

INSPECTION REPORT

CHURCH LANGLEY COMMUNITY PRIMARY SCHOOL

Church Langley, Harlow

LEA area: Essex

Unique reference number: 131209

Headteacher: Miss Stacey Rittman

Lead inspector: Mr Julian Sorsby

Dates of inspection: 2nd – 5th February 2004

Inspection number: 255814

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	5 to 11
Gender of pupils:	Mixed
Number on roll:	390
School address:	Church Langley Way Church Langley Harlow Essex
Postcode:	CM17 9TH
Telephone number:	01279 629427
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs K Trevartha
Date of previous inspection:	22 nd June 1998

CHARACTERISTICS OF THE SCHOOL

Church Langley Community Primary School serves the Church Langley area of Harlow in Essex. It is a large school, with pupils aged 5 to 11. Almost all pupils are of white British background, only a small number being of other backgrounds. Almost all pupils speak English as their first language, and there are no pupils at an early stage of language acquisition in English. Thirteen per cent of pupils have been identified as having special educational needs, which is below average. Seven pupils have statements of special educational needs, which is about average. The majority of pupils with special educational needs have moderate learning difficulties. Ten per cent of pupils joined or left the school at times other than normal in the past year, which is below average. Class sizes vary from 22 to 35. Overall, pupils' attainment on joining the school is below average. In communications, language and literacy, it is well below average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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8941	J Fletcher	Lay inspector	
30997	J Considine	Team inspector	Science Design and technology History Physical education Religious education
21171	S. Handford	Team inspector	English Geography Music Provision for pupils with special educational needs Provision for pupils with English as an additional language
22821	L Wolstencroft	Team inspector	Mathematics Information and communication technology Art and design Areas of learning for children in the Foundation Stage

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school is providing a **good** quality of education and **good** value for money.

The school's main strengths and weaknesses are:

- Provision in reception and Years 3 to 6 is good and pupils achieve well.
- Provision in Years 1 and 2 is only satisfactory, limiting pupils' achievement.
- Teachers in Years 1 and 2 are receiving insufficient support, advice and guidance from subject coordinators. There is no senior management team.
- Pupils' personal development is good, attitudes are very good and behaviour is good.
- The care of pupils, provision for those with special educational needs and the school's partnership with parents are all good.
- Inconsistent use is made of assessment data to meet individual pupils' needs.

There has been good improvement overall, particularly in reception and Years 3 to 6 in pupils' achievement, their standards and the quality of teaching, the curriculum and the use made of assessment data. The rate of attendance has deteriorated. The quality of leadership and management is less good than reported at the last inspection, but the new headteacher appointed in September 2003 has had too little time to do more than make a start.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	D	D	B	A
Mathematics	E	C	A	A
Science	E	E	C	B

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Overall, pupils achieve well. Children join reception with standards that are below those expected for their age. In their communications, language and literacy skills, they are well below expectations. Children achieve well as a consequence of good teaching and are on course to reach their goals in all subjects other than language and literacy, in which they also make good progress, but remain below average. In the national tests at the end of Year 2 in 2003, standards were average in writing, below average in mathematics and well below average in reading. In the national tests in 2003, Year 6 pupils achieved well. Their standards were average in science, above average in English and well above average in mathematics and well above average compared to similar schools in English and mathematics. Pupils now in Years 1 and 2 are achieving satisfactorily as a consequence of satisfactory teaching and are likely to achieve average standards in mathematics and below average standards in reading and writing. Pupils currently in Year 6 are working at above average standards in English, mathematics and science. They achieve well in mathematics and science and very well in English in Years 3 to 6 in response to good and often very good teaching. In Year 6, standards are above expectations in religious education and art and design. In physical education they are above expectations in Years 2 and 6. Standards could not be measured in music or history or in science and art and design in Year 2. Pupils with special educational needs, higher attaining pupils and gifted and talented pupils all achieve similarly and there are no differences between the achievement of boys or girls or those from different ethnic backgrounds.

Pupils' personal qualities, including their spiritual, social and cultural development, are good. Pupils' moral and social development is very good. Most have very good attitudes to learning and behave well. However, attendance rates are unsatisfactory because parents take their children on holiday in term time.

QUALITY OF EDUCATION

The school is providing a good quality of education to its pupils. Teaching overall is good and pupils learn well. There are marked differences in the quality of teaching in reception and Years 3 to 5, where it is good, Year 6 where it is very good and Years 1 and 2 where it is satisfactory. In reception and Years 3 to 6, teachers make consistent use of assessment data, provide appropriate challenge for each pupil based on realistic expectations. Planning is well linked to the scheme of work in each subject, enabling pupils to better build systematically on their prior learning. The needs of higher attaining pupils are being met more effectively. Teachers are more secure in their subject knowledge, provide a richer curriculum that stimulates learning and matches pupils' interests. These are well enriched by a good range of extra-curricular opportunities and additional and specialised lessons for pupils requiring extra help to reach their potential. The relative weaknesses in each of these areas in Years 1 and 2 relate to weaknesses in the support, advice and guidance to teachers in these year groups, matters that the new headteacher is now addressing. Good provision is made for pupils who have special educational needs. Pupils receive good support and guidance to guide their learning. Parents are strong partners in their children's education, in school and at home. Good links exist with other schools and the community, which enhance pupils' learning. The quality of teaching, planning and the curriculum is now being monitored by the headteacher, but not yet by subject co-ordinators.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory. The newly appointed headteacher has set a realistic timetable for dealing with well-chosen priorities. The governing body gives satisfactory support to the development and direction of the school, and carry out their statutory responsibilities. Subject coordinators support teachers well in Years 3 to 6, but this support is only now being extended to teachers in Years 1 and 2.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are very happy with the school.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

Strengthen leadership and management by establishing a senior management team and enhancing the role of subject co-ordinators to extend effectively across both key stages.

Improve curriculum monitoring and advice to teachers in Years 1 and 2.

Use assessment data more effectively to ensure all pupils are consistently challenged.

Continue to address the issue of the unsatisfactory rate of attendance.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils achieve well, which is a significant improvement since the last inspection. By the end of Year 6, their standards are above those expected for their age.

Main strengths and weaknesses

- Standards are above those expected in English, mathematics, science, art and design, physical education and religious education by the end of Year 6 and physical education at the end of Year 2.
- Children achieve well in reception, and pupils, including those with SEN and higher attainers, achieve well in Years 3 to 6.
- Current standards in reading and writing are below average in Year 2.

Commentary

1. As can be seen from the following table, standards in writing and mathematics achieved in the 2003 national tests for pupils in Year 2, improved on 2002 and were above average. Standards in reading deteriorated on the previous year and were below average. Over a longer period, the trend in standards in all three subjects has been one of improvement.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	14.1 (14.6)	15.7 (15.8)
Writing	14.9 (12.9)	14.6 (14.4)
Mathematics	16.0 (15.8)	16.3 (16.5)

There were 71 pupils in the year group. Figures in brackets are for the previous year

2. The following table demonstrates that standards in the 2003 tests for Year 6 pupils were better than in 2002 in English, mathematics and science and were all above the national average. This is a very significant achievement in a school where characteristically, children join reception with below expected standards, and reflects the steady improvement in standards that has been achieved by its pupils.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	28.2 (26.4)	26.8 (27.0)
Mathematics	29.2 (27.4)	26.8 (26.7)
Science	29.3 (27.4)	28.6 (28.3)

There were 42 pupils in the year group. Figures in brackets are for the previous year

3. Children join reception with below average standards in all areas of their learning except communications, language and literacy, where their standards are well below average. Provision for them is good and this is resulting in good achievement across their curriculum. Consequently, by the end of the reception children achieve all the targets expected for their age in their mathematical,

personal, creative and physical development and their understanding of the world. They make good progress in their communications, language and literacy skills and improve their standards from well below average to below average.

4. In Years 1 and 2 the quality of teaching, the curriculum and the use made of assessment data is satisfactory. Consequently, current pupils are making satisfactory progress and their standards in reading, writing and mathematics remain unchanged. They are average in mathematics, and below average in reading and writing. The school has identified the problem with standards in reading, and remedial action is under-way. Provision in Years 3 to 6 is good in mathematics and science and very good in English. Hence, by the end of Year 6, pupils achieve well and their standards in all three subjects are above average.

5. Standards are above expectations in physical education in Years 2 and 6 and in religious education, and art and design in Year 6. Throughout the school, as a consequence of the support provided by teachers and especially by teaching assistants, pupils with special educational needs make similar progress against their prior attainment to all other pupils. This is good in reception and Years 3 to 6 and satisfactory in Years 1 and 2. The achievement of higher attaining pupils and those who are gifted and talented are similar to that of all other pupils. Pupils from different ethnic backgrounds are fully integrated in the school and hence make similar progress to all other pupils. There are no differences between the achievement of boys and girls.

6. Standards in Year 2 have deteriorated in reading and writing, design and technology and art and design since the last inspection. However, by the end of Year 6 standards show improvement in English, ICT and physical education and very significant improvement in mathematics, science and religious education. This demonstrates the good progress being made by the school in raising standards and reflects parents' satisfaction with the progress their children make and the standards they achieve. Pupils find lessons fun and feel challenged by new work.

Pupils' attitudes, values and other personal qualities

7. Pupils are happy in school, have very positive attitudes and behave well. Provision for pupils' spiritual, moral, social and cultural development is good overall. Attendance is unsatisfactory.

Main strengths and weaknesses

- Pupils have very positive attitudes and behave well throughout the school. Relationships are very good.
- Pupils are very interested in school life, the range of activities provided and this develops their self esteem and confidence.
- Pupils' personal development, including their spiritual, moral, social and cultural development, is good.
- The school stimulates in pupils a respect for the values and beliefs of others.
- Attendance is unsatisfactory.

Commentary

8. Pupils have very good attitudes to learning. They are happy and enjoy school life and the wide range of activities provided both during and after school. They feel they belong and are proud to be part of the school community. Adults respect all pupils and ensure that pupils develop very good personal skills. In the Foundation Stage, children have equally positive attitudes to learning and enjoy the range of activities provided. All pupils participate well in lessons. During the inspection, they were consistently friendly, helpful and polite.

9. Pupils behave well in lessons and around the school. Pupils interviewed described the behaviour of others as very good. Relationships between pupils and with adults are very good and

make a valuable contribution to learning. In the past year, there has been just one fixed term exclusion because of bad behaviour.

10. Pupils with special educational needs have very positive attitudes to their work because of the help and support they receive. They are challenged and encouraged to do their best and as a consequence make good progress.

11. Throughout the school, pupils’ spiritual, moral, social and cultural development is good overall. Very good provision exists for pupils’ moral and social development. This results in good behaviour and very good relationships. Pupils work and play happily together and show respect for themselves, for others and the values and beliefs of others.

12. Pupils’ social development is well supported by the curriculum, including a good range of extra-curricular activities and the stimulating environment in the school. The school has very good procedures for developing independence through a variety of activities. For example, older pupils are invited to apply for the job of “play leaders” to help with younger pupils during playtimes. Each class has a class council with an elected leader and secretary. Principles of democracy, respect and responsibility are actively encouraged.

13. Pupils are developing spiritual awareness through opportunities provided by the school, especially in assemblies. They have a developing awareness of self and their place in the community and the world. Cultural opportunities are well provided for through the curriculum. For example, in religious education, pupils are studying the traditions of Hinduism, and in art and design, they reflect on the work of famous artists as a stimulus for their own work. The range of aspects of the school dealt with in these paragraphs is broadly similar in quality to those found at the time of the last inspection.

Attendance

14. The rate of attendance is unsatisfactory, and has deteriorated since the last inspection. While there is less than average unauthorised absence, holidays taken in term time result in greater than average authorised absence. Discussions with pupils and their responses to the questionnaire indicate that they look forward to coming to school. The school has been largely unable to change parental attitudes towards holidays in term time.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	5.9	School data :	0.1
National data:	5.4	National data:	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	295	1	0
White – any other White background	5	0	0
Mixed – White and Black Caribbean	3	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	4	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – Indian	3	0	0
Asian or Asian British – Pakistani	1	0	0
Asian or Asian British – Bangladeshi	1	0	0
Black or Black British – any other Black background	1	0	0
Chinese	4	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	16	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

15. The school is providing a good quality of education overall, with significant variations between the quality in reception and Years 3 to 6 and that in Years 1 and 2. In reception and Years 3 to 6, the quality of teaching and the curriculum are good, while in Years 1 and 2 they are satisfactory.

Teaching and learning

16. As at the time of the last inspection, the quality of teaching is good overall and pupils learn well. Significantly improved assessment procedures, recently introduced, are enabling teachers to identify more accurately the learning needs of individual pupils, and most teachers plan well to meet them.

Main strengths and weaknesses

- There is good teaching in reception and of mathematics, science, art and design, ICT, and religious and physical education, and very good teaching of English in Years 3 to 6. Teaching in Year 6 is excellent.
- In Years 1 and 2, there are inconsistencies in teachers' subject knowledge and planning, their use of assessment data to ensure lessons meet individual pupils' needs and their expectations of pupils.
- Teaching assistants are used well to support pupils with special educational needs.
- Good use of setting in mathematics in Years 3 to 6 enables pupils of all levels of ability to achieve well.
- Good management of pupils' behaviour ensures that pupils work hard and productively.

Commentary

17. In reception, half of the lessons observed were good and half were very good. Considering the good progress children make, teaching is judged to be good overall, and children achieve well. In Years 3, 4 and 5, the majority of teaching seen was good and pupils achieve well. Teaching is very strong in Year 6 and pupils achieve very well. In Year 6 every lesson seen was good or better and in one class, it was very good. Three excellent lessons were seen in Year 6, which is unusual.

Summary of teaching observed during the inspection in 47 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3 (6%)	13 (29%)	18 (39%)	10 (22%)	2 (4%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

18. Pupils achieve well because, in most classes, teachers plan lessons that meet individual pupils' needs, by careful reference to accurate assessment data that tells them what pupils know, understand and can do. Teachers follow the scheme of work for each subject, ensuring that the challenge presented to pupils is correct and enables them to learn each subject in logical steps, building on their prior knowledge. Teachers have good subject knowledge, enabling them to present lessons that flow well and to answer pupils' questions accurately and constructively. In Years 3 to 6, good use is made of setting in mathematics, which further ensures that lessons present each pupil with appropriate challenge. Throughout Years 3 to 6, higher attaining pupils and those who have special educational needs are appropriately challenged by their lessons.

19. Teachers in Years 1 and 2 have received less support from most subject co-ordinators than other teachers. While the range of teaching methods they have at their disposal, and their management of pupils is no less good than in the rest of the school, their lessons do not consistently meet individual pupils' needs and pupils do not therefore make as good progress as in the rest of the school. Less accurate use is made of assessment data when planning lessons, and the schemes of work are not always followed accurately. Teachers are less secure in their own knowledge of some of the subjects they teach. Consequently, the teaching of mathematics and English is satisfactory. In religious education, where the scheme of work is followed accurately, teaching is good. In geography, where the subject co-ordinator has done a very good job throughout the school, and ICT, where there has been a concerted staff development program, teaching is similarly good.

20. Throughout the school, good use is made of teaching assistants, particularly to support pupils who have special educational needs. This ensures that they are able to make similar progress to all other pupils, and that they can fully participate in all lessons. Pupils from different ethnic backgrounds are well integrated in the school and consequently benefit equally from the quality of teaching. Parents' and pupils comment very favourably on the quality of teaching.

The curriculum

21. The school provides a good curriculum, substantially improved since the last inspection. A broad range of worthwhile opportunities meet the needs and interests of pupils, with good opportunities for enrichment through visits, visitors and extra-curricular activities. The accommodation meets the needs of the curriculum and there is a good range of learning resources.

Main strengths and weaknesses

- A good curriculum in reception and Years 3 to 6 addresses pupils' needs and interests well, particularly in English and mathematics; however, curriculum planning in Years 1 and 2 does not take sufficient account of the needs of all pupils.

- The promotion of pupils' development through personal, social, health and citizenship education is very good and central to the school ethos.
- Provision for pupils with special educational needs is good and learning support assistants give good quality support so that pupils have full access to the curriculum.
- Pupils' learning is enriched by a good range of extra-curricular opportunities.

Commentary

22. The curriculum meets statutory requirements and there is an appropriate balance of time spent on each subject, including religious education which is taught in compliance with the locally agreed syllabus. Schemes of work are now in place for all subjects, including for ICT. The new computer suite is an important development that provides well for learning ICT skills. The foundation stage curriculum is good and prepares children well for their next stage of learning, especially in developing their personal and social skills. In Years 3 to 6 pupils are well prepared for their transition to secondary school. In Years 1 and 2 there remain weaknesses in curriculum guidance to teachers. Health education, which includes sex and drugs education for older pupils, is well provided for.

23. Provision for pupils with special educational needs is good. Teachers and learning support assistants understand the needs of pupils well and help them to achieve well. Support for pupils with statements of educational need is particularly good and they make very good progress. When necessary, good provision is made for any pupils for whom English is an additional language. Currently there are no pupils in the early stages of learning English. Pupils identified as gifted or talented in particular areas are provided with opportunities to develop their skills and talents. They achieve well.

24. The school provides a good range of extra-curricular activities, visits to places of interest and visits to school by specialists. Sports clubs and coaching help pupils develop their sporting skills and there are good opportunities to participate in competitions and tournaments. Visits and visitors, such as artists and theatre groups, enhance pupils' enjoyment of curriculum topics, so that pupils develop their understanding in a practical and enjoyable way. For example, pupils participate in drama projects, visit the seaside and, for older pupils, attend a residential activity centre.

25. The newly built accommodation is spacious and bright. Displays support learning well, being a good mix of purchased material, teacher produced work and a celebration of pupils' own successes in a broad range of subjects and topics. Classrooms are of a satisfactory size for the activities that take place, but some noise travels between adjacent rooms and areas. The outside play areas are still in development.

Care, guidance and support

26. All staff work effectively to ensure pupils' care, welfare, health and safety is well provided for. Well informed support, advice and guidance are made available to all pupils as they progress through the school. Pupils' views and opinions are regularly sought and the school acts on suggestions wherever practicable.

Main strengths and weaknesses

- Health and safety procedures are consistently followed and the school is vigilant in meeting its statutory responsibilities.
- All staff show good levels of care and concern for pupils and they work hard and successfully to build positive relationships with all pupils.
- Constant monitoring and review ensure that all pupils receive very good support and help with their personal and social development.
- Pupils are effectively involved in the school's work and development.

Commentary

27. Staff ensure that all of the school's effective systems for ensuring pupils' health and safety are followed. Comprehensive records of incidents and accidents are maintained and the school is quick to inform parents of any illness or injury. Pupils are happy and feel safe in the school. They enjoy very good and trusting relationships with all adults and have no inhibitions in seeking help or advice with day to day worries and concerns. The school follows the locally agreed child protection procedures.

28. Induction arrangements are good and effectively enable new pupils to make a smooth transition to the school. Consistently applied monitoring procedures ensure that pupils' behaviour and social skill development are closely tracked and recorded. All children have realistic and achievable improvement targets which are regularly reviewed. Any pupils experiencing difficulties are quickly identified and tailored support is effectively provided. Good procedures ensure that staff track and record pupils' academic achievement but the use of the data to guide and support individual pupils' further progress is less well developed in Years 1 and 2 than elsewhere in the school.

29. Pupils are regularly asked to express their views on day to day routines and as they progress through the school they learn to openly volunteer opinions in the knowledge that comments will be treated seriously. Class Councils are used enthusiastically to formally register suggestions for improvements to routines and procedures. Pupils say how highly they value the Councils and are proud of changes they have managed to achieve.

30. The care, support and guidance provided to pupils is similar in quality to that provided at the time of the last inspection.

Partnership with parents, other schools and the community

31. The school enjoys a good and effective partnership with parents. Good use is made of the local community to enrich learning opportunities. There are good links with other schools.

Main strengths and weaknesses

- Parents are very supportive of the school and very satisfied with the quality of education that their children are receiving.
- Parents receive good quality information on pupils' progress and a range of recent initiatives has significantly strengthened the partnership.
- The school uses the local community effectively to extend the range of learning opportunities available for pupils.
- Good links with local secondary schools ensure effective transition for pupils.

Commentary

32. Parents and carers overwhelmingly agree that their children like school, that behaviour is good, that teaching is good, that the school has high expectations and that children are treated fairly by all staff. No significant concerns were expressed at the parents' pre-inspection meeting or through the questionnaire and the vast majority of parents are very happy with the progress towards maturity and independence that they see their children making. A number of parents commented on an improvement in the school and their interaction with it since the start of this school year.

33. Communication with parents and the involvement of parents in the life of the school has improved since the last inspection. Good quality information on pupil progress is made available termly through very well attended parent evenings in the autumn and spring terms and through the formal annual report in the summer term. Effective day to day contact is maintained through home school diaries, newsletters and with good news telephone calls. Staff are quick to involve parents if they have any concerns and they are always happy to discuss parental worries. Initiatives to involve

parents in the life of the school, such as evening sessions on how to support children doing homework are proving increasingly popular. Parents help regularly in school and increasing numbers attend assemblies on Fridays. Performances, sporting events and outings are always very well supported and social events are proving increasingly popular.

34. There are good links with community organisations and facilities that are well used to widen the learning and development experiences for pupils. Regular visitors contribute to pupils' education, such as, for example, theatre groups, members of local churches and representatives from the emergency services. The school has benefited from having an artist in residence and standards in art have improved as a result. Frequent visits to local community facilities are much enjoyed by pupils. There is good interaction with several local businesses. For example, a locally based international drug company sponsors annually the 'delights of science' project.

35. The school has improving relationships with the nurseries from which its pupils are drawn. There is a particularly good link with a special needs nursery and effective co-operation and collaboration ensures the smooth transfer of children. Good arrangements with local secondary schools ensure all pupils have "taster experiences" and are well prepared for the transition. Educational links with other schools include participation in sporting competitions which are widely valued by pupils and parents.

LEADERSHIP AND MANAGEMENT

36. The governing body ensures the school meets its statutory responsibilities and provides effective support to the new headteacher. Leadership and management are satisfactory overall. The school is in transition and not all management posts are yet filled. Day to day financial control is good and the budget deficit has been eliminated. Pupils' attitudes and behaviour, the quality of teaching, learning and the curriculum in reception and Years 3 to 6, the support and guidance of pupils and good parental support all contribute to pupils' achievements. Weaknesses in Years 1 and 2 and the current reorganisation of leadership and management act as barriers to improvement.

Main strengths and weaknesses

- Senior managers are not yet in post and this is delaying progress with planned developments.
- The roles of middle management and subject leaders are insufficiently developed.
- School systems for self evaluation and review are unsatisfactory.
- The new headteacher has high aspirations for the school, and a clear commitment to helping all pupils achieve the best they can and this is beginning to have an impact on the quality of education. All staff are united behind the headteacher, share the sense of direction and are committed to the drive for improvement.
- Day to day financial management and control are good.

Commentary

37. Over a period of considerable change for the school, the governing body has ensured that statutory duties have been met and that the urgent priority of eliminating the deficit has been achieved. Governors have a growing understanding of the strengths and weaknesses of the school which is leading to an increasing level of constructive challenge. The positive and supportive relationship between the chairwoman, vice chairman of governors and the new headteacher has been crucial to the successful stewardship of the school since September 2003. There is a good committee structure which ensures that new proposals and initiatives receive critical attention and that effective support and back up is provided for day to day issues.

38. The headteacher has a clear vision for the school. Staff have been motivated by their involvement in determining the vision and improvement programme for the school. They are solidly behind the aim to ensure an equitable school in which each pupil is helped to achieve to the best of his or her ability. For the first time all staff at the school have been involved in widespread consultation to agree the priorities for school improvement. It is a united staff in which all teachers

and assistants show respect and support for each other and work happily together. A new management structure has been agreed with the governing body. Progress with planned developments is being impeded as there are no senior managers yet in post and middle managers are adjusting to their wider roles and responsibilities.

39. There is no established culture of regular self evaluation in the school. The headteacher and senior staff recognise the scale of change required and are effectively supporting staff. Middle managers with subject responsibilities have begun to ensure that good practice in terms of teaching and monitoring pupil performance is consistently used across the whole school. Performance management reviews are established for teachers. There is a good commitment to staff development. Individuals are encouraged to attend a wide range of courses of benefit to the school and to their own personal development.

40. Day to day control and monitoring of spending is good, grant monies are spent appropriately and the school has managed its affairs with some skill over the last few months to eliminate the deficit during a period of significant senior staff change. Principles of best value are built in to all purchase decisions but the systematic review of impact of spending is not a routine part of the financial management process.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	915236	Balance from previous year	110104
Total expenditure	971207	Balance carried forward to the next	54133
Expenditure per pupil	2440		

41. Overall, the quality of the leadership and management of the school has deteriorated since the last inspection. However, this is in no way a reflection on the new headteacher or governors, who are working hard to rebuild strong and effective leadership and management.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

42. Provision for children in the Foundation Stage is good. The two reception classes take children in September and in January. At the time of the inspection, the second group of children had been in school for only a few weeks. Children's attainment on entry is below that expected for children nationally and well below expectations in their communications, language and literacy skills. Most children are in line to achieve the early learning goals in all areas except communication, language and literacy by the time they leave the reception class. Children achieve well because the curriculum is well planned and the quality of teaching is good. All adults work closely together to provide a wide range of exciting activities, which are well matched to the age and interests of the children. The good teamwork ensures that individual children's progress is closely monitored although insufficient use is made of more formal assessment information. Leadership of the team is good. The accommodation is good and provides good facilities. Improvement since the last inspection has been good.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

43. Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- Children achieve well because of good teaching and the high expectations of teachers.
- Routines are established and activities are well planned and exciting.
- Children are given every opportunity to take responsibility for themselves and more widely.
- Opportunities for children who require individual support to join in the activities of the class are not sufficiently well planned.

Commentary

44. There is a calm and purposeful atmosphere in both reception classes. The few children who find it difficult to settle quickly learn the routines. Clear boundaries are set and children know what is expected of them. The children settle to the tasks quickly and with little fuss, most becoming engrossed in what they have chosen. Adults work well together creating good role models for the children and providing effective support for those who need it.

45. Children are friendly and show a pride in their work. They are encouraged to share and to take turns. Day to day routines are designed to give individuals a sense of community. For example, children take responsibility for preparing the snack for the whole class and take this responsibility very seriously. They are expected to clear up after themselves, which they do with very little help, continuing to chat or play whilst they do so. The very supportive relationships between adults and children help create a feeling of security. The sensitive support provided for individual children ensures that their needs are met and that they make gains in learning in this area. However, links to planning for group activities for these individuals does not always ensure that appropriate opportunities are made for them to participate when they can.

COMMUNICATION, LANGUAGE AND LITERACY

46. Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- Teaching is good and pupils make good progress.
- Every opportunity is taken by adults to develop children's language skills.

Commentary

47. Children enter the reception class with skills in this area well below those expected for children nationally. During the time they are in the reception class, they make good progress but most are not in line to reach the early learning goals by the time they enter Year 1. Teaching is good and teachers plan a wide range of interesting activities which create opportunities for children to chat and to discuss both with each other and with adults. For example, in one activity, the teacher had a bag and asked the children what they thought was in it. They touched it and listened when it was shaken. They made suggestions and asked the teacher and each other questions. Other adults supporting children's play do so sensitively, contributing to the conversation or encouraging more reluctant children to join in. Children enjoy stories and make good use of the listening station during the day. Work on sounds is planned into a range of activities. For example, on an occasion where the focus was on the sound 'p', all the activities began with that sound. Children were helped to remember by saying the names of each of the activities before they went off to choose. There is a good emphasis on writing, with children having access to a wide variety of different writing materials. In the examples seen, most children were beginning to write their name and 'write' for a range of purposes during their play. Role play contributes well to children's development of language skills, providing good opportunities for children to talk to one another imaginatively.

MATHEMATICAL DEVELOPMENT

48. Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teachers plan a wide range of activities to support learning and this ensures children achieve well.
- Elements of the National Numeracy Strategy are used to support children's learning.

Commentary

49. Teaching and learning are good. Children enter the reception class with standards which are below those expected for children nationally but enter the Year 1 class having made good progress. Activities are planned to interest the children and teachers use their good understanding of their needs to ensure that the work is well matched to the group. As a consequence, children achieve well. Short mental or oral activities are used to introduce or to consolidate learning. In one session, children used number fans to identify numbers to 10 and then to add 1 more. In an afternoon activity, children played a matching game with the teacher. Each chose a number of odd socks and had to pick its pair from the bag. Children recognised the patterns on the socks and could make a pair. Understanding of number is promoted and further opportunities to practise are provided through singing familiar number songs.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

50. Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

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- Teachers plan interesting activities in this area.
- Questioning is used very effectively to develop children's understanding.

Commentary

51. Teaching and learning are good. Most children are in line to achieve the early learning goals in this area. Good opportunities are provided for children to explore their environment and these activities are well supported by adults' understanding of children's needs. For example, in one activity observed, children discussed what sort of material made good coats. The activity took place on a very windy day in the outside play area. All the children were wearing coats and could talk about and examine the fabric they were made from. The activity was designed to help children find out what happened when fabric gets wet. The children participated with enthusiasm and the direct relationship to their own environment made the experience very positive. In another activity, children and the teacher made bubbles with soap flakes in water. The teacher focused questions on individual children and ensured they understood and had opportunities to extend the learning further through direct observation of the effect of soap on the water. Opportunities to work on the computer are well planned into the day, and children develop their fundamental skills satisfactorily, using a mouse and key board.

PHYSICAL DEVELOPMENT

52. Provision in physical development is **good**.

Main strengths and weaknesses

- Teachers make the most of both outside areas and indoor facilities.
- The range of activities includes both planned unsupervised tasks and formal lessons.
- The outside area has temporary fencing and is underdeveloped.

Commentary

53. Teaching and learning are good. Children are in line to reach the early learning goals in this area and many will exceed them by the time they enter Year 1. Teachers make good use of the outside area to extend the indoor learning environment. Children have continuous access to the outdoor area and many planned activities are located there. These include quiet activities in addition to large wheeled toys such as bikes and prams. In a lesson observed in the hall, the children responded to sound by moving in a way that related to a rhythm. They responded well, showing they had listened and understood what to do. All those asked were confident in demonstrating their work. Most could move around the hall without bumping into one another and all showed sensitivity to a child still learning to work with others. Planned time in the outside area showed that children worked well together when riding bikes, knowing when to take turns and when to share a toy. The outside play area, whilst used to best advantage, lacks development and provides limited opportunities to further extend children's physical development.

CREATIVE DEVELOPMENT

54. Provision in creative development is **good**.

Main strengths and weaknesses

- A range of interesting activities is planned to promote development in this area.
- Good role models are provided by staff working alongside children.

Commentary

55. Teaching is good and most children are in line to achieve the early learning goals in this area. Children respond well to the activities which are well planned. For example, during the week of the inspection, the role-play corner was set up as a health centre. The children were very clear what this meant and pretended to be nurses giving injections and bandaging patients or doctors giving medicines. One child answered the phone and wrote appointments in the book. The content of the discussions about their patients and the questions asked changed from day to day and from group to group. The gains in learning were significant each time. Other planned activities included learning to use paints in order not to mix one colour pot with another. The teacher explained clearly what to do and worked through the activity as she spoke. The children listened carefully to the instructions and worked with great concentration. Each produced a final picture demonstrating what they had learned.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

56. Provision in English is **satisfactory** overall. It is good in Years 3 to 6 and unsatisfactory in Years 1 and 2.

Main strengths and weaknesses

- Speaking and listening skills across the school are good.
- The quality of teaching in Years 3 to 6 is very good.
- Assessment information is not used well enough in Years 1 and 2 to help pupils improve. Consequently, standards do not rise in Years 1 and 2.
- Support for pupils with special educational needs helps them to achieve well.

Commentary

57. In the national tests for pupils in Year 6 in 2003, pupils' standards in English were above average. Compared to similar schools they were well above average, continuing a trend of rising standards. This demonstrates very good achievement during their time in school and is a significant improvement since the last inspection.

58. Children join the school with well below average standards in language and literacy. By the end of reception their standards have improved but remain below average. In Years 1 and 2, teaching is satisfactory, but it is not good enough to help standards to rise, so that when pupils enter Year 3 their standards remain below average.

59. Teachers in Years 1 and 2 receive insufficient support from subject coordinators, and consequently, there are weaknesses in planning. Effective introductory sessions are not backed up by well thought out independent activities that challenge pupils and help them move forward. This is particularly the case for higher ability pupils. This leads to restlessness because pupils do not have enough to keep them occupied. Teachers do not use assessment information well enough to set targets for improvement and to move pupils on.

60. In Years 3 to 6 teaching is very good and pupils make good progress. By the end of Year 6, their standards overall are above average. There is a consistency to teaching in the older year groups, with a good build up of knowledge and skills and well-balanced activities. Topics are made relevant so that they capture pupils' interest. An example of this is an outstanding lesson in Year 6 where the teacher used knowledge of the pupils' interests to set up a mini debate in which pupils could refine ways of presenting opinions. In this successful lesson, pupils began to understand how to transfer spoken ideas to more formal language so as to create a balanced written argument.

61. Leadership and management of the subject is satisfactory overall. The subject leader is a very good role model for her colleagues in the upper part of the school and leads the subject very well. She has identified areas for improvement and initiated ways to develop the subject. For example, pupils in Year 6 talked enthusiastically about the newly introduced Book Challenge that encourages them to broaden their range of reading and to self-evaluate what they read, so developing their comprehension skills. However, there is a need to develop the role in the lower part of the school, so as to monitor the teaching and learning and provide guidance to teachers on how to develop the subject and so raise standards.

62. Pupils are given many good opportunities for speaking and listening so that they achieve well across the school. Teachers use questioning effectively in discussion sessions in all subjects to challenge pupils to explain clearly, so that pupils develop their ideas well and learn to use key vocabulary appropriately. Pupils of all abilities are brought into discussions, and learning support

assistants help those with special educational needs to rehearse their answers and so gain the confidence to respond.

63. In Year 2, pupils of average and higher ability are reading within an average standard, but there are too few pupils reading at a higher standard. Pupils are not given enough challenge in their reading material to reach higher standards and there is no systematic approach to developing their reading skills. As a consequence of very good teaching of reading skills, and very good provision of opportunities for pupils to read, by the time pupils reach Year 6, the standard of reading are very good. In discussion, it was very evident that most Year 6 pupils had a very good understanding of what they read across a wide range of reading materials.

64. In Year 2, pupils' writing is below the average standard. By Year 6, pupils have achieved very well and the standard of writing is good. There is insufficient evidence in Year 2 of pupils writing for a range of purposes, and the evidence in books shows little development of imaginative writing. Spelling is weak and handwriting is not yet consistently well formed. Pupils of higher ability are not being satisfactorily challenged. Across Years 3 to 6, pupils are taught well and there is good evidence that topics interest pupils and they are challenged to develop their ideas successfully. Accuracy is good and work is presented neatly.

65. Across the school, learning support assistants are well briefed and provide very good quality support to pupils of lower ability and those with special educational needs. Pupils from all ethnic backgrounds are well integrated and benefit equally from the quality of teaching.

Language and literacy across the curriculum

66. Language and literacy skills are used satisfactorily in Years 1 and 2 because teachers provide for pupils to record in a variety of ways to show their understanding of subjects such as geography, religious education and history. This enables pupils of all abilities to achieve satisfactorily. The good standard of literacy being achieved in Years 3 to 6 ensures that pupils can read and record their ideas effectively in all subjects. There is satisfactory evidence of the use of ICT. Older pupils use computers to research information in subjects such as geography, but there is less evidence of computers being used to draft and edit work.

MATHEMATICS

67. Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils in Years 3 to 6 achieve well as a result of good teaching and effective setting.
- Teaching and learning are very good in Years 5 and 6.
- Lessons are well planned and structured.
- The monitoring of teaching and learning is not sufficiently well developed.

Commentary

68. In the national tests for pupils in Year 6 in 2003, pupils' standards were well above the national average and that for similar schools. The quality of provision and standards achieved have risen significantly since the last inspection, and the trend in standards has been positive.

69. Pupils currently in Year 2 achieve satisfactorily and have average standards, as they did on joining Year 1. The satisfactory teaching in Years 1 and 2, which is the result of insufficient guidance for teachers from subject leaders, is insufficient to enable standards to rise. Lessons are carefully planned with clear learning objectives which are shared with the pupils. Teachers explore methods of calculation and encourage pupils to contribute. Appropriate and well directed questioning helps pupils to feel secure and confident in answering questions. Where teaching is less effective, work is

not clearly matched to pupils' understanding and lesson content does not take account of the well-structured scheme of work developed by the school. In some lessons, the organisation of the time results in the end of lessons being rushed and pupils' understanding not being clearly reviewed.

70. In Years 3 to 6 pupils achieve well and by the end of Year 6, current pupils' standards are above average. This is the result of good teaching, effective setting and good leadership and management of the subject in Years 3 to 6. Teaching in Years 5 and 6 is very good and sometimes excellent. In the best lessons, teachers understand the subject very well and have high expectations of the pupils. This has a positive impact on learning and on standards. Lessons are interesting and move at a brisk pace, capturing pupils' interest and enthusiasm. The use of the National Numeracy Strategy as a basis for planning and the introduction of a well thought out scheme of work have made a significant contribution to raising standards.

71. Pupils throughout the school display good attitudes to mathematics and express and interest in the subject. Pupils with special educational needs are well supported by teachers and support staff and make similar progress to other pupils in the class. More able pupils' needs are well met through setting and the introduction of a weekly extension class that provides them with additional challenge. All pupils, including boys and girls and pupils from different ethnic backgrounds achieve similarly.

72. With the recent introduction of a computer suite, good use is being made of computers to enable pupils to practice and extend their numeracy skills. This contributes well to pupils' achievement.

Mathematics across the curriculum

73. Pupils use mathematics as part of their work in other subjects and through this develop an understanding of the use of mathematics in everyday life. For example, they use their mathematical knowledge to work out grid references in geography. In science, a group of pupils found the weight on the labels on tins of baby food. Pupils in Year 6 considered the use of statistics to prove an argument. However, the use of mathematics in other subjects is not systematically planned.

SCIENCE

74. Provision in science is **good**.

Main strengths and weaknesses

- Standards at the end of Year 6 are above average and pupils achieve well in Years 3 to 6.
- The curriculum in Years 3 to 6 is well planned and relevant.
- The subject is satisfactorily led and managed.

Commentary

75. During the inspection, there were no timetabled science lessons in Years 1 and 2 and there was little evidence of recorded work. From teachers' planning and discussions with pupils, it could be seen that requirements to fulfil the National Curriculum were being met. However, there was not enough evidence to judge the standards or achievement of pupils in Year 2. Neither could a judgment be made on the quality of teaching.

76. Standards in Year 6 are above average, which is a very significant improvement since the last inspection. In Years 3 to 6, the standard of teaching is good overall and one lesson was excellent. All pupils, including those with special educational needs, higher achieving pupils and those from different ethnic groups achieve equally well. Teachers' planning is focused on an investigative approach to science and this is reflected in pupils' enthusiasm for the subject. Most pupils are able to plan an investigation based on the concept of "fair test" and understand the need

for consistency. Teachers use a range of strategies to make lessons fun and interesting. For example, in one lesson, the pupils had to investigate properties of materials using tights. Throughout the lessons, teachers constantly question pupils to reinforce the teaching, to correct misconceptions and to challenge pupils in their thinking.

77. All teachers are enthusiastic and strive to inspire scientific thinking. In one excellent lesson seen, the teacher showed excellent subject knowledge and with this, was able to challenge all pupils through a variety of questions which further developed their understanding. The selected teaching methods were imaginative and stimulating and all pupils were completely involved in the lesson and achieved very well. Recorded work in pupils' books showed that marking is actively used to tell pupils how well they have done and what they need to do to further improve.

78. The co-ordination of science is satisfactory, with similar problems in the lower part of the school as affect English and mathematics coordination. The co-ordinator has very good subject knowledge and has assessed the needs of the school and has produced an action plan to address these needs. The plan addresses the need to further develop science in reception to Year 2, continue to monitor the impact of investigational science and to further develop assessment procedures.

INFORMATION AND COMMUNICATION TECHNOLOGY

79. Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- Standards in ICT have risen across the school.
- There has been a recent improvement in both resources and staff expertise.
- Teaching of ICT is good, but the use of ICT is not yet planned systematically to be a regular and consistent feature of teaching in most subjects.
- Positive attitudes of pupils contribute well to learning.

Commentary

80. Pupils achieve well in ICT and by the end of Years 2 and 6, their standards are in line with expectations. In the lessons seen, good teaching enabled pupils to make rapid progress and achieve well. All pupils, including those with special educational needs, higher attaining pupils and pupils from different ethnic backgrounds, achieve well. Improvement since the last inspection, when standards were unsatisfactory at Year 2 and Year 6, is good.

81. The leadership and management of ICT is satisfactory throughout the school, and in contrast to English, mathematics and science, this has supported pupils' achievement in all year groups. However, assessment of what pupils know, understand and can do, and the use of this information in lesson planning requires further refinement. There also remains too little monitoring and development of the quality of teaching. Since the last inspection, resources for the subject have improved and enabled the school to develop a dedicated ICT suite. Training has made a significant contribution to staff confidence and expertise. Historically, problems with unreliable machines and difficulties resulting from the lack of dedicated space have restricted the use of ICT. The establishment of the ICT suite with Internet access and the relocation of laptops and desk top machines around the school mean that teachers are now well placed to develop the subject further. While some examples were seen of ICT being used in the teaching of other subjects, its use is not a consistent part of teachers' planning.

82. The use of national guidance as the basis for planning work ensures that all strands of the subject are experienced by pupils. Current areas of weakness have been identified and provision made to address these in the subject action plan. Examples of work on display show that pupils are learning to use ICT for word processing and have used desktop publishing to produce a high quality school newspaper. They have created repeating patterns for wall or wrapping paper as well as using

databases, control systems and searching the Internet. Observation of lessons and discussions with pupils confirm that computers are used regularly in the classroom, and that pupils enjoy working with computers. This contributes to their good achievement.

83. In lessons seen, teachers' specialist knowledge was used well to give clear explanations, well supported by the use of the digital projector. This helped pupils focus clearly on the activity. Interesting and exciting tasks planned by teachers resulted in pupils becoming absorbed in what they were doing and quickly developing skills in searching for and locating the information they needed.

84. Conversations with older pupils show they are confident users of ICT using the Internet to search for information, recording data and word processing their work. Pupils talked enthusiastically about a topic on mountains where they are developing presentations to demonstrate their work.

Information and communication technology across the curriculum

85. The recent improvement in teachers' confidence in the use of ICT has raised the profile of its use in other curriculum areas. A good example was seen where pupils used the Internet for research in geography. ICT is used for presenting work, for practice and consolidation of maths skills and in art and design. However, the use of ICT is not yet planned systematically to be a regular and consistent feature of teaching in most subjects.

HUMANITIES

86. Provision for **history** cannot be judged as no lessons were seen. Sampling of pupils' work and discussions with the co-ordinator indicates that pupils are reaching the expected standards at the end of Years 2 and 6. This is unchanged since the last inspection. Teachers' planning shows that requirements of the National Curriculum are being met. Pupils learn history through a variety of methods including drama, role play and first hand investigation using artefacts. The teaching of history is also enhanced by visits to museums. For example, some pupils in reception to Year 2 visited Bethnal Green Museum of Childhood and pupils in Years 3 visited the British Museum to further develop their understanding of the Egyptians. Wherever possible, pupils are encouraged to find out about the past from first hand sources of evidence. Pupils are aware of the chronology of events and compare different sources of evidence in order to make judgements about similarities and differences.

87. The co-ordinator for history is very enthusiastic and knowledgeable about the subject, and provides good leadership and management. She has worked hard to support staff in developing a more investigative approach to the subject and this is reflected in much of the work seen in pupils' books. However, there remains a reliance on photocopied worksheets in some classes and this is inhibiting the development of history through the application of literacy.

Geography

88. Provision in geography is **satisfactory**.

Main strengths and weaknesses

- The quality of teaching in geography is good.
- There is a well developed scheme of work incorporating interesting practical activities.

Commentary

89. As a consequence of good teaching, good leadership and management of the subject throughout the school and pupils' interest in the subject, pupils achieve well and attain the nationally expected standards in geography at the ages of 7 and 11. The subject leader has worked hard to develop an interesting scheme of work that takes good advantage of opportunities to study the local

environment and has provided support to colleagues in developing their lessons. The consequent good teaching incorporates a range of practical activities that captures pupils' interest. These include pupils in Year 1 visiting and investigating a local pond, and carrying out a visual study of the range of local architecture, and Year 6 pupils taking a river walk to study the features on and around the river. Year 5 pupils are studying the issues raised by the proposed extension of Stansted Airport.

Religious education

90. Provision in religious education is **good**.

Main strengths and weaknesses

- Good leadership and management throughout the school enable teachers to teach the subject well.
- Pupils learn well, benefiting from good use of resources, artefacts and visits.
- Pupils are interested in and enjoy the subject, contributing to their good achievement.

Commentary

91. The good leadership and management of religious education throughout the school have contributed significantly to teachers' ability to teach the subject well and hence to pupils' good achievement. All pupils, including those with special educational needs, higher attaining pupils and pupils from different ethnic backgrounds achieve well and most reach the standards expected by the locally agreed syllabus for religious education by the end of Year 2 and exceed expectations by the end of Year 6. This is an improvement since the last inspection when attainment was below expectations.

92. The co-ordinator has carried out a review of provision for religious education and has an action plan with clear priorities. The subject is becoming well established in the school and is supported by a good range of resources and artefacts. It is further enhanced by visits, visitors and the use of drama and practical activities to teach to objectives. The co-ordinator is very enthusiastic and a good role model for staff. She is very knowledgeable and keen to further develop the subject through formal monitoring of planning, pupils work and teaching.

93. Good achievement results from good teaching which captures pupils' interest. For example, in one lesson seen, pupils were learning about the Jewish festival of Tishah b'Av. Through careful explanation and skilful questioning pupils were able to appreciate the relevance of the festival in relation to the concept of hope. They then wrote their own prayer for the future which was posted into a replica of the Western Wall, in keeping with a millennia old Jewish tradition.

94. In all lessons observed, pupils have opportunities to work together, to discuss ideas and to co-operate. This was seen in a lesson where the teacher had provided a variety of religious artefacts similar to those seen in a church or a cathedral. Pupils, working in groups, had to work out what the artefact was and what it might be used for. This stimulated discussion and further developed learning.

95. Scrutiny of work shows that most lessons are based on the locally agreed syllabus for religious education but that there is some overlap between classes and year groups. However, the co-ordinator is aware of this and is taking steps to ensure that all pupils are challenged at the appropriate level. In Years 5 and 6, pupils are learning about some difficult issues, such as suffering, in a very sensitive way. There is good progression of skills between different year groups and this helps to develop pupils' understanding and enjoyment of the subject.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

96. Provision for **music** cannot be judged as no lessons were seen. No judgements can be made on standards or the quality of teaching. There is an effective scheme of work and the subject leader has identified appropriate aspects for the development of the subject.

97. Provision for **design and technology** cannot be judged because not enough teaching was seen. There is too little evidence to judge the quality of teaching from the one design and technology lesson seen. From an analysis of pupils' work, it is judged that standards are as expected for pupils by the end of Years 2 and 6. This represents a slight decline in standards in Year 2 and maintenance of standards in Year 6 since the last inspection. The subject co-ordinator has a clear vision of what further needs to be done to raise standards in the subject and has identified actions to be taken for this to take place. Pupils are enthusiastic about the subject.

Art and design

98. Provision in art and design is **satisfactory**.

Main strengths and weaknesses

- The quality of teaching in Years 3 to 6 is good and pupils learn well.
- Standards in Year 6 are above expectations and pupils achieve well.
- There are no consistent procedures in place for monitoring work across all years.
- Work in art and design contributes significantly to the provision of an attractive learning environment both in classrooms and in other areas of the school.

Commentary

99. No lessons were observed in Years 1 and 2 so it is not possible to make a firm judgement about standards or the quality of teaching at this stage, or to compare them with those at the time of the last inspection.

100. As at the time of the last inspection, at the end of Year 6, standards are above those expected, and all pupils, including those with special educational needs, higher attaining pupils and those from different ethnic backgrounds achieve well as a consequence of very good teaching. In Years 3 to 6, pupils develop an appreciation of pattern work through the study of Anglo Saxon design thus linking art and design with their work in history. They are given opportunities to study the form of the pattern in detail using a viewfinder. Pupils showed good observational skills in transferring their chosen piece of pattern to paper. In Year 6, pupils study van Gogh's Sunflowers and very competently create their own picture using similar colours but with a different texture. Teaching in Years 3 to 6 has benefited from satisfactory leadership and management of the subject. It is based on a very good understanding of the skills pupils need to create the range of work required by the curriculum. However, curriculum planning and recording of pupils' work are not yet consistently co-ordinated across all year groups to ensure that work in one year builds constructively on the last. A portfolio of work has been assembled but this does not provide teachers with clear exemplification of standards.

101. Art and design around the school is well displayed and reflects work from all classes. Particular pieces of work are framed and demonstrate clearly how highly valued is pupils' work. Pupils enjoy the subject and take pride in the high quality classroom displays of their work, which are often linked with other subjects. For example, a science display about liquids was well illustrated with designs made using marbling.

Physical education

102. Provision for physical education is **good**.

Main strengths and weaknesses

- There is good attention to pupils evaluating and improving their performance.
- A wide range of extra- curricular activities supports the curriculum.

Commentary

103. Pupils of all abilities achieve well and, by the end of Years 2 and 6, they reach standards above those expected for their age. This is an improvement since the last inspection. Pupils experience a wide range of activities including gymnastics, outdoor games and swimming.

104. The quality of teaching is good and pupils learn well. Lessons are well planned and managed and enable pupils to focus on key skills which they perform and practise. Pupils are encouraged to evaluate their own performance and that of other pupils by saying what they liked about it and how it could be made even better. For example, in one lesson, pupils were critically evaluating how well they could hold a balance. The teacher then offered her suggestions as to how the performance could be improved. Opportunities for paired and small group work help develop pupils' social skills and co-operation. Expectations by some teachers are high so pupils know exactly what is expected and they strive to meet the challenge.

105. Effective leadership has ensured strong links with other schools and a good range of extra-curricular activities. These enhance the curriculum well and add to the pupils' good achievement. For example, there are clubs for football, netball, gymnastics and rugby. The school has been successful in inter-schools competitions such as athletics, and regularly takes part in local district sports events. The school is part of the "Schools Sports Partnership Programme", further enhancing opportunities for pupils.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

106. Provision for personal, social and health education and citizenship is **very good**.

Main strengths and weaknesses

- The subject is a well established element of the curriculum.
- Teaching is good and contributes effectively to pupils' attitudes and the good relationships in the school.
- Provision for citizenship is very good and pupils are given an effective role in the life of the school.

Commentary

107. The timetable provides regular opportunities for pupils to discuss issues which affect them and the school. Because teachers value their contributions, young pupils in Years 1 and 2 discuss their ideas confidently and show great enthusiasm in talking about moral issues and rules for working on play equipment. A class council session in Year 6 allowed pupils to run the meeting, which was chaired by the Class Captain. Pupils showed considerable maturity in raising issues and great respect for each other's points of view. These sessions contribute very successfully to developing pupils' speaking and listening skills.

108. Personal matters such as drug awareness and sex education are dealt with very sensitively with older pupils in the context of science and specific health education lessons.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).