but satisfactory and unsatisfactory teaching showed uncertainty of how to teach aspects of the subject. Teachers acknowledge where they have a need for training, and the biggest areas are in composition and appraising music, for which the school has limited resources. Tuition is available for the keyboard and in brass.
144. The subject is satisfactorily managed by the new co-ordinator, who has taken on responsibility only this term. Her own musical experience is small and she has not had the chance to see how the role of music co-ordinator is carried out in other schools. Resources are limited, partly by the need to provide more equipment each year as a new year group is opened, and there is little computer software. There are no arrangements for assessment, though this is on the co-ordinator's action plan, as is the starting of a choir in time for Christmas.

PHYSICAL EDUCATION

145. Pupils make satisfactory progress overall and attainment by the age of seven and by Year 5 is equivalent to national expectations. No evidence was available of pupils' swimming skills, although Year 3 and Year 4 attend a local swimming pool for lessons during the spring and summer terms. Pupils with physical disabilities are given very good opportunities to participate in aspects of physical education lessons because of the good support they receive.
146. In the two Year 1 gymnastics lessons observed, most pupils were able to change for the lesson and dress themselves independently. They were beginning to copy and explore simple skills and actions, showing appropriate basic control and co-ordination - walking, running, hopping and walking on their toes and heels when playing "Follow the Leader". In Year 2, pupils were travelling on the floor and on apparatus, using and making different shapes, employing the basic skills in travelling and repeating simple skills with increasing and appropriate control and co-ordination. Pupils in Year 3 were "dodging" and finding space in preparation for team sports, playing "Piggy in the Middle" and practising football dribbling skills. A Year 5 hall lesson had been planned as an outdoor lesson but, due to inclement weather, had to be held in the hall; pupils were attempting forward and backward rolls and support handstands. They were consolidating their present skills and, in the best cases, acquiring new ones and performing actions and skills with more consistency.
147. The quality of teaching in lessons observed ranged from very good to satisfactory and is satisfactory overall at both key stages. Where teaching is good or very good, teachers demonstrate good subject knowledge and use praise appropriately and consistently. They have high expectations of pupils' work and behaviour, give very clear instructions and maintain a good pace throughout the lesson - in the best cases, changing activities frequently to maintain pupils' interest and enthusiasm.

148. The quality of pupils' learning during lessons, closely linked to the quality of teaching and their behaviour, ranged from very good to satisfactory and was satisfactory overall. Most pupils participate enthusiastically; they work together well, relating well to their peers, appreciating the performances of others and, in most cases, taking part in the activities confidently and with clear enjoyment. However, older pupils in particular require skilled and consistent behaviour management from their teachers to maintain appropriate behaviour throughout the lessons.
149. The subject co-ordinator is very enthusiastic and has a clear vision of improvements she wants to make in the subject. A good range of well-attended extra-curricular physical education, dance and games activities is provided throughout the year. Although large resources for the subject, such as wall-apparatus, are broadly satisfactory, the provision of smaller equipment such as an appropriate range of balls for catching and throwing, is unsatisfactory and there have been insufficient funds to pay to have the school field "marked out" for games.

RELIGIOUS EDUCATION

150. Pupils' attainment is broadly equivalent to that expected by the locally agreed syllabus for pupils aged seven and ten. Pupils make satisfactory progress in the subject as they move through the school.
151. In Year 1, pupils discussing where food comes from are beginning to identify who and what is important in their own lives and learning about the importance of prayer before a meal to Christians. Year 2 pupils, in a lesson following a visit to a local church, know that Christians believe in God and that Christ was crucified on a cross. They were developing an understanding of the value of symbols to different religions - for example, the cross to Christianity, the star and crescent to Islam and the wheel to Buddhism. In Key Stage 2, Year 3 pupils learning about Islam know that Muhammad was born in Mecca, that he was a prophet and that Allah is their God. They were using some of the correct terminology and describing some of the key beliefs and practices of the Islamic religion. Similarly, Year 4 pupils, learning about Sikhism, were developing a good understanding of the key features of the Sikh religion, particularly the "Five Ks", by observing and carefully handling a range of artefacts. Year 5 pupils, after listening to the story of Moses and the Ten Commandments, were writing their own set of rules, for example: "Ten Rules to be a Better Team Member" and "Ten Rules for World Rulers".
152. The quality of teaching in the lessons seen ranged from excellent in one lesson in Key Stage 2 to satisfactory and was satisfactory overall. Most teachers demonstrate appropriate subject knowledge and use questioning well to test pupils' understanding and recollection, sensitively encouraging all pupils to offer their own ideas and contributions to discussions. However, a small number of short introductory lessons were observed where the teacher's subject knowledge was insufficient. Where teaching was judged to be excellent, the teacher was very well prepared and motivated the children very well with relevant resources and artefacts, resulting in excellent learning during the lesson. With the exception of this one lesson, the quality of learning in other lessons observed was satisfactory overall.
153. The school follows the newly revised locally agreed syllabus for religious education. The new co-ordinator for religious education is very well-qualified for the position but has not monitored planning, work or teaching in the subject and has yet to have any impact on either the quality of teaching or standards.