

INSPECTION REPORT

HOLBROOK PRIMARY SCHOOL

Gosport, Hampshire

LEA area: Hampshire

Unique reference number: 131116

Headteacher: Mrs Anne Parker

Lead inspector: Michael Bucktin

Dates of inspection: 6 – 9 October

Inspection number: 256457

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

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	282
School address:	Wych Lane Bridgemary Gosport Hampshire
Postcode:	PO13 0JN
Telephone number:	01329 286011
Fax number:	01329 286915
Appropriate authority:	Governing body
Name of chair of governors:	Mr. Peter Jarrett
Date of previous inspection:	5 May 1998

CHARACTERISTICS OF THE SCHOOL

There are 282 pupils on roll, the same as at the previous inspection, making the school larger than average. Almost all its pupils are of White UK heritage and come from an area of significant social and economic disadvantage. No pupils have English as an additional language. Pupils start school with attainment well below average. The proportion of pupils that are entitled to a free school meal is broadly in line with the national average but this does not reflect the true extent of the circumstances that many families face. A better indication is the high proportion of pupils that have special educational needs and those that have statements of special educational needs. These include 13 pupils that attend the Resourced Provision for Language Impairment (RPLI) which is an integral part of the school. A significant proportion (ten per cent) of pupils has social, emotional and behavioural difficulties and the school also accommodates five pupils with physical disabilities. The proportion of pupils that start or leave school other than usual is not high overall but this varies and was very high in the year group that has just moved to their secondary schools. There has also been a high turnover in staff with seven teachers leaving and six being appointed in the last two years.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
15484	Michael Bucktin	Lead inspector	Mathematics, science, design and technology, Foundation Stage
19436	Michael O'Malley	Lay inspector	
31327	Amanda Johnson	Team inspector	Geography, history, physical education, religious education
20990	Paul Weston	Team inspector	English, information and communication technology, art and design, music, special educational needs

The inspection contractor was:

Cambridge Education Associates

Demeter House
Station Road
Cambridge
CB1 2RS

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about OfSTED Inspections*', which is available from OfSTED Publications Centre (telephone 07002 637833) or OfSTED's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
OTHER SPECIFIED FEATURES	17
The assessment of pupils with special educational needs	
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	18
AREAS OF LEARNING IN THE RECEPTION CLASS	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	28

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a sound standard of education for its pupils and gives satisfactory value for money. Children in the reception class make very good progress and achieve very well because they are taught well. Teaching is good in Years 1 and 2; pupils make good progress and achieve well. Teaching is satisfactory in Years 3 to 6 and, though satisfactory, pupils' progress and achievements are not as good as for younger pupils. The school is well led; it effectively includes all pupils in the life and work of the school. Senior staff are rightly focusing on improving provision in Years 3 to 6 so that results may more accurately reflect the work pupils do in lessons.

The school's main strengths and weaknesses are:

- The quality of provision and teaching for children in the reception class and pupils in Years 1 and 2.
- The ethos of the school and the way all pupils, staff and parents are included in the life and work of the school
- The way the curriculum is enriched by visits, residential trips, special days, visitors and extra-curricular activities.
- The good leadership of the headteacher and other senior staff
- Provision for pupils with special needs is well co-ordinated by the special educational needs co-ordinator and teacher in charge of the Resourced Provision for Language Impairment (RPLI).
- Progress slows in Years 3 - 6 because teaching, whilst satisfactory, is not as strong as in the rest of the school

The school was previously inspected in May 1998. Since then, improvement has been satisfactory. Results in Year 2 have improved noticeably and results in Year 6 have kept pace with the national rate of improvement. The quality of teaching has improved with fewer unsatisfactory lessons and significantly more that are very good. Standards in science, information and communication technology, and religious education have improved although those in art have fallen back. There has been satisfactory improvement in most of the issues from the previous inspection. Literacy standards are higher, especially in writing and the library is now well used. Pupils' spiritual development is now satisfactory. However, there remain inconsistencies in the way pupils' work is marked.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	E	E*	E	D
mathematics	E	E	E	D
science	D	E	E	C

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 6

Pupils' achievement overall is satisfactory. Children in the reception class make very good progress and achieve very well in all the areas of learning. However, they do not reach the goals children are expected to reach at the end of reception because they start with attainment well below that expected. Pupils in Years 1 - 2 make good progress and achieve well. Results in national tests for reading, writing and mathematics are close to the national average and above that of similar schools and reflect the work pupils currently do in lessons. Pupils' progress and achievement in Years 3 to 6 is satisfactory. Results in Year 6 are not as strong as in Year 2 and are below the average of similar schools. However, current work seen in lessons and other inspection evidence indicates that most pupils are working at or close to expected standards in English, mathematics

and science despite what the results might indicate. This is also true in subjects such as history, geography and religious education where standards are close to average. Standards in information and communication technology (ICT) are above average.

Pupils' attitudes are good, and behaviour is satisfactory. Their moral, social, and cultural development is good and their spiritual development is satisfactory. Attendance and punctuality are satisfactory.

QUALITY OF EDUCATION

The school provides a sound education for its pupils and the quality of teaching is satisfactory. Teaching and assessment in the reception class are very good and enable pupils to make a confident and enthusiastic start. This is continued into Years 1 and 2 where teaching is good and pupils' learning and their achievements are better than might be expected. The progress made by pupils in Years 3 to 6 is satisfactory but is not as good because teaching, though satisfactory, is not of the same quality as for younger children. The curriculum is broad and balanced and is very well enriched by trips, visits and extra-curricular activities. The strategies for literacy and numeracy have been soundly introduced and implemented. Pupils are also confident in ICT and use it well in other subjects. Pupils are cared for and supported well and there are very good links with parents.

LEADERSHIP AND MANAGEMENT

The school is led and governed well. Management is satisfactory. The headteacher and senior staff lead the school well and all pupils and staff are successfully included in the life and work of the school. Progress and achievement of children in the reception class and pupils in Years 1 and 2 is well monitored and standards have been improved in Year 2. Progress and achievement in Years 3 – 6 is satisfactory but not as good as for younger pupils because the leadership of teachers, the school improvement plan and the monitoring of teaching need to be improved.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are pleased with most of what the school offers but are concerned about the behaviour of a small minority of pupils with significant behavioural difficulties. Pupils too refer to this but in discussions are positive about the school and the way they are looked after.

IMPROVEMENTS NEEDED

In order to increase pupils' progress in Years 3 to 6 and to increase the amount of good and better teaching, the school should:

- Improve the confidence of pupils to use and apply their skills independently
- Improve the leadership arrangements for Key Stage 2
- Undertake more focused and formal arrangements for the monitoring of teaching
- Ensure the school improvement plan provides a more coherent and strategic view of developments
- Introduce consistent procedures for the marking of pupils' work

and, to meet statutory requirements:

- the governing body should agree and formally adopt the draft policies for meeting the code of practice of the Commission for Racial Equality

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement overall is satisfactory. Children start school with attainment that is well below that normally found in four-year-olds, they make very good progress but, by the time they move into Year 1, they attain below the expected standards in the six areas of learning for children this age. By Year 2 pupils attain average standards and their achievement is good. By Year 6, pupils attain close to average standards and their achievement is satisfactory.

Main strengths and weaknesses

- Children achieve very well in the reception class
- Pupils in Years 1 and 2 achieve well and results have improved especially in writing
- Literacy and numeracy skills are soundly applied in other subjects
- Pupils use ICT skills well
- Pupils with special educational needs, including those with language impairment, make good progress in speech and communication
- Achievement is satisfactory in Years 3 to 6 but results in national tests do not reflect the standards of work pupils produce in lessons

Commentary

1. Given that many children start in the reception class with attainment that is well below that expected, their achievement is very good. Whilst they do not reach expected standards by the time they start Year 1, most children have made much more progress towards the early learning goals than might be expected. This is because of the high standard of assessment and teaching.
2. This progress is built upon in Years 1 and 2. The key skills of literacy and numeracy are taught soundly and the school has made impressive improvements, particularly in reading and writing test results. As the table below indicates, results in 2002 were close to the national average and ahead of the average achieved by similar schools. Results in 2003 follow a broadly similar pattern. Work seen in lessons confirms this picture and pupils currently in Year 2 are achieving well.

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
Reading	15.5 (15.0)	15.8 (15.7)
writing	14.9 (13.5)	14.4 (14.3)
mathematics	16.1 (15.5)	16.5 (16.2)

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

3. Results in Year 6 are not as strong although they have improved in line with the national trend of improvement and the school has met its targets in each of the last two years. However, the table below shows that results are still behind what most other schools achieve and are behind the average achieved by similar schools. Early indications from the Year 6 tests in 2003 show a slight improvement.

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	24.4 (23.3)	27.0 (27.0)
mathematics	24.2 (23.8)	26.7 (26.6)
science	26.6 (25.8)	28.3 (28.3)

There were 47 pupils in the year group. Figures in brackets are for the previous year

4. Work seen in lessons presents a different picture and pupils achieve at least as well as they should. In the core subjects of English, mathematics and science, pupils' work is similar to, the standards expected. Subjects such as history, geography and religious education, which draw heavily on pupils' literacy and numeracy skills, are also in line with what is expected. Achievement is certainly better than the results seem to indicate because pupils are well supported in lessons and respond positively. Their confidence is not as great when required to work independently or placed in a more formal setting. It remains a significant challenge for the school to give pupils the confidence to perform in tests the way they do in class.
5. Pupils' skills and competence in ICT are firmly established and ICT is used well to support work in other subjects. Work seen in English, science, history, geography, design and technology and art and design used ICT applications such as word processing, databases, graph and chart tools, graphics or paint packages to assist pupils' learning.
6. Pupils with special educational needs including those with language impairment make good progress and achieve well in relation to the targets in their individual plans because they are fully involved in the work of the class. The school has successfully closed the gap between boys' and girls' attainment in Year 2 whilst in Year 6 the difference in girls' and boys' attainment is much the same as it is nationally.

Pupils' attitudes, values and other personal qualities

The pupils' attitudes are good, and behaviour is satisfactory. Their moral, social, and cultural development is good and their spiritual development is satisfactory, an improvement since the previous inspection. Pupils' attendance and punctuality are satisfactory.

Main strengths and weaknesses

- Pupils and adults form constructive and supportive relationships, which help them to learn in all key stages.
- Pupils are very involved and interested in school life through clubs and enrichment activities.
- The majority of pupils behave well in lessons and around school.
- The behaviour of a minority of pupils, mostly at Key Stage 2, can be disruptive to the majority of pupils.
- Opportunities for independent learning are growing but are still limited.

Commentary

7. Pupils' attitudes to school are very good in reception class and good in Years 1 to 6. Pupils like their school and most are keen to learn. Relationships are constructive and have a direct impact on learning. All adults respond positively and supportively to pupils in and out of classrooms and pupils show a clear understanding of rules to which they have contributed. Friendship groups are strong and pupils work well together. They show a great understanding and tolerance of pupils with disabilities and difficulties. Behaviour is also good in the reception class and Years 1 and 2. In Years 3 to 6 it is satisfactory although the behaviour of a minority of pupils is not good. Whilst other pupils recognise and understand the difficulties these pupils

have, they express irritation that sometimes it affects them. This persistent bad behaviour by the minority of pupils causes concern for teachers and parents too, but is well managed, given the extreme nature of the difficulties faced by some pupils.

8. Pupils are beginning to develop spiritual awareness from collective worship and the teaching of religious education. They often ask questions and reflect on issues such as the value of friendships and other people's feelings. They can clearly distinguish right from wrong and understand that some misdemeanors such as stealing have a longer-term impact. They are always ready to debate these issues and put their point of view. The multi-cultural days are raising awareness of the feelings, values and beliefs of people from different cultures though they largely relate this to people in different countries. Teachers' planning shows a range of opportunities to develop spiritual, social and cultural awareness.
9. Some pupils show a developing sense of responsibility and volunteer their help with lunchtime duties and to be "playground buddies." This system helps pupils who are isolated and vulnerable at break times and lunchtimes and shows a maturity in those pupils that undertake these duties. However, older pupils are largely left to occupy themselves at breaks and lunch-times which sometimes leads to minor confrontations and upsets.
10. Opportunities for independent learning are better than at the time of the last inspection and the school is pursuing an investigative approach to teaching and learning to enhance these skills. However, one pupil noted, "Yes [we can do things to help what we're doing] when the teacher tells us", indicating that pupils rely heavily on direction and support from adults.

Attendance

11. Attendance is satisfactory. The school follows up all unexplained absence and, for pupils with attendance problems, the school phones home on the first day they are absent. There is good support from the education welfare officer for pupils with poor attendance. The majority of pupils have good attendance records, but last year 34 pupils (12 per cent of roll) attended for less than 90 per cent of the time and the school needs to monitor this more closely. The vast majority of pupils arrive at school on time and lessons start punctually.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.4%
National data	5.4%

Unauthorised absence	
School data	0.9%
National data	0.5%

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

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
Chinese

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
281	7	0
1	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 school provides a sound standard of education for its pupils. Pupils with special educational needs have those needs clearly assessed and they are taught well. The youngest pupils receive a very good start to their school life and this continues through Years 1 and 2. Progress and achievement in Years 3 to 6 is satisfactory but not to the same standard. The teaching of English, mathematics and science is sound and pupils make good use of ICT in supporting their learning in other subjects.

Teaching and learning

The quality of teaching is satisfactory and most pupils learn soundly. The quality of assessment is also satisfactory. The overall quality of teaching has improved since the last inspection; there is less unsatisfactory teaching and a higher proportion that is very good

Main strengths and weaknesses

- Teaching in the Reception class is very good, children make very good progress and achieve very well
- Teaching in Years 1 and 2 is good, pupils make good progress and achieve well
- Assessment information is used effectively in the reception class and in Years 1 and 2
- The skills of ICT are taught well and pupils make good use of them in other subjects
- Teachers and teaching assistants provide good support for pupils with special educational needs
- Teaching is satisfactory in Years 3 to 6 but pupils' progress and achievement, though satisfactory, are less than elsewhere because there are fewer lessons that are good or better
- Marking is inconsistent, particularly in Years 3 to 6

Summary of teaching observed during the inspection in 37 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	7 (19%)	13 (35%)	15 (41%)	2 (5%)	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.

Commentary

12. The reception class teacher and her assistants have a very good understanding of the curriculum for young children. They have created an excellent environment in which children feel safe, secure and welcome. Each child's stage of development is very accurately and regularly assessed and records updated. This enables the teacher to plan lessons that are well matched to children's abilities and all are included in the life and work of the class. Activities are made interesting but demanding and children respond in an enthusiastic way. For example, children gained great pleasure and excitement from the story about a bear hunt. They remembered the key events of the story and loved repeating the phrase "...stumble, trip" to mimic the sound of the bear moving through dense forest. While the teacher led the lesson, her assistants undertook focused observations on particular pupils to assess how well they were responding to the story. This consistently high quality of teaching and assessment is why children make good progress and achieve very much better than might be expected. Children become engrossed in their work, ask a lot of questions and are eager to learn new skills.
13. Teaching in Year 1 and 2 builds effectively on this good start. Lessons are clearly planned and both literacy and numeracy skills are effectively taught. There is a strong emphasis on oral work and pupils are encouraged to offer responses and quickly learn that making mistakes is a natural part of their learning. Teachers and their assistants are effective in

observing pupils at work and noting whether key learning points have been understood. Plans are simply annotated and guide teachers in planning the next steps. In this way pupils progress well and their achievements are good. They can explain their work confidently, concentrate on the tasks they are given and are proud of their efforts.

14. Teaching in Key Stage 2 is satisfactory and pupils make satisfactory progress. However, there are fewer lessons that are good or better and pupils do not make the same progress as earlier in the school. The skills of numeracy and literacy are taught soundly but in their desire to emphasise oral and mental work the introductions to some lessons overrun leaving little time for pupils to consolidate their learning or for teachers to draw together the key points of the lesson at the end. In better lessons, teachers are more aware of the pace of the lesson and pupils gain a greater understanding of their work. Teachers are keen to enable pupils to work practically and to use and apply a range of skills. For example, in a Year 6 science lesson, pupils drew up a very effective plan to test rates of evaporation. However, only the most able were completely confident in using and applying their skills; the majority often sought the support and approval of teachers or their assistants before they felt able to move on.
15. The skills of ICT are well taught and pupils use many applications to support their learning in other subjects.
16. A strong feature of teaching across the school is the way pupils with special educational needs are supported. Pupils' needs are very well assessed and lessons planned accordingly. Teachers and their assistants are skilled in supervising these activities in a way that enables those pupils to be fully included in the work of the class. Pupils with disabilities are very well supported both in their learning and personal needs and it is to the credit of teachers and assistants that they are fully involved in the work of the class and accepted by their classmates. Teaching for pupils with language impairment is good. Again, their needs and progress are clearly assessed and teaching is successfully focused on improving their speech and communication.

The curriculum

The school curriculum is satisfactory overall and meets statutory requirements including provision for religious education and collective worship. Opportunities for enrichment, including extra - curricular activities are very good. The quality and quantity of accommodation and resources are also very good.

Main strengths

- The curriculum in the reception class allows pupils to achieve very well in all areas of learning.
- All aspects of the school curriculum are accessible to all pupils.
- Pupils with special educational needs are well supported
- Opportunities through enrichment activities and extra-curricular clubs put excitement and fun into pupils' learning
- Accommodation is spacious, well used and well maintained and allows for an uninterrupted focus on teaching and learning

Commentary

17. The reception class curriculum covers all areas well and children are provided with a rich variety of experiences and activities. In Years 1 to 6 all subjects of the National Curriculum and religious education are taught although the school's emphasis has rightly been on the teaching of the basic skills of literacy and numeracy. There is an effective programme of personal, social and health education. Sex and relationships education is appropriately taught and appropriate attention given to drugs and alcohol abuse. Provision for religious education and collective worship is well co-ordinated and structured.

18. Pupils with special educational needs are well supported. Their needs are very clearly assessed and Individual Education Plans contain clear targets. Teachers take good account of these when planning work for these pupils. They are integrated well in lessons and supported equally well by both adults and other pupils. Those pupils in the RPLI are also very well supported through specific lessons which address their particular speech and language difficulties and when they are integrated into other classes.
19. Classes are all mixed ability and teachers are effective in planning work for pupils of different abilities. Schemes of work have recently been adjusted to reflect recent training on how pupils learn best. However, the impact of this training on pupils' progress has not yet been evaluated.
20. The school curriculum is accessible to all pupils, including those with disabilities. This is due to very good co-ordination and communication between adults, which ensures pupils' needs are constantly reviewed. Gifted and talented pupils are identified using clear criteria and their needs are met from both within the school and from outside.
21. Extra-curricular provision is extensive and includes opportunities in sport, cookery, ICT, art and craft and French. These are well attended. Residential visits in Year 4 and Year 6 are very popular and support pupils' learning as well as their personal development. Multi-cultural days are effective in raising awareness and providing opportunities for fun and enjoyment.
22. The quality and quantity of the accommodation is very good. Resources are plentiful and largely up to date. Teaching assistants complement the work of teachers due to careful co-ordination, planning and effective deployment.

Care, guidance and support

The school provides good care and support for its pupils. It provides good guidance to pupils based on monitoring their achievements.

Main strengths and weaknesses

- Holbrook Primary School is a caring school.
- The school has effective child protection procedures.
- The provision for health and safety is good.
- The school provides good support and guidance for all its pupils.
- There is a good process for the induction of pupils.
- The school currently does not have a formal mechanism for seeking pupils' views.

Commentary

23. Holbrook Primary School is a caring school, which meets the needs of individual pupils well. All pupils are well known and feel respected and valued. Procedures for health and safety and child protection are effective. Pupils have good relationships with all adults in the school. For example, there is good support from the teaching and support staff and there are very good relationships between all adults in the RPLI. The school encourages older pupils to act as mentors for younger ones, for example, acting as playtime and lunchtime buddies or undertaking duties in the library.
24. The school makes good use of its assessment information to provide well-targeted support, advice and guidance for each pupil. Personal development is informally, but effectively, monitored and pupils with behavioral difficulties are given every support in improving their behaviour. The school acknowledges achievement in a variety of ways. In particular, the record of achievement builds a wide and comprehensive picture of pupils' progress and their achievements.

25. There is a good process for the induction of pupils and forming links with children's homes. The reception teacher has a very good insight into home backgrounds and promotes strong home-school links. There are also very good induction arrangements for those pupils joining the RPLI. Relationships with parents of pupils that attend this unit are also very good and valued highly.
26. The school seeks to involve pupils and act on their views. Pupils develop class rules, and teachers respect their ideas. However, there is not currently a school council and so there is not a formal way in which pupils can influence the life of the school.

Partnership with parents, other schools and the community

As at the previous inspection there is a very effective partnership with parents and good links with the community which make a significant contribution to pupils' learning. There are good links with pre-school providers and satisfactory links with the secondary school.

Main strengths and weaknesses

- Parents are kept very well informed about what is going on in school and their children's progress.
- There is good information and guidance for parents so they can support their children's learning. They are encouraged to become involved.
- The school works closely with pre-school providers and there are very good arrangements for introducing parents and their children to the school.
- The school makes good use of community facilities to enrich pupils' learning.

Commentary

27. The school has very effective links with parents and they express approval for most of its work. Some parents are concerned about behaviour. This is the result of a small minority of pupils with significant behavioural difficulties and the school manages their behaviour well.
28. Parents are kept very well informed about what is going on in school through regular newsletters, a monthly events calendar, and an assembly plan. The governors' report and prospectus are good. Annual reports, sent out in the spring term, are good and parents receive a useful update on their children's targets at the end of the year. Pupils with language impairment have a home-school diary and the reception class progress records are regularly shared with parents. There is also a good range of more informal opportunities for parents to become involved in the life and work of the school.
29. The school works closely with parents. The teachers are readily accessible and the school is quick to involve parents when there are problems. A number of families need additional support and the school works closely with them and other agencies on their behalf. The family support worker is a good link for parents and provides improved levels of support through home visits, training and drop in sessions.
30. The arrangements for induction are very good. The school works closely with pre-school providers, in particular the "Badgers" which shares the same site. The reception class teacher also visits homes and discusses children's needs with their parents.
31. The school makes good use of community facilities through school visits and there are many visitors that enrich the pupils' education - the local policeman and doctor being good examples.

LEADERSHIP AND MANAGEMENT

Leadership is good and the school is well governed. Management is satisfactory

Main strengths and weaknesses

- The headteacher has created a very positive school ethos.
- The headteacher and senior management team have a shared view of their educational priorities and provide good leadership.
- The governors fulfil their statutory duties well.
- The school's financial affairs have been well managed.
- The leadership of Years 3 to 6 is not sufficiently focused on essential tasks.
- The management of the school is satisfactory but the school improvement plan and the monitoring of teaching and learning both require improvements.
- Greater clarity and direction is needed in the management of Years 3 to 6.

Commentary

32. The headteacher has created a very positive school ethos, where all are included and valued equally, and give loyally and willingly of their time. The school has a deserved reputation for including all pupils in the life and work of the school and is particularly popular with parents of children that have special educational needs.
33. The headteacher and senior management team have a shared view of educational priorities and how they want the school to develop. Other staff provide good support. The deputy headteacher co-ordinates special educational needs well and the teacher in charge of the RPLI ensures that those pupils' needs are effectively met. The reception class teacher ensures that children get a very good start and the literacy and numeracy co-ordinators have worked hard to introduce the national strategies. Co-ordinators for Reception and Years 1 to 2 and for Years 3 to 6 lead and manage the day to day work of teachers. This is effective in Reception and Years 1 to 2. The leadership and management of teachers in Years 3 to 6 are satisfactory but the co-ordinator is also in charge of mathematics and ICT. Consequently, there is not the same direction and progress; achievement and teaching are satisfactory rather than good or very good as they are in Reception and Years 1 to 2.
34. The school has an up-to-date school improvement plan and senior staff and co-ordinators have identified appropriate priorities for the development of individual subjects and aspects of the curriculum such as assessment. However, the plan for the whole school is largely a collection of these action plans and does not give a strong enough overview for improving the work of the school.
35. The management of the school is satisfactory. Teamwork inside the school is developing well. For example, the formation of a cross-phase numeracy team is well linked to the focus area for school improvement, and is beginning to have a good effect on standards. There is an effective system for the analysis of performance data which tracks each pupil's progress and performance in the core subjects of English, mathematics and science. Weaknesses have been appropriately highlighted and linked to the performance management of teaching staff and the headteacher. This has been successful in enabling younger pupils to achieve well. Pupils in Years 3 to 6 achieve satisfactorily although results in Year 6 are below the average of similar schools.
36. The monitoring and development of teaching is satisfactory. There is a regular programme of classroom observations undertaken by the headteacher and senior staff. However, these are not formally recorded. For example, the headteacher makes "field notes" during her observations; feedback is given to the teachers concerned and targets for improvement set. However, these are not formally recorded and a more structured system is needed to improve the proportion of teaching that is good or better in Years 3 to 6.

37. The governors fulfil their statutory duties well by having clear aims and policies (policies to meet the code of practice of the Commission for Racial Equality are in draft but have not yet been formally adopted), and committees are well supported. The governors share the school's focus on raising standards and work well as a team. There is a good working relationship between the governing body and the school. Governors know the school's strengths and weaknesses, are well informed and have a clear sense of the priorities for its development. The governing body is well trained and their work is broad and effective. The headteacher and subject managers provide good information to governors about progress towards school priorities.
38. The school's financial affairs have been well managed, with good budgeting and advance planning ensuring that the school is well staffed and resourced. The balance carried forward is a little more than recommended but is earmarked for particular projects. Principles of best value are well understood and applied. For example, scrutiny of governing body minutes reveals a clear rationale for the need for an extension to the building. This was evaluated against the educational benefits before the final decision to proceed with the project was approved. This building is now providing useful accommodation for teaching music groups, a base for the Family Support Worker, for assemblies and a parents' meeting room.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	897 397	Balance from previous year	68 078
Total expenditure	901 027	Balance carried forward to the next	64 448
Expenditure per pupil	3 217		

ASSESSMENT OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Assessment of pupils with special education needs is **good** and enables these pupils to be taught well and make good progress.

Main strengths and weaknesses

- Procedures are well co-ordinated by the co-ordinator for special educational needs
- Good liaison with outside agencies and with governors and parents
- IEPs provide a good basis for planning and reviewing pupils' needs
- Teachers are aware of pupils' needs and training is regularly provided to keep teachers up to date; this enables work to be well matched to pupils' needs and they make good progress

Commentary

39. The co-ordinator for special educational needs is very experienced and has ensured the school has good procedures for assessing pupils' special educational needs. She is very well assisted and supported by the teacher in charge of the RPLI. Both give good guidance to class teachers through training, regular meetings and by working alongside them. Liaison with outside agencies is good and enables specialist assessments to be made where appropriate. The involvement of all those who support pupils with special educational needs is very clearly focused on helping those pupils to progress. Liaison with parents and governors is also good.
40. The good quality of assessment enables very clear individual plans to be drawn up. This enables teachers and their assistants to plan work that is suited to the pupils' abilities and stage of development. Work done in class is also assessed well and provides a good basis for reviewing progress and planning next steps.

41. Pupils' work shows a good range of achievements from pupils with special educational needs. Their books show that work is matched to pupils' individual needs and a range of modifications - such as, scribing and modelling by an adult and opportunities to use ICT - have been clearly made to ensure that pupils can access the curriculum appropriately.
42. The work also indicates that pupils with special educational needs make good progress. Most pupils are achieving as much as they can given the nature of some of their needs. Marking is very good and provides much positive support often give clear indications to their pupils of how they can achieve the next step in their learning.

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

AREAS OF LEARNING IN THE RECEPTION CLASS

43. Provision for children in the reception class is one of the strengths of the school and the high standards noted in the previous inspection have been maintained. Children start in the reception class with attainment that is well below that normally expected. Through a very well planned and taught curriculum, children achieve very well in personal and social development, communication language and literacy, mathematical development and knowledge and understanding of the world. By the time they move to Year 1 most have made very good progress towards the early learning goals in these areas although the majority are unlikely to achieve the expected standard for five year-olds. No judgments were possible in creative or physical development.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are keen and eager to learn because teaching is very good
- Adults provide good opportunities for children to choose activities and to learn to get on with each other
- The learning environment makes children feel safe and secure

Commentary

44. The superbly spacious and very well managed accommodation is the result of careful planning on the part of the teacher and her assistants. Each child is known well, having been visited in their home prior to starting and made to feel a valued member of the class. The display of photographs provides a good link with home; children come into a bright and stimulating environment and are made to feel especially welcome. Adults are always on hand to guide children in setting boundaries as they start to join with others in play or more structured activities. Their self-confidence and control, even in this early part of the year, are developing well. Adults listen carefully to children and are skilled in enabling them to take turns and to understand their feelings. This contributes to a growing sense of independence.
45. Particularly impressive is the way children relate to one of their classmates in a wheelchair; they readily include him in their activities and enjoy him being part of small group activities.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The teacher and her assistants create a very strong environment for literacy
- There are many opportunities to develop children's spoken language
- Early reading and writing skills are taught very well
- Children listen to and enjoy stories

Commentary

46. The teacher and her assistants create a lot of opportunities for children to develop speaking and listening skills. Various parts of the room are set up for different role play activities and children readily act out the roles. At this early stage of the year they tend to talk alongside

others rather than with them but are starting to take account of what others say and respond accordingly. The teacher and her assistants actively encourage these activities and spoken language is given high prominence in the daily activities and routines of the class.

47. Teaching is very good. Stories are a prominent feature. Pupils listen in rapt attention and are able to recall the key events, for example of the "Bear Hunt", and looked forward with eager anticipation to the end of the story. Teaching assistants closely observe children's responses to stories and one noted a particularly sensitive response to the questions posed by the teacher which was added to the child's ongoing record. Specific lessons focus on letter sounds and children were learning the letter "b" during the week. They quickly offer a range of simple words beginning with "b" and captions around the room give examples of these words.
48. A simple activity also gave children the opportunity to form the letter and most children could correctly trace over examples provided by the teacher. Only one or two were confident enough to form recognisable letters without this help. However, the writing profiles kept by the teacher show that children's writing develops well and by the end of the year children readily use words and phrases to communicate meaning.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- The classroom provides a very good environment for numbers
- Early counting skills are very well taught

Commentary

49. Displays in the classroom provide many opportunities for children to count forward and back. Simple games, puppets and number lines all reinforce children's emerging understanding of the number system.
50. Teaching is good. The teacher and the deputy headteacher, who takes some lessons with the reception class, demand a high level of oral work and most children can count reliably up to 5 or 6 with some pupils able to go on to 20. Both sessions gave children lots of opportunities to count and the teachers used mathematical vocabulary such as "one more" to challenge children. The deputy headteacher successfully introduced number fans so that pupils could match the correct numeral to a number of objects. The correct formation of numbers is regularly practised and the lessons are supplemented by a good range of activities such as threading beads in sets of two.
51. Work indicates that pupils record simple sums for telling "number stories" (adding up and taking away) - for example, shopping activities such as $5p + 3p$.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- There is a very wide range of activities through which learning is developed
- Children's folders suggest that they make very good progress over the year
- Children are encouraged to observe and comment on the things around them
- ICT is incorporated into many activities.

Commentary

52. The teacher and her assistants provide a very wide range of activities through which children's natural curiosity is developed. Teaching is very good. In the lesson observed, the teacher had collected a range of everyday substances in marked containers and children used their sense of smell to try to identify them. The activity generated a lot of discussion with various opinions ventured. The teacher led and managed the activity very well, ensuring that children took turns and listened to the opinions of others - no small task given the children's enthusiasm!
53. Children's folders also provide many examples of their work. They include growing bean seeds in which changes were observed, pictures of dinosaurs generated using a simple computer program and exploring differences in new and old toys. Photographs also show a wide range of visits, for example to a working farm and local historic sites, and a regular flow of visitors such as the local policeman. The photographs of the African day provide an impressive record of the way in which children are enabled to gain an awareness of the culture and beliefs of others.

PHYSICAL DEVELOPMENT

54. It was not possible to make a judgment in this area although children were seen to manipulate objects, thread beads and use simple tools like scissors, some with good control, but the majority needing to concentrate very hard - for example, to cut along a pre-drawn line. The outdoor play area is very well set up with many opportunities for pupils to move and to improve control and co-ordination.

CREATIVE DEVELOPMENT

55. It was not possible to make an overall judgment in this area. However, a scrutiny of photographic evidence and work on display suggests this area is well organised and children have many opportunities to develop their skills and talents. For example the thick, rich textures used in children's paintings of sunflowers provided a striking classroom display.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision for English is **satisfactory**.

Main strengths and weaknesses

- Standards in English have improved.
- There is good provision for the development of English skills in other subjects.
- Good leadership and management of the subject are helping to raise standards.
- Teaching is good in Years 1 to 2. It is satisfactory in Years 3 to 6 but some teachers do not set high enough expectations for pupils in presentation and handwriting and marking is inconsistent.

Commentary

56. By the end of Year 2, pupils make good progress and achieve well. By the end of Year 6, pupils have made satisfactory progress and their achievement is also satisfactory. At the previous inspection, attainment in reading and writing were identified as below the national average. The school rightly identified English as a key priority for development and has worked hard to improve on this. As a result, overall standards have improved. Work seen shows attainment to be similar to national averages by Years 2 and 6. There is an appropriate breadth and balance in the curriculum. Teaching is good in Years 1 to 2 and satisfactory in Years 3 to 6

57. A clear focus is put on speaking and listening skills. Teachers successfully promote learning through effective questioning and through opportunities for pupils to contribute in lessons; for example, by being able to discuss their work in pairs or small groups, through guided and other group reading activities or using drama to bring the subject to life. For example, Year 5/6 pupils were able to work together in small groups to rewrite scenes from Shakespeare's play, 'King Lear'. After developing the scene, they performed to each other in the school hall. There are also opportunities in more formal settings such as class assemblies. Good relationships ensure that pupils listen well to the teacher and to each other.
58. Pupils' reading skills have improved since the last inspection. Attainment is now broadly average at the end of Year 2 and Year 6. Teachers build on what their pupils already know and pupils practise their skills regularly. By Year 2, most pupils enjoy reading and have the opportunity to read often at home and school. Pupils in Year 6 can discuss the books they are reading, talk about the plot and characters and predict what might happen next. They are able to offer opinions about the author and compare texts with others they have read. The library is an attractive area and pupils use it well. Year 2 pupils know that the Dewey classification system will help them to locate books and most pupils can use a table of contents, index and glossary. Year 6 pupils use the library for personal and independent research. They have satisfactory skills in identifying what they want to know, forming questions to answer, finding books to assist them in this and finding relevant information by scanning and skimming.
59. Writing skills have improved since the last inspection. Basic writing skills are developed well in Years 1 and 2, and in Years 3 to 6 pupils are soundly taught how to write in different ways for different purposes. Handwriting and presentation across the school are more variable. Regular handwriting practice takes place in some year groups and classes, but is inconsistent across the school. Some pupils' writing, most especially in Years 3 to 6, is untidy. Letters are not always formed correctly and there are inconsistencies in size because expectations are not high enough.
60. Marking is inconsistent across the school because it is not guided by a policy. Where it is good, it is used effectively in many classes, helping pupils to be clear what has been accomplished and helping them and teachers to plan the next steps. This is the case in Years 1 to 2 and in some classes in Years 3 to 6. However, in other Year 3 to 6 classes, marking is simply an approval of what has been completed.
61. Pupils with special educational needs and lower attaining pupils achieve well across the school and increase their levels of independence as they progress through school. This is partly due to the good use of well-trained learning assistants who support groups of pupils, building trust, confidence and motivation to work. Tasks are carefully planned for these pupils and support staff and teachers work well together to the pupils' benefit.
62. The multi-sensory approach to work in the RPLI is very effective. English work is well matched to pupils' needs through a wide range of sharply focused speaking, listening, spelling and writing activities. Very good partnership with learning support assistants, speech therapist, and other external agencies helps pupils make good progress and increase their confidence. The learning environment is very stimulating with interactive displays rich in language and appropriate vocabulary.
63. Leadership and management of English are good. The subject manager has successfully ensured that standards have risen steadily as a result of the consistent use of approaches identified in the National Literacy Strategy. Through monitoring and evaluation, she has a clear view of the school's strengths and weaknesses. She plays a key role in developing teachers' skills, knowledge and understanding in the subject. Effective planning, evaluation and assessment systems have been established and outcomes have been appropriately analysed. Assessment procedures are beginning to give a clear insight into pupils' progress throughout the school and areas of weakness are being systematically addressed.

Language and literacy across the curriculum

64. There is good provision for the development of English skills across the curriculum. Opportunities are found in all subjects for pupils to discuss their work. Subject vocabulary is carefully introduced. Pupils often use reading skills to research in other subjects. ICT is used well to support pupils' reading and writing skills. All pupils have good opportunities to practise, apply, consolidate and extend writing skills in other subjects. For example, the work seen in history and geography shows a wide range of writing for different purposes.

MATHEMATICS

65. Provision in mathematics is **satisfactory**. Since the last inspection the National Strategy for Numeracy has been well introduced and implemented and this has enabled pupils to achieve average standards.

Main strengths and weaknesses

- Teaching in Years 1 and 2 is good and pupils achieve well as a result
- The co-ordinator has identified the right priorities for development, there is a good programme of training for teachers, and the school is working closely with the local education authority (LEA) to improve standards
- Whilst teaching is satisfactory in Years 3 to 6, lessons need to be better timed
- Teaching is not rigorously monitored

Commentary

66. Pupils in Year 2 reach average standards. They can add and take away accurately and know that adding is the inverse of subtracting. They can mentally add two coins together to get amounts less than one pound. They work confidently and can make sensible estimates of length. They are not afraid to make mistakes and use notes and jottings to help them work out their answers. Pupils in Year 6 also reach average standards and their work in lessons and that done previously indicates a better level of achievement than the results in national tests suggests. For example, they readily use a variety of methods to multiply large numbers and can choose whether a pie chart or a graph is the best way to represent data they have collected.
67. Pupils achieve well in Years 1 and 2 because teaching is good. Lessons are very clearly planned and include different activities for pupils with differing abilities and identify the support that teaching assistants and other adult helpers are to give. The result is that everyone is clear about what the lesson is to achieve, most especially the pupils. In the best lessons, a brisk pace is set from the start. For example, a group of lower attaining Year 1 pupils could count up to 30 and identify steps of five when they came to them. The teacher demanded that this was done more quickly and pupils readily responded to the challenge and ended up with quicker recall than at the start of the lesson. Pupils' enthusiasm and eagerness are well managed and teachers ensure that pupils work productively and concentrate; so much so that, by the end of lessons, pupils are visibly tired from their efforts.
68. Teaching is satisfactory in Years 3 to 6. Pupils' achievement is satisfactory and they make satisfactory progress. Lessons are well planned and the role of teaching assistants is, as in Years 1 and 2, clearly set out. This enables good support to be given to lower attaining pupils and those with special educational needs and they achieve well. Lessons give high priority to oral and mental work and pupils are encouraged to have quick recall of basic facts and to explain how they arrive at their answer. However, the introductions to lessons sometimes overrun and pupils have little time to complete their tasks, nor does the teacher have enough time to effectively conclude the lesson. Moreover, while pupils endeavour to explain how they

arrive at their answers, they often require support from teachers and teaching assistants before they are fully confident in identifying the problem and deciding which calculations to make.

69. The co-ordinator has worked hard in developing the teaching of mathematics. He has actively worked with the LEA in identifying the key steps in raising standards and has analysed assessment information to focus on key areas of work. The school is very clear on what it has to do and, through staff training, is addressing the right priorities. However, the monitoring of teaching is not rigorous enough to ensure that the impact of this training is improving the quality of teaching, particularly in Years 3 to 6.

Mathematics across the curriculum

70. Teachers take good opportunities to develop pupils' mathematical skills in other subjects. Work in science and geography, for example, involved handling data and presenting results in the form of graphs and charts. In other, more routine situations like taking the register, younger pupils are asked to work out the number of pupils present in the class.

SCIENCE

Provision in science is **satisfactory**, results have improved since the previous inspection because all the required elements of the programme of study are covered and there is a strong emphasis on scientific enquiry.

Main strengths and weaknesses

- There is balanced coverage of the programme of study and teachers plan an interesting range of lessons
- Strong emphasis is given to scientific enquiry and pupils make good progress in using and applying these skills
- Pupils make good use of ICT, numeracy and literacy skills to support their learning
- The new co-ordinator has identified appropriate priorities for development of science

Commentary

71. The sample of work compiled by the school shows that pupils' achievement in Years 2 and 6 is satisfactory and standards are similar to national averages. Pupils in Year 2 can identify the conditions that plants need to grow and set up a simple experiment to test this. They understand that electricity comes through the mains and from batteries. They can construct simple circuits and apply these to a model of a lighthouse made in a design and technology lesson. Pupils also use ICT - for example recording the results of a web-search into electricity, to support their learning in science. Year 6 pupils also attain expected standards. They use a wide range of skills to present their findings from experiments and investigations. They write up reports of the work using a clear framework to create a factual account and draw conclusions. Charts and graphs are used to present results and ICT is used to create pie and bar charts. In planning an investigation into evaporation, pupils used previous knowledge to formulate a hypothesis, ensured that the test was fair, understood the variable as being the position the beaker of water was placed in and noted the need for very accurate measurements in order to be able to prove their hypothesis.
72. Teaching is satisfactory in Years 1 to 2 and in Years 3 to 6. In the three lessons seen, two were satisfactory and one was as good. All lessons are clearly planned and effectively take account of what has been learned before. Often this is by using "mind-maps" at the start of topic, where pupils note down what they already know. Teachers pose good questions and encourage pupils to think in a "scientific" way. Tasks and activities capture the imagination of

pupils and they respond well. For example, Year 5 pupils used their knowledge of the evaporation and condensation cycle to write the diary of a raindrop. Some imaginative pieces showed good scientific knowledge and the application of key literacy skills.

73. The science co-ordinator is new in post and has not had time to conduct a full review of standards and provision in science. She has, however, identified appropriate interim priorities for development and is currently drawing up a more comprehensive procedure for assessing pupils' progress. This is an appropriate priority and should enable the school to identify areas in which pupils' attainment and progress can be further improved.

INFORMATION AND COMMUNICATION TECHNOLOGY

There has been good improvement since the previous inspection and provision for information and communication technology (ICT) is **good**.

Main Strengths and weaknesses

- Pupils are taught well throughout the school and pupils are very enthusiastic about their work in ICT and this greatly assists their learning.
- Pupils steadily gain good skills and knowledge in ICT
- ICT is well developed and is systematically planned for in many classes.
- ICT is used effectively across other subjects.
- The school has good resources for the teaching of ICT. The acquisition of these resources and the general improvement in ICT provision since the last inspection has been well led and managed.
- Monitoring of teaching and learning has still to be established.

Commentary

74. Pupils' standards of attainment are above average and they achieve well. . By Year 2, pupils can: enter, save and retrieve their work; use ICT to generate and record their work, for example using a digital camera to record their design and technology work; can plan and give instructions to make things happen, for example using a Logo program to design a flag and program a robot. By Year 6, pupils have good skills in all aspects of ICT. For example, in a Year 5/6 class, pupils used the Internet; located a search engine; found information about St Lucia; selected and copied an image and put it in a multi-media presentation before refining the presentation for an appropriate audience - all within one lesson!
75. Pupils are taught well throughout the school. Teachers demonstrate quickly and effectively. They show confidence and respond to pupils' questions accurately and thoroughly. Technical vocabulary is used frequently and pupils are challenged by the activities and persevere until they have successfully completed their tasks. Teaching assistants also use ICT well. This creates great enthusiasm amongst pupils: they readily talk with, help and support each other.
76. The school has used available funds and expertise well in providing accommodation and resources of good quality. Each area of the ICT curriculum is supported by relevant hard- and software and on-going training means that teachers use these resources well.
77. Leadership and management are good. The subject manager gives a clear sense of direction and staff are clear about their roles and responsibilities. The use of assessment information to plan work to meet the wide range of needs in the class has been effectively implemented and the subject manager has a good overview of standards and quality throughout the school. However, direct monitoring of teaching and learning has still to be established in order to identify precisely where support of teaching is required. The school has a clear Internet safety policy which is shared with staff and pupils, but has not been shared with parents recently.

Information and communication technology across the curriculum

78. ICT is used well to support work in other subjects. Pupils in Year 2 used a paint package to create pictures in the style of Piet Mondrian and generated designs for a model lighthouse. In Year 6, pupils worked play scripts directly onto the computer and created pie and bar charts to present the results of a science experiment. There are also good opportunities for pupils to use ICT outside lessons. For example, there is an ICT club at lunchtime, pupil librarians use the computers for creating posters and information and the library has a bar code reader which the librarian uses to issue books. Year 4 pupils also led an assembly using a well prepared PowerPoint presentation.

HUMANITIES

79. In humanities, work was sampled in **history and geography** with only one lesson seen in history. The following points are based on this and an examination of pupils' work in exercise books, portfolios and on display around the school.
80. Pupils in Year 2 and Year 6 make expected progress and achievement is satisfactory. Standards in both subjects are broadly average. In history, Year 2 pupils wrote moving letters to their mother in the character of Florence Nightingale, outlining their hardships. Year 5 and 6 pupils construct detailed timelines ranging from 3200 BC (ancient Egypt) to 1992, the year in which most were born. In geography, Year 2 pupils understand simple maps and Year 6 pupils understand climate conditions around the world
81. The history lesson observed in Year 2 was very good. The teacher had gathered an interesting collection of old toys and set imaginative tasks for each ability group in the class. Pupils quickly became absorbed in trying the toys out. They could describe the differences and made up a "museum" like display and effectively described their "exhibit" to the rest of the class

Religious education

Provision is **satisfactory**.

Main strengths and weaknesses

- Standards have improved since the previous inspection
 - Leadership is good
82. Standards of attainment are in line with the locally agreed syllabus, an improvement on the previous inspection when they were below. Pupils in Year 2 and Year 6 make expected progress and achievement is satisfactory. Year 2 pupils know about different religions and Year 6 pupils show a clear understanding of what prayer is and the reasons for worship. In Year 4, pupils showed a good understanding of faith in drawing a diagram about "Things I have faith in but can't prove" which spanned things ranging from Father Christmas to friendship.
83. In the lesson seen in Year 1, teaching was satisfactory. The story of "Dogger" was well chosen and the teachers sensitively enabled pupils to explore their feelings for precious things. They readily described an item that was precious and special to them and wrote simple sentences to go with a picture they drew
84. Leadership and management of religious education are good and the co-ordinator gives effective support to other staff. She carries out regular monitoring of pupils' work which informs her action plan, the main priority being to improve assessment in religious education

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

85. The following points are based on evidence from a limited sample of observations along with an examination of pupils' work in exercise books, portfolios and on display around the school.

Commentary

Design and technology

86. No overall judgment on standards, achievement or teaching was possible. However, a good scheme of work has been drawn up and a process for assessing pupils' attainment is in place, both being improvements since the last inspection. The scheme of work identifies the key skills of designing, making and evaluating and each unit of work is usefully supplemented by examples and guidance. This enables teachers to plan interesting activities through which pupils can develop these key skills.
87. Pupils in Year 2 made good use of ICT to generate designs for a lighthouse and included a circuit diagram to show how a battery and bulb were to be incorporated into the model. Year 4 pupils made a wheeled vehicle and their evaluations of the finished model noted the need to improve their skills in sawing and fixing the wooden frame. Year 6 pupils designed biscuits to fit in with a Christmas theme. The recipes included clear step by step instructions and noted the need for good hygiene in handling food and utensils. Their evaluations of taste and appearance showed a good appreciation of the needs of the consumers.
88. The co-ordinator has worked hard to support teachers' planning and ensure that design and technology is taught as required. However, she has only just started to monitor pupils' standards of attainment.

Music

89. No overall judgements on standards, achievement or teaching were possible. At the last inspection, music was identified as a weakness. However, there is not currently a co-ordinator and the school's own evaluation suggests that further development work is needed to bring standards up those expected.
90. Only one Year 4 lesson was seen, where teaching was satisfactory. The teacher's subject knowledge and planning were satisfactory. Work was appropriately matched and pupils could perform rhythmically and vocally improvise repeated patterns. Most were able to listen and recall sounds, maintain a simple clapping rhythm and appraise each other's performance. Pupils were enthusiastic, persevered and demonstrated good attitudes in the lesson. The school offers a range of peripatetic music lessons which are very popular.

Art

91. Pupils develop a wide range of artistic skills in Years 1 and 2, and progress and achievement is good. However, this range and coverage is not sustained in Key Stage 2. Progress slows, so that by Year 6, pupils achieve average standards.
92. No overall judgement on teaching is possible because only one lesson, in Year 4, was seen. This was unsatisfactory because the activity expected of the pupils was not sufficiently challenging, pupils consolidated previous skills and their learning was not sufficiently extended. ICT is used well to help pupils research an artist and to create work. There is a wide range of high quality displays of pupils' work around the school, which helps to create a welcoming, stimulating environment.

Physical education

93. No overall judgments on standards, achievement or teaching were possible. Only two lessons were observed one in Year 2 and one in Year 5. Both were well organised and pupils were extremely active and enthusiastic. However, in both lessons, teachers' subject knowledge was not secure and this needs to be improved through training so that pupils make better progress and achieve more. The lesson in Year 1 was unsatisfactory because the teacher did not point out to pupils what they needed to do to improve.
94. The accommodation and equipment for physical education are very good, allowing for all aspects of the subject to be taught. There is a good range of clubs, which are well attended. Pupils in the gymnastics club ranged from Year 2 through to Year 6 and all were taking an active part.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

95. It was not possible to undertake direct observations of these aspects during the inspection, so no judgements on standards or teaching are possible. However, there is a programme of personal, social and health education (PHSE) and matters such as feelings and friendships are directly taught in distinct PHSE lessons. Pupils have many opportunities to meet and talk with people who live and work in the community and older pupils act as "playground buddies" in befriending and helping others. However, there is not currently a school council through which pupils can become involved in decision making about matters that interest and affect them.

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	2
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	4
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	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
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	3
The school's links with other schools and colleges	4
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
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).