

INSPECTION REPORT

DILKES PRIMARY SCHOOL

South Ockendon

LEA area: Thurrock

Unique reference number: 114920

Headteacher: Mr I R White

Lead inspector: Mrs June Punnett

Dates of inspection: 15 – 17 March 2004

Inspection number: 255971

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:	3-11
Gender of pupils:	Mixed
Number on roll:	348
School address:	Garron Lane South Ockendon Essex
Postcode:	RM15 5JQ
Telephone number:	01708 852128
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs L Tyler
Date of previous inspection:	5 July 1999

CHARACTERISTICS OF THE SCHOOL

Dilkes Primary School is a larger than average community school with 348 pupils. Children come from a generally lower than average, mainly white British, socio-economic background, and there are no pupils at an early stage of learning English. The social circumstances of families that attend the school are less favourable than average. The number of pupils who are eligible for free school meals is broadly average, as is the proportion of pupils who have special educational needs. When they enter school children have skills and knowledge that are below average, and well below average in communication skills. The school has gained two Schools Achievement Awards.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17826	June Punnett	Lead inspector	Science Art and design Music English as an additional language
09561	Husain Akhtar	Lay inspector	
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27698	Gordon Phillips	Team inspector	English Design and technology History
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Dilkes Primary provides a satisfactory quality of education, is satisfactorily effective and provides satisfactory value for money. Standards at the ends of Years 2 and 6 are below or well below average in English, mathematics, science and religious education. Pupils reach average standards in information and communication technology and physical education. Pupils achieve satisfactorily; pupils with special educational needs achieve well. Teaching and learning are satisfactory overall, with some good features. The leadership of the school by the headteacher is good, and parents and pupils are confident that the school is doing a good job.

The school's main strengths and weaknesses are:

- Pupils' attitudes to work, their personal development and the quality of relationships within the school promote a good atmosphere in which to learn.
- Teachers plan carefully but do not always show clearly activities and challenges for the potentially higher-attaining pupils, and this limits their progress.
- The school takes very good care of the children.
- Standards in English, mathematics, science and religious education across the school are below or well below average.
- Subject co-ordinators have insufficient time, and therefore insufficient input into raising standards in their subjects.
- The school has very good links with parents.

Overall, the school has made satisfactory improvement since the last inspection, and most issues have been tackled successfully. Curriculum planning is now broadly satisfactory and legal requirements are met in religious education. Standards are below average in English, mathematics and science throughout the school. There have been significant developments in ICT across the school. Assessment has improved, although there is insufficient use of the collected data to drive standards higher. Subject co-ordinators have insufficient influence and participation in the leadership of their subjects; all staff work effectively as a team.

STANDARDS ACHIEVED

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

*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.*

Pupils achieve satisfactorily. When they join the school, children have skills and knowledge below or well below those expected for their age. They reach the goals expected for pupils at the end of the Reception year in all areas except communication, aspects of mathematical development and the imaginative aspect of creative development. Children make satisfactory progress and achieve satisfactorily.

By the end of Year 2, pupils reach standards that are below average, except in information and communication technology and physical education, where they are average. Although their achievement is satisfactory in English language and literacy skills, pupils reach well below average standards of attainment. This is partly due to their starting point when they join the school.

By the end of Year 6, standards are below average in the work seen during the inspection, and this represents satisfactory achievement. In national tests in 2003, 33 per cent of the year group had special educational needs and this was reflected in the results. The standard of speaking across the school is not high enough, and this means that pupils' achievement is lower than it could be. Pupils with special educational needs are supported effectively. They make good progress and achieve well in relation to their prior attainment.

Pupils' personal qualities are developed well and they are good. Their attitudes are good, behaviour is very good, and attendance is similar to the national picture. Pupils' spiritual, moral, social and cultural development is good overall, and this has a positive impact on their attitudes to learning.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory. Teaching and learning are satisfactory overall. The best lessons seen during the inspection had good features such as good relationships between adults and pupils, good subject knowledge, and challenge for the more-able pupils. Most teachers have appropriate expectations of pupils in their class. Lesson plans do not, however, always clearly identify the activities for the higher-attaining pupils. As a result these pupils do not achieve as well as they might. Teachers plan interesting lessons and pupils enjoy learning. Most lessons move at a brisk pace and pupils work hard. Teaching assistants support pupils with special educational needs effectively so that they can make good progress. Pupils' literacy skills are promoted well in some subjects, although opportunities to develop pupils' speaking skills are sometimes missed.

The curriculum is satisfactory overall. It is enriched with some extra activities including sport. The school has developed very good links with parents. Resources are good in many subjects and this supports teaching and learning effectively. The accommodation is good overall with well-maintained grounds.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The leadership of the headteacher is good. The headteacher and governors have focused on developing and maintaining the school's ethos and, despite changes in staff in the recent past, have been successful. Key staff play a useful role in leading subjects, but they have insufficient time to influence the standards in their subjects. Governors are supportive of the school but their involvement lacks challenge. Governance is satisfactory.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are very supportive of the school and think it is doing a good job. Pupils enjoy coming to school and know the routines and expectations. Parents and pupils feel that the school is approachable and will sort out any problems they have.

IMPROVEMENTS NEEDED

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

- Continue to develop an oracy strategy to improve pupils' speaking skills.
- Raise standards of attainment in English, mathematics, science and religious education.
- Raise the expectations of all teachers to ensure that the potentially higher-attaining pupils are sufficiently challenged in all lessons.
- Ensure greater consistency in the marking of pupils' work.

- Provide subject co-ordinators with more regular opportunities to observe their colleagues teaching so as to improve their effectiveness in raising standards.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils reach standards that are well below average in English in Years 1 and 2, and below average in Years 3 to 6 in English, mathematics and science. Standards in religious education are below average by the ends of Years 2 and 6. Standards in information and communication technology (ICT) and physical education are as expected by the ends of Years 2 and 6. No secure judgements could be made about standards in other subjects.

Main strengths and weaknesses

- Higher-attaining pupils are insufficiently challenged in most subjects.
 - Standards are rising in Years 3 to 5.
 - Standards in speaking are not high enough.
 - There is insufficient focus on developing pupils' language and literacy skills and this inhibits their progress.
1. When children join the school in the Nursery classes they have below average skills and knowledge in many areas of learning. In the area of communication, children's skills and knowledge are well below average. Communication skills are developed well in the Nursery and all children make good progress in this area. Children's development slows in the Reception classes as too much emphasis is placed on the formal teaching of literacy and communication skills. This has already been identified as an area for development in the school's improvement plan. By the time pupils reach Year 2, although they have made satisfactory progress, the standards overall remain well below average. This represents broadly satisfactory achievement in relation to their low starting point.
 2. In work seen, pupils in Year 2 reach well below average standards in English, and those in Year 6 reach standards in English that are below those expected except in reading where standards are average in Years 3 to 6. This is better than the school's results in the 2003 national tests, where standards achieved were well below average by the ends of Years 2 and 6. This is explained by the 33 per cent of pupils with special educational needs in the 2003 Year 6 group. In mathematics, pupils achieve satisfactorily and, in work seen, reach below average standards. This is partly because there is insufficient focus, apart from in the top junior classes, on driving up the standards of the higher-attaining pupils. Standards in science are below average but are beginning to rise following the focus on experimental and investigative science. This represents good achievement for most pupils. The higher-attaining pupils are not always well challenged in lessons. This results in less favourable scores when compared with similar schools.
 3. In ICT and physical education pupils reach standards that are in line with those expected and achieve satisfactorily. In religious education, standards are below average; pupils achieve satisfactorily. There was insufficient evidence to reach an overall judgement about standards in other subjects. Across the school, pupils with special educational needs are well supported. The more able pupils do not often have work in lessons that is appropriate and challenging so that they can make good progress. Older pupils who are more able have extension classes in mathematics and English. This ensures that they are challenged appropriately in these areas and are enthusiastic about learning.

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

Standards in:	School results	National results
Reading	13.8 (14.6)	15.7 (15.8)
Writing	12.6 (11.1)	14.6 (14.4)
Mathematics	14.7 (16.4)	16.3 (16.5)

There were 43 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	24.4 (25.5)	26.8 (27.0)
Mathematics	25.2 (24.4)	26.8 (26.7)
Science	27.0 (29.0)	28.6 (28.3)

There were 48 pupils in the year group. Figures in brackets are for the previous year

4. Provision for pupils with special educational needs is good, as at the previous inspection. Support for these pupils is well organised and provided, both within the class and by taking pupils out for help in small groups. Individual education plans are well written to reflect pupils' needs. They are regularly reviewed and used well by class teachers and teaching assistants. There are no significant differences between the attainment of boys and girls, or pupils from minority ethnic backgrounds.

Pupils' attitudes, values and other personal qualities

As at the time of the previous inspection, attitudes are good. Behaviour is very good as are the relationships in the school. These qualities are evident throughout the different age, gender and ability groups. Pupils' moral and social development is good. Opportunities for spiritual and cultural development are satisfactory. Attendance has remained satisfactory.

Main strengths

- Pupils participate enthusiastically in all available activities.
- Pupils behave very well as a result of high expectations set by adults.
- Pupils' moral and social development is promoted well.

Commentary

5. Through the programme for personal, social and health education, pupils learn social skills and moral choices and are motivated to see the rewards for their efforts. This is reinforced by high emphasis on 'key to success' themes, followed in curriculum areas including assemblies. Pupils develop right ways to react when frustrated or angered through the circle time. In the school council, pupils develop their understanding of democratic processes and their responsibilities.
6. Some areas of the curriculum such as religious education raise pupils' spiritual awareness and develop their knowledge of cultural diversity in Britain. Sound opportunities to participate in extra-curricular activities, including visits, extend pupils' experiences and help them to become independent and self-reliant.
7. In class, most pupils are willing to do their best especially when the work suits their ability and interest. Outside, pupils play together happily. Anti-social behaviour like bullying is not an issue. Relationships are very good. Exclusions are not a feature of the school. Pupils with

special educational needs work well with their teaching assistants and are included in all school and class activities.

8. Authorised absences are mostly due to illness. Unauthorised absence, half the national average, is mainly by a few pupils well known to the authorities. Absences have no measurable adverse effect on pupils' achievement. Unpunctuality is not a problem.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	5.6
National data:	5.4

Unauthorised absence	
School data:	0.2
National data:	0.4

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black Caribbean
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
346	0	0
1	0	0
1	0	0
17	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

The quality of education provided by the school is satisfactory. Its links with parents, and their involvement are particular strengths but the more able pupils are not reliably given sufficient challenge.

Teaching and learning

Teaching and learning are satisfactory overall. Pupils generally concentrate and work together well. Teachers plan carefully, but do not always provide a wide enough range of activities for the range of pupils in their classes.

Main strengths and weaknesses

- Teachers have good subject knowledge.
- Teaching assistants are used well to support pupils with special educational needs so that they can achieve well.
- The marking of pupils' work is inconsistent so pupils do not always know what they are aiming for and how they can improve.
- Teachers' lesson planning does not always clearly show the activities that would challenge the higher-attaining pupils.

Commentary

Summary of teaching observed during the inspection in 42 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	5 (12%)	24 (57%)	13 (31%)	0 (0%)	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.

9. Teaching and learning are satisfactory overall. The teaching judgement takes full account of the work seen in the analysis of pupils' work plus the lessons observed. The best lessons had many good features, such as relationships in the classroom, challenge for the more-able pupils, good pace and good subject knowledge. Examples of good teaching were evident across the school. Teaching across the school is satisfactory overall and work is matched well to the abilities of most pupils. Where the lessons show specific planning for the higher-attaining pupils, they are fully included in lessons and achieve well. The quality of teaching and learning has improved since the last inspection. Teachers have good subject knowledge and this results in well-prepared, interesting lessons. It leads to lessons where pupils are engrossed in their learning and work well together to produce their best work. Work analysis showed that there are inconsistencies in the marking of pupils' work, this aspect was satisfactory overall.
10. Teaching assistants work well with pupils with special educational needs so that they can make good progress in lessons and achieve well. They know the pupils well and support them effectively in class. Teachers and teaching assistants have suitable expectations of most pupils, and pupils respond positively to this by trying hard and concentrating in lessons. Homework is used satisfactorily to reinforce learning from lessons and pupils agree that it is fair and consistent.
11. Planning is careful for pupils of most abilities, so that skills are systematically taught and pupils make sound progress. Pupils are encouraged to be fully involved in lessons. The sound expectations teachers have, results in pupils being keen to learn and become increasingly independent. The weakness that remains is with the clear identification of activities for the more able pupils in lesson plans. In the upper junior classes, pupils are well challenged in mathematics and English, but this is not the case in other subjects across the school.
12. Assessment is satisfactory, although pupils are not sufficiently involved in evaluating their own work. This means that they sometimes do not understand what they are meant to learn, and usually do not know how to improve their work. The quality of marking is frequently inconsistent so not all pupils benefit from constructive feedback about how to improve.
13. The numbers of pupils with special educational needs and with statements of educational needs are broadly in line with national averages. The progress of pupils with special educational needs is very closely monitored and pupils achieve well, in line with their abilities. Teachers and teaching assistants know their pupils and their needs very well. They work closely together to plan work and ensure that pupils are fully involved in all their activities. The high quality teaching assistants make a good contribution to pupils' progress by ensuring their understanding in lessons and recording their responses. This enables teachers to respond quickly to pupils' needs and set them appropriately high challenges.

The curriculum

The quality of the curriculum is satisfactory. It provides a broad range of worthwhile curricular opportunities that cater for the interests, aptitudes and particular needs of most pupils, and ensure progression in pupils' learning.

Main strengths and weaknesses

- Equality of access and opportunity for all pupils is a strong feature, embedded firmly in the school's aims and its good inclusive ethos.
- Extra-curricular activities in sport provide sound enrichment to the curriculum and help pupils achieve well.
- Support staff and good resources contribute in helping to raise standards of work.
- The current planning does not always ensure that the needs of the higher-attaining pupils are fully met.
- There is limited monitoring or assessment of work in personal, social, health and citizenship education.

Commentary

14. The school's commitment to promoting equality of access and opportunity for all pupils is central to its aims. This leads to a good inclusive ethos. Statutory requirements are fully met.
15. All pupils and staff are highly valued by each other in a positive learning environment throughout the school. Most subject leaders have a sound understanding of the strengths and weaknesses in their areas, continually striving to develop provision further. The school's rolling programme of subject reviews encourages subject leaders to undertake work sampling and pupil interviews, but they have too few regular opportunities to monitor the quality of teaching and learning in their subjects.
16. An imaginative curriculum is beginning to have a positive effect on pupils' learning. The key improvements to develop thinking skills, the environment and additional resources, particularly in ICT, are allowing pupils to achieve at a better level and to develop their capabilities. This is very slowly impacting on standards and is helping pupils to achieve. However, the more able pupils are insufficiently challenged in most subjects. The curriculum for pupils' personal, social and health education and citizenship is not yet fully in place, and there is no assessment or monitoring in this area. However, appropriate programmes for the teaching of sex education and the dangers of the misuse of drugs are in place.
17. Provision for pupils with special educational needs is good. They are well supported in lessons by teachers and teaching assistants. When they are withdrawn from classes they address the same topics as the other pupils, which ensures that they have equal access to the curriculum. They are fully included in all activities and their positive attitudes towards their work means that they make good progress. Satisfactory induction arrangements and links with secondary schools ensure that new children settle well and pupils transfer to new schools confidently at the end of Year 6.
18. Subjects are well linked to enhance learning, such as when applying literacy and numeracy skills across the curriculum. Data handling is used well in science, with further analysis and presentation of the data on the computers.
19. Staff are hard working and conscientious. Teachers and support staff are effective in promoting pupils' learning and providing positive role models. Most are suitably qualified and work together in partnership to help pupils make satisfactory progress. Resources are

satisfactory overall. The computer suite coupled with the use of the interactive white boards adds to the learning environment.

20. Since the last inspection the school has acquired additional accommodation, which is good overall. There are, however, problems with the Nursery and Reception classes being in opposite parts of the building as this makes the sharing of resources more complex, and Foundation Stage co-ordination more difficult. Reception children do not have continuous free access to the outside area. The grounds are of good quality and enhance the curricular provision.
21. The school provides a varied programme of experiences for all pupils. They respond positively and respect and nurture their environment. Pupils can fulfil their potential by taking part in school productions. Visits by a range of enthusiasts are well established and beneficial; these include presentations on science, history and PSHE. The popular success of 'inclusion week' has made it an annual event but multi-cultural education through the taught curriculum does not occur on a regular basis. Adults in the school treat and value pupils as individuals. They track pupils' behaviour and attendance, give praise when pupils improve and plan timely interventions when they do not. The school supports pupils' learning further through extra-curricular activities such as sport and music. There has been good improvement since the last inspection.

Care, guidance and support

Pupils' care, guidance and support were good at the time of the last inspection, and remain so. Advice and guidance for pupils to improve their work are satisfactory. The involvement of pupils through seeking, valuing and acting on their views is also satisfactory.

Main strengths and weaknesses

- Caring ethos of the school promotes a stress-free learning environment.
- A good admission process effectively helps pupils to settle in quickly.
- Staff are vigilant about health and safety matters; pupils feel safe and secure.
- The quality of marking is inconsistent, and pupils do not always know how to improve their work.
- Child protection arrangements are in place; vulnerable pupils are fully looked after.

Commentary

22. The commitment of staff to the welfare and happiness of all pupils creates a good learning atmosphere. Regular risk assessments of the site ensure that any perceived hazards are dealt with. There are several first-aiders and the headteacher, who is the child protection liaison officer, is suitably trained. The personal, health and social education programme is suitable to raise pupils' awareness of relevant health, citizenship and social matters, such as ills caused by drugs in society.
23. Staff responsible for the well-being of the youngest children take great pains to ensure that they settle in happily and that they and their parents and carers quickly feel at home. Pupils are rightly confident that someone will always be available to help with their problems.
24. The systems to check individual achievement and use this information to support pupils' performance is satisfactory. The school has started using the 'target tracker' to consistently check pupils' progress. Exchange of pastoral information amongst staff provides effective means to monitor pupils' personal development. This, along with the system of rewards, promotes an atmosphere that is free of any oppressive behaviour such as bullying. Pupils with special educational needs are supported well and their progress is monitored effectively.
25. The targets written for pupils with special educational needs are good. They are reviewed by teachers and the co-ordinator for special educational needs at regular intervals during each

term to track pupils' progress and ensure that targets match pupils' needs. Targets include a range of subjects and are written in short clear steps that are easy for parents and pupils to understand. Pupils are fully involved and make their own contributions to their targets. As a result, they have a good understanding of what they need to do to improve.

26. The school council and questionnaires provide satisfactory means to gauge pupils' views and involve them in shaping the work of the school.

Partnership with parents, other schools and the community

Parents are very supportive of the school, and the school's partnership with them, as at the time of the previous inspection, has a good impact on pupils' learning. Productive links with other schools and colleges enhance experiences for teachers and pupils. Links with the wider community satisfactorily support the curriculum.

Main strengths

- Links with parents are very good.
- Parents are kept well informed about the work of the school.
- Links with local schools helpfully support the curriculum and staff development.

Commentary

27. The school encourages parents to become involved in the education of their children. They regularly receive information about the school which is also available at the school's website. There are no national comparators for test results in the combined prospectus and governors' annual report to parents on the school's website. However, these results are included as an insert in the prospectus sent to parents. Parents are invited to individual and collective consultations and to parents' assemblies. Pupils' annual progress reports contain details of what pupils have been doing in curriculum subjects, although they do not adequately inform the parents of what pupils should have been doing or what they can do to raise their children's achievement. However, these annual reports are supplemented by the fact that the school is welcoming and parents have opportunities to discuss their children's progress.
28. Parents' attendance at formal and informal meetings is good. Some parents voluntarily help in classes, particularly in younger classes. Parents support well the home/school reading record system. Dilkes School Association is an active parent/teacher body and holds social events and raises money for the school.
29. Parents of pupils with special educational needs appreciate the help given to them and their children by the school. They are well informed and fully involved in their children's progress.
30. A wide range of support has resulted through the local school consortium. Links with secondary schools ensure smooth transition. The school provides trainee teacher placements. This means an additional group of adults to support pupils' learning and an additional range of appropriate role models. Pupils benefit from educational visits and visiting speakers and specialists. Direct links with a few businesses have helped the school in terms of donations. These have enabled the school to construct a new footpath through the playing field that provides additional access to the school buildings.

LEADERSHIP AND MANAGEMENT

The leadership, management and governance of the school are satisfactory. The leadership of the headteacher is good; he receives good support from the deputy headteacher. The leadership of staff with curriculum responsibilities, good in some ways, is satisfactory overall. The school has made satisfactory progress since the last inspection and gives satisfactory value for money.

Main strengths and weaknesses

- The headteacher effectively facilitates a good teaching and learning atmosphere.
- Performance management is in place and contributes towards staff's professional development.
- Managers are good role models for other staff and pupils – relationships throughout the school are very good.
- The school provides well for pupils with special educational needs and they achieve well.
- The emphasis on raising pupils' achievement is not high enough and pupils' achievement is only satisfactory.
- The management of the school does not allocate sufficient time to enable subject co-ordinators to influence the standards in their subjects on a regular basis.

Commentary

31. The headteacher, well supported by the deputy headteacher, staff and governors, makes a positive difference to the climate of the school, bringing a human and caring touch to its work. Staff's needs, including their professional development, are well focused. The senior management team is well organised and warmly looks after staff. The school enjoys stable staffing and this helps continuity of learning for pupils. There is a sound link between performance management outcomes, subject reviews, priorities and financial decisions.
32. However, the leadership has not managed to ensure that high standards of achievement for all pupils are at the heart of what the school does. Governors' work lacks challenge with regard to strategic planning for higher standards and better subject leadership and management.. The success criteria in the school improvement plan are not closely linked to raising pupils' achievement. Subject development heavily depends on the rolling programme for subject reviews. As a result of this system, many subject leaders do not have regular opportunities to influence standards in their subjects by observing their colleagues teaching.
33. The co-ordinator for special educational needs is very experienced and carries out her role efficiently and well. She provides good leadership, advice and organisation. She has established well organised procedures. These ensure the smooth identification and running of provision for pupils with special educational needs. Classroom assistants are deployed efficiently to provide individual and small group support for pupils and this has a positive impact on the quality of their learning. As a result, staff carry out their work efficiently and the pupils make good progress. Although the governor for special educational needs has only very recently taken on the role, she has already been very pro-active in supporting the co-ordinator.
34. The school finances are managed effectively and there is a tight grip on expenditure. The school utilises ICT well for administration and for the education of pupils. Criteria to determine how well the money used is spent are established, and the governors have a finance policy in place. In view of the satisfactory improvement since the previous inspection and pupils' achievement, the school gives satisfactory value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	911,925
Total expenditure	913,981
Expenditure per pupil	2,940

Balances (£)	
Balance from previous year	18,861
Balance carried forward to the next	16,805

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

35. Provision in the Foundation Stage is satisfactory. Most children enter the Nursery at age three with very low levels of language development. Achievement is satisfactory and, by the end of Reception, most are on course to reach the nationally set early learning goals in personal, social and emotional development, knowledge and understanding of the world, aspects of physical development, and aspects of creative development. Because of low starting points, however, most are unlikely to reach the expected standards in communication, language and literacy, aspects of mathematical development, and the imaginative aspect of creative development.
36. Teaching is satisfactory overall. Staff understand the active way that young children learn. They provide a wide variety of relevant and interesting activities, but the Reception class children do not have continuous free access to the outside area. The teaching promotes a careful balance between activities that are adult-led and child-initiated to promote independence and confidence effectively.
37. Satisfactory leadership ensures that the provision meets children's needs but the planning does not use the 'stepping stones' effectively. Adult roles are clear and teamwork is good. New but comprehensive assessment systems help teachers to provide appropriate levels of challenge for all children. Improvement since the last inspection in 1999 is satisfactory. There is now no unsatisfactory teaching and literacy enjoys a higher profile, especially in the Nursery. The Foundation Stage is not represented at senior management level.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths

- Staff provide a calm and welcoming environment.
- Children are well settled, confident and friendly.
- Children are keen to come to school.
- Children behave well.

Commentary

38. Standards in most aspects of personal, social and emotional development meet national expectations. Children achieve well. Good teaching helps them to settle and feel secure in the caring and welcoming environment; even the youngest are eager to come each day. Staff, manage behaviour in a consistently positive way, and children with special educational needs are fully included. Children behave sensibly and move happily about the well-organised setting. They enjoy the wide variety of practical activities and select their tasks with confidence. With gentle reminders, they are beginning to share and take turns. They almost always work and play harmoniously, sometimes together and sometimes alongside each other. Reception children eat their lunch sensibly and enjoy playing with the older pupils. There are very good relationships with the Year 6 class, which is across the way.

COMMUNICATION LANGUAGE AND LITERACY

Provision in communication language and literacy is **satisfactory**.

Main strengths and weaknesses

- Staff, help children remember sounds and letters in a variety of ways.
- Many children lack the skills necessary to speak in front of a group.
- Children enjoy books and handle them with care.
- Planning does not always emphasise the use of oracy in all sessions.
- There are insufficient opportunities for children to practise their speaking skills

Commentary

39. Despite satisfactory teaching, staff are not yet able to compensate for children's low starting points and, consequently, most children are unlikely to reach the national goals. Few older children talk in a fluent or extended way, and many are reluctant to speak in front of a group. Teachers' good questioning skills encourage them to talk about a favourite story, but many responses are single words or short phrases. Often younger children respond in non-verbal ways, such as nodding. Staff emphasise new words clearly, but do not always ask the children to speak in complete sentences. Areas for improvement include finding more ways to engage with children in planned and spontaneous conversations. Planning should integrate speaking and listening into all the areas of learning. Teachers encourage children's interest in books effectively; children enjoy listening to lively stories. They join in with repetitive phrases and make relevant, albeit limited, comments. Older children with higher ability read simple texts. Others are beginning to remember common words. Most can recognise their names and some can write them accurately. Younger children make good attempts at 'signing in' at the beginning of sessions. Staff, sensibly, provide a wide variety of implements for early writing but sometimes miss the chance to write down the meaning of the children's letter-like shapes.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Good teaching and learning in the use of number.
- Not enough incidental mathematics across the curriculum.
- Staff do not talk mathematically to children, in their chosen play.

Commentary

40. Children achieve well in number but it is unlikely that they will reach the national goals in all aspects of their mathematical development. Teaching is satisfactory with some good quality, focused sessions. For example, lively teaching helped many younger children to learn about simple alternate patterns using beads, interlocking bricks or counting teddies. Such daily activities promote good learning. Overall, however, although staff provide mathematics activities for children's structured play, this area of learning does not have a sufficiently high profile across the curriculum. Daily routines such as registration are not used well enough. Opportunities are lost for incidental counting, or early computation, or talking mathematically with children in their play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **satisfactory**.

Main strengths and weaknesses

- There are good opportunities to learn about the natural world.
- Provision for information and communication technology (ICT) is good.
- Planning in Reception does not relate to the requirements of the local syllabus for religious education.

Commentary

41. Children achieve satisfactorily in this area and most children are likely to reach the national goals. Children play happily with technological items such as typewriters, telephones and tills, and Reception children make good progress in the computer suite. Teaching is satisfactory. Focused, small group teaching is good as when children were fully involved making eggs on toast, buttering the toast and beating the eggs. Learning is good when children are practically engaged in planting seeds or feeding the fish. Small-step questions encourage children to talk about what they are doing but there is too little questioning to encourage extended answers. Teachers do not always provide an appropriate variety of activities to promote learning about other cultures or religions and there are insufficient multi-cultural resources.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Pupils in Reception do not have continuous free access to the outside area.
- There is limited large scale climbing equipment for all and there are insufficient wheeled vehicles for Reception.
- Well developed manipulative skills.

Commentary

42. No hall sessions were observed during the inspection, so no judgements can be made about teaching. Children were observed in the playground, and indications are that they are on line to meet the expected goals by the end of the year in most aspects but opportunities to use large scale climbing equipment are limited. Achievement is satisfactory. Reception children have limited opportunities for outdoor play and do not have continuous access to the outside area.
43. Children develop their manipulative skills well by handling dough, scissors and brushes, and manipulate small construction equipment with dexterity. There is, however, a lack of stimulating large construction equipment to enhance children's further physical development.

CREATIVE DEVELOPMENT

Main strengths and weaknesses

- Children enjoy a wide range of art and music activities.
- Staff do not join children in their imaginative play often enough.

Commentary

44. Children achieve well in art and music, and are on course to reach the national goals. They paint, print and make colourful collages. They sing enthusiastically and experiment with percussion instruments. Imaginative aspects, however, fall below expectations because of the children's low starting points, especially in talk and expressing ideas. Staff provide suitable areas for imaginative and role play, which children enjoy. They dress up, sell food at the supermarket checkout, or visit the pet shop and florist, but their play is often solitary. Staff do not join them often enough to develop ideas, stimulate imagination, or encourage talking in an extended way. Teaching is satisfactory.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision is **satisfactory**

Main strengths and weaknesses

- Pupils achieve well by Year 6.
- Teaching is good overall.
- Handwriting skills are underdeveloped.
- There is a lack of celebration of high quality work to raise the aspirations of all.
- Leadership and management are good.

Commentary

45. Pupils enter the school with language skills well below average, particularly in speaking and listening. As a result of good teaching they achieve well. In Years 1 and 2 standards are still well below average, especially in speaking and listening, despite the large number of opportunities pupils get to practise their skills in all sessions, not just in English lessons. During their time in Years 3 to 6, progress accelerates. By the end of their time in the school standards are still below average but the evidence of the inspection shows that pupils are achieving well from their low starting point. In the 2003 national tests, the high proportion of pupils with special educational needs in the Year 6 group, 33 per cent, meant that the proportion of higher-level results was lower than expected.
46. Pupils are systematically taught basic reading, spelling and writing skills. They practise reading and spelling, both at home and in lessons. A particular emphasis is on developing spoken language and a range of tactics is adopted. Pupils engage in paired discussions and drama, and younger pupils address their classmates about events that are important to them. While all of these activities are worthwhile, the school needs to ensure that the very best practice is shared to maintain this important emphasis. Creative writing skills are well developed, particularly in poetry sessions. The following are just a few of the well-balanced and imaginative lines of poetry seen during the inspection: *'I am a cracked pavement, make me a marble floor, I am a broken bridge, make me a posh viaduct...'*
47. The quality of work is spoiled, however, by the general standard of presentation and particularly of handwriting. Pupils begin to join their letters later than in most schools and even in Year 6 some do not do so proficiently. There is a coherent handwriting policy but there is insufficient concentration at an earlier stage that would help pupils develop more pride in their work and gain higher marks in tests. The very best work is insufficiently celebrated so that all pupils appreciate quality.
48. Teaching overall is good. It is thorough, with good quality support both from materials and teaching assistants, especially for pupils with special educational needs. However, this good teaching was not always reflected in the work that was scrutinised, where marking was

frequently inconsistent. The good quality teaching is beginning to impact positively on standards in the subject.

49. Leadership and management in the subject are good. The subject leader has a very good knowledge of the capabilities of all the pupils in the school, which she uses to good effect to advise others.
50. The last inspection highlighted a number of areas for improvement in the subject. These included developing the use of literacy in all areas of the curriculum, improving comprehension skills, providing more opportunities for 'free' writing and increasing the curricular time for the subject. All of these issues have been addressed and improvement in the subject is satisfactory. One issue highlighted at that time still needs further work, however. This is to continue to develop pupils' capacity to construct full and coherent sentences when speaking. The emphasis on speaking and listening across the school is having an effect but the process is still very important in order to raise standards further.

Literacy and language across the curriculum

51. Pupils use their literacy skills in most curriculum areas. For example in geography and history, they write extended descriptions. They develop a range of skills through word processing in ICT and there is also good cross-curricular work where topics in other subjects are highlighted in literacy sessions.

MATHEMATICS

Provision for mathematics is **satisfactory**.

Main strengths and weaknesses

- Pupils' attitudes toward mathematics are good and their behaviour in lessons is very good.
- More able pupils are not sufficiently or consistently challenged.
- Pupils' below average speaking skills inhibit their progress.
- Provision in mathematics for pupils with special educational needs is good.
- Teachers' marking and target setting are inconsistent.

Commentary

52. Standards for mathematics seen during the inspection are below average in both key stages. The 2003 national test results reflected the high proportion of pupils with special needs; pupils' attainment has risen since then. This maintains the picture from the previous inspection. However, there has been an overall improvement in the rate at which pupils learn, and pupils' achievement in mathematics is now satisfactory. Throughout the school, pupils with special educational needs are supported well by class teachers and teaching assistants. They rise to the challenges they are set and as a result make good progress and achieve good standards in line with their abilities. In comparison, more able pupils do not have enough opportunities to extend their thinking skills and do not achieve as well as they might. Teachers try to ensure that all pupils are fully included in lessons. There is no difference in the standards achieved by boys and girls.
53. Over half of the lessons seen were good, the rest were satisfactory. No unsatisfactory teaching was seen. Teachers establish good relationships and a good working atmosphere in their classes. As a result, pupils are well motivated to learn, co-operate very well with one another, and work hard with obvious enjoyment. Behaviour in mathematics lessons is very good. Teachers prepare a sound range of mathematical activities, which fully comply with statutory requirements. They plan work together to ensure that different classes of the same age group study the same mathematics topics. However, in most classes there is insufficient

difference in the tasks set for different groups of pupils. The below-average test results stem from the more able pupils not achieving highly enough in line with their abilities. In some classes, such as the Year 6 booster group, more able pupils are challenged appropriately, but not all teachers have high enough expectations for these groups. As a result, tasks do not develop high enough levels of mathematical thinking and reasoning and this restricts the progress and attainment of more able pupils. A teacher has been appointed to oversee the development of more able pupils, but this is not yet having an impact on planning for their needs or raising their standards in mathematics. Pupils' speaking skills for expressing their mathematical thinking are not well developed. This has an impact on pupils' ability to solve problems and they find it hard to explain their mathematics clearly. The school is aware that mathematical thinking is in need of development and has begun to address the problem but it is too soon for the initiative to be having an impact.

54. Pupils' progress in mathematics is recorded systematically and used to pinpoint problems in understanding. Teaching assistants make a useful contribution to assessing pupils when they record observations for teachers during lessons. With the exception of pupils with special educational needs, there is no consistent system for sharing targets with pupils. A marking system has been agreed but it is not used consistently. As a result, pupils do not know how well they are doing or what they have to do to improve their work in mathematics.
55. The co-ordinator in mathematics is enthusiastic and has made a positive contribution to the improvements in mathematics since the last inspection. She has identified areas that need improvement and started to deal with them. She provides a good role model in teaching mathematics, but has not yet employed her skills to systematically monitor other teachers or to demonstrate by her good example how to challenge pupils, especially the more able.

Mathematics and numeracy across the curriculum

56. There are some examples of mathematics being used in other lessons: for example, time lines in history, and recording the diameter of different planets in science. However, there is no systematic planning for pupils to use numeracy skills across the curriculum, and the use of ICT is under developed. Although teachers emphasise mathematical vocabulary, literacy skills are not sufficiently developed for pupils to express their mathematical thinking.

SCIENCE

Provision in science is **satisfactory** and improving

Main strengths and weaknesses

- Knowledgeable subject leader.
- Insufficient monitoring of teaching and learning by the subject leader.
- Insufficient planning for the higher-attaining pupils that affects national test results.
- Inconsistency in the marking of pupils' work, and no self-evaluation by pupils.
- Curriculum enrichment through visits.
- Rising standards.
- Overall good teaching.

Commentary

57. Standards in national tests were well below average in 2003. There were 33 per cent of pupils in that Year 6 group with special educational needs. In work seen, standards although below average have improved since last year. Over the recent past standards rose rapidly in 2001 and all pupils achieved well. This was a particularly favourable cohort of pupils who achieved as well as they might. The current improvement in standards seen during the inspection is the result of the well-planned opportunities pupils have to explore all aspects of science, and the good teaching of investigation skills. This results in pupils being able to pose questions and then find answers using appropriate scientific knowledge. For example, pupils wondered whether the way they kicked a football affected how long it stayed in the air. After much discussion they tested their predictions using a computer program and drew conclusions from their findings. In the work seen, pupils are careful when recording their findings and these positive attitudes to their work contributes to the improving standards. Pupils use their numeracy skills well so that they can record accurately and explain clearly the work they are doing.
58. Teaching and learning are good. Teachers have good subject knowledge and encourage pupils to use the correct scientific language. Pupils respond well and are interested in their activities. In spite of good teaching, pupils' learning is often limited by their poor use of vocabulary, which makes oral and written explanations difficult. However, pupils work together effectively, producing interesting work and discussing their findings in a sensible way. Teachers assess what the pupils know satisfactorily. The identification of extension work for the higher-attaining pupils in lesson plans is less clear and this slows pupils' progress and affects their achievement. The marking of pupils' work by teachers is not always consistently helpful in telling pupils what they need to do in order to improve. Although many teachers give oral feedback to pupils about their work, this does little to encourage the development of pupils' reading skills. Pupils are insufficiently involved in evaluating their work so that they do not know what they have to learn next and how to improve their work. Pupils with special educational needs are well supported in class and make good progress. The skills that pupils need to know are taught well and pupils can participate fully in each lesson.
59. The subject is well led, and this is contributing to the improvement in standards. However, the time lapse between subject reviews means that science lesson observations have not been carried out by the subject leader since March 2001. This time scale is too long to have an influence on what happens in the classroom. The curriculum is enriched by events such as 'science events', visits to the environmental centre and use of the school grounds. There has been satisfactory improvement since the last inspection as standards are now beginning to improve after a decline in 2003.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Achievement is good.
- Pupils have good attitudes and behave well.
- The teaching does not address sufficiently the varying learning needs of all pupils.
- Pupils' work is not always recorded and marked.

Commentary

60. Pupils in Year 6 and Year 2 will reach expected standards because they are beginning to benefit from using the computer suite. There has been good improvement since the last inspection, and computers are beginning to make an important contribution to standards in other areas of the curriculum.
61. There is excitement in the learning. Pupils' delight is plain to see as their work rolls out on the printer. Year 1 gasp as the print size changes and Year 2 write programs to move a programmable robot across the floor. Pupils with special educational needs make particularly good progress but pupils who learn more quickly or have computers at home are not always sufficiently challenged. Older or more able pupils support younger or less able pupils well.
62. The quality of teaching is satisfactory overall. In the good lessons, children achieve well because teachers have clear expectations and pupils know what they have to do. Occasionally, teachers are hesitant because they lack confidence and speed when demonstrating computer skills, and in some lessons they do not ensure that each pupil has a fair turn on the computer. Teaching assistants often support by taking over the mouse, rather than allowing the pupils to learn by trial and error.
63. Effective leadership and management of the subject are raising standards and improving the range and quality of provision, although the control aspect is still under developed. The subject leader is keen to ensure that the new resources are fully used. Parents are made aware of Internet safety. The school conducted an audit of standards and agreed an effective improvement plan. Subsequent investment in resources and staff training greatly enhanced the learning opportunities for pupils, including the use of interactive white boards. The school is beginning to monitor pupils' progress, but recognises that monitoring and assessment are not yet sufficient to enable teachers to match tasks precisely to each pupil's needs. The school has good plans for further development.

Information and communication technology across the curriculum

64. The use of ICT across the curriculum is not sufficiently co-ordinated. Even so, it is well used for data handling in mathematics, research using the Internet in history and using a sensor linked to a computer in science. Pupils use word processing when producing books, projects and poetry, and graphic programs in art and design. The use of control technology is not yet fully in place.

HUMANITIES

65. Only one lesson was seen in **history** during the period of the inspection; this was good. Judgements cannot be made, therefore, about standards, provision or the overall quality of teaching and learning. Pupils certainly express enthusiasm for the subject and the curriculum is broad and stimulating. From the evidence, it is likely that pupils will reach standards that are in line with expectations by the end of Year 6. Good use is made of visits and visitors and pupils produce class assemblies based on their studies. The subject leader has made a positive start in her new role and is engaged in purchasing more artefacts for use in the subject to stimulate discussion, and to further develop speaking and listening skills.
66. There was insufficient evidence in **geography** to make a secure judgement about provision, pupils' standards, their achievements or the quality of teaching and learning. Geography and history topics are taught alternately. Talking to pupils and work on display indicate that standards are likely to be in line with expectations by the end of Year 6. Pupils are clearly interested in their work and keen to talk about their most recent topics. Visits to local places of interest support work about rivers and the environment, linked to the water cycle in science.

Religious education

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- Standards by the end of Years 2 and 6 are below average.
- The attitude of pupils is good and their behaviour in lessons is very good.
- Pupils' speaking skills restrict their progress.

Commentary

67. Standards in religious education in Years 1 to 6 are below average. This maintains the position of the last inspection report. However, there have been improvements in provision as the school has made efforts to ensure that the time allocated to religious education complies with recommendations.
68. Pupils listen well to their teachers; they have good attitudes towards their work and show great interest in lessons. Pupils share ideas with one another very well, but they often find it hard to express their thoughts fluently. This restricts their ability to discuss and develop more complex ideas linked to religious beliefs. Boys and girls are fully included in lessons. Pupils with special educational needs are well supported by teachers and teaching assistants, and they make good progress in line with their abilities.
69. Teachers have a satisfactory knowledge of religious education. A survey carried out by the co-ordinator reveals a need for further training to ensure that teachers have a greater confidence in their understanding of the religious education curriculum. This is even more important as pupils have some misconceptions about basic religious knowledge and understanding. For example, when discussing various religions, one pupil asked another 'what are we?' the firm reply was 'half catholic'. Pupils remembered important facts about religions such as the Five K's in the Sikh faith and stories about Hindu gods. In lessons and when talking with pupils, teachers demonstrate a high level of respect for others, their beliefs and opinions. Older pupils learn that some people are prepared to suffer for their faith and they find the concept very powerful, but have little idea of what it actually means to be a believer.
70. The school follows the current locally agreed syllabus and is awaiting the introduction of a new syllabus in September before refining the planning of religious education topics. In addition, the subject is currently under review by the school for the first time in several years. The co-ordinator's action plan includes further improvements to the assessment of pupils' attainment. This was also an area for improvement in the last inspection.
71. Where pupils carry out written work, marking is often cursory and does not help pupils to increase their knowledge and understanding. Although the school has a policy to link acts of collective worship to religious education themes, the interpretation of the links is rather vague and they do not make as firm a contribution as they might. Insufficient use is made of visits and visitors from faith groups to bring the subject alive for pupils. The range of books and artefacts for religious education is satisfactory but in need of review in the light of the new syllabus.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

72. Only one lesson was observed in **art and design** during the inspection. However, scrutiny of work, displays around the school and discussions with Year 6 pupils confirm that standards are average by the ends of Years 2 and 6. In the last inspection, standards were below average in Years 1 and 2, and average in Years 3 to 6. Pupils' achievement is satisfactory. They gain confidence in using a range of media and make satisfactory progress in acquiring a variety of skills. For example, in the Year 1 lesson seen, pupils developed sound sketching skills when making a sketch of the school building. They used shading well to make the sketches more effective. The co-ordinator has reviewed the policy for art and design. Curriculum enrichment is ensured when pupils' work is shown at local shows and valued through displays in school. In the pupils' questionnaire, pupils placed art high on their list of desirable activities. Sketch books are used in differing formats across the school.
73. No lessons were observed in **music**. As a result, no secure judgements can be made about standards, provision, or teaching and learning. In discussion with the subject leader, evidence showed that sound provision is made for developing pupils' musical skills. Lessons are available in playing the violin. However, currently only two pupils avail themselves of this provision. Pupils perform both in and out of school. The quality of singing in assemblies is satisfactory, enthusiastic but lacking in pitch. There are opportunities for pupils to learn the recorder. The choir performs at the local schools' music festival. The co-ordination of the subject is satisfactory. The issue of time allocated to the subject, identified at the last inspection, has been addressed and now meets recommendations. At the end of each unit of work, assessments are made of pupils' progress. The use of ICT is limited. Resources are satisfactory, each year group has a set of percussion instruments for class lessons.
74. There were no lessons in **design and technology** during the period of the inspection. Judgements cannot be made, therefore, about standards, provision or the quality of teaching and learning. Work around the school is of good quality, and that kept by the school in portfolios is imaginative and accurate. The range of items designed and made is more diverse than in most schools, with planning and evaluation of work very thorough. The school has a good system for assessing progress in the subject. Very good links are made with other subjects, especially mathematics, science and ICT.

Physical education

Provision is **good**.

Main strengths and weaknesses

- Extra-curricular activities support pupils' development well.
- Swimming tuition is provided for all pupils in Years 3 to 6.
- Systematic arrangements for the assessment of pupils' progression in skills are not in place.
- Gifted and talented pupils have not been identified.

Commentary

75. Pupils' attainment is in line with that expected nationally at the ends of Year 2 and Year 6. These standards have been maintained since the last inspection and there has been good improvement. Pupils' achievement is good. Pupils with special needs make good progress as they have good access to the curriculum and have sound support.
76. The planning in the recently adopted scheme of work ensures that skills, techniques and tactics of games are taught systematically. Good residential provision ensures that the outdoor and adventurous pursuits element of the curriculum is addressed satisfactorily.

77. Teaching and learning are good. Teachers are very aware of the importance of health and safety and ensure that lessons proceed safely. Both teachers and pupils dress appropriately for lessons. High expectations of pupils by teachers, together with challenging activities, mean that pupils sustain their concentration and enthusiasm, teaching assistants support pupils well. Pupils' good attitudes and behaviour result in a sound pace to lessons.
78. Strengths in the teaching lie in good demonstration by the teacher of the skills being learnt and the opportunities for pupils to observe and evaluate, so they learn from each other and this consolidates their learning. As a result of the teaching, the pupils increase their confidence in physical control and mobility. Pupils show a good awareness of the function of the heart, the effects of exercise on the body, and the importance of warm up exercises.
79. The dance sessions are well planned and participation in country dancing adds to cultural development. Good use of the digital camera relates to learning in ICT; the results are well used in displays.
80. Leadership and management of the subject are satisfactory and have led to improvements. The co-ordinator last reviewed the subject in 2002 as part of the school's curriculum review programme. At present, teachers' planning is monitored, but teaching is not. Plans are in place to introduce assessment of pupils' skills. Currently there are limited records to inform what pupils need to learn or what skills have been acquired. Pupils are not set personal targets in order to be involved in the next steps in learning, and gifted and talented pupils have not been identified. Good organisation of extra-curricular activities and additional coaching sessions contribute very effectively to the subject. There has been good improvement since the last inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION

81. Only one lesson was seen in this subject, where the quality of teaching and learning was satisfactory. On such a narrow evidence base it is not possible to make an overall judgement about the quality of teaching and learning, pupils' achievements or standards across the school. The curriculum section of this report judges provision to be satisfactory.

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	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
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).