

INSPECTION REPORT

RABBSFARM PRIMARY SCHOOL

Yiewsley, West Drayton

LEA area: Hillingdon

Unique reference number: 102408

Headteacher: Mike Cassidy

Lead inspector: Jo Cheadle

Dates of inspection: 27th – 30th October 2003

Inspection number: 257261

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Community
School category: Primary
Age range of pupils: 3 to 11
Gender of pupils: Mixed
Number on roll: 356

School address: Gordon Road
Yiewsley
West Drayton
Postcode: UB7 8AH
Telephone number: 01895 444971
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Appropriate authority: Governing body
Name of chair of governors: Mr Robert Evans

Date of previous inspection: June 1998

CHARACTERISTICS OF THE SCHOOL

Rabbsfarm Primary is a school for boys and girls between the ages of 3 and 11 years. There are currently 356 pupils on roll, organised into 14 classes, including a nursery class for 56 children. Pupils at the school have mainly white British backgrounds, although other ethnic groups are represented, the largest group being pupils of Asian origin. The proportion of pupils who are learning to speak English is high and increasing. The school is situated in a residential area with a mix of housing and social circumstances. It is located close to Heathrow Airport and many parents are employed in various jobs linked to the airport. The school has a larger proportion of pupils than would be normally expected who need support for their special educational needs, including those with statements. Attainment on entry to the school is generally below average. Language skills are the weakest aspect in standards on entry to the school.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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11104	Michael Fleming	Lay inspector	
32142	Beryl Richmond	Team inspector	Science, history; provision for the Foundation Stage
24137	Gail Robertson	Team inspector	English, geography, special educational needs, English as an additional language
21372	Ken Hobday	Team inspector	Mathematics; religious education, music, physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Rabbsfarm is an effective school. Pupils achieve well and develop very positive attitudes to learning. Very good leadership and effective management have enabled the school to improve well since the last inspection. Teaching is good overall and a high proportion of very good and excellent teaching was observed during the inspection. Staff and governors highly value and actively promote the school's very good ethos. Governance is satisfactory overall. The school provides good value for the finance it receives.

The school's main strengths and areas for improvement are:

- the very good leadership of the head and deputy;
- very good teamwork by all members of staff;
- good teaching, particularly in English, mathematics and science;
- pupils' very positive attitudes to learning;
- good levels of care, support and welfare for pupils and a very good approach to including all pupils;
- standards in music by the end of Year 2 and standards in religious education throughout the school are not high enough;
- attendance is not good enough.

How the effectiveness of the school has changed since the last inspection

There have been many staff changes at the school since the last inspection and recruiting teachers to permanent, long-term posts has not always been easy. The headteacher has skilfully appointed staff who share the same vision and enthusiasm and has successfully built a capable and committed team. For this reason, the overall effectiveness of the school has improved well since the last inspection. In particular, the provision for children in the nursery, special needs work, pupils' interest and motivation and the general quality of leadership and management have all improved.

STANDARDS ACHIEVED

Year 6 results

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

Key: A - well above average; B - above average; C - average; D - below average; E - well below average

Similar schools are those whose pupils attained similarly at the end of Year 2

Children join the nursery with a range of skills and experiences but overall standards are lower than would be expected for their age. This is because many children's language skills are weak which affects their learning in all areas. Some children do not speak English when they start and need special help to learn quickly. Many children need support to listen carefully and be ready to learn. In the nursery and reception classes, this support is effectively provided and children achieve well. They understand the expectations of school life, settle into good learning habits and improve their language skills. In social and personal development and mathematics, children achieve expected standards. However, children do not meet the goals for early learning in language and other aspects of their work, so standards on entry to Year 1 are below expectations.

Pupils continue to achieve well throughout the school. By the end of Years 2 and 6, standards are average overall. In music standards are lower than expected at the end of Year 2 In religious

education standards are below what would be expected by the end of Year 2 and Year 6. Standards in information and communication technology are also below expected levels by the end of Year 6. This is not because pupils do not achieve well enough, but simply because the expectations of what they should achieve by the end of the year are now higher and the current Year 6 pupils have not had enough time to learn all that they need to meet the new expectations.

Test results in 2003 were below the national averages for Year 2 and Year 6, but pupils achieved well on their starting levels. Both year groups included a higher than normal proportion of pupils who needed support for their special needs. Test results in general are improving at the school, as there is a steady increase in the number of pupils who achieve expected levels.

QUALITY OF EDUCATION

The school provides a **good education** for its pupils. The quality of **teaching** is **good overall** and pupils make good progress. There is good teaching in all year groups. Teaching is of a consistently high quality in Year 6. The **curriculum** is **appropriately planned** and there is a **satisfactory** range of **extra activities** that extend pupils' learning. **Care** of pupils and the **support and guidance** they are given is of a **high** quality and **good** attention is given to pupils' **health and safety**. However, the general cleanliness and state of repair at the school are **unsatisfactory**. The school works in **close partnership with parents, other schools and the local community**. The school understands clearly that parents have a very important role to play in their children's learning.

LEADERSHIP AND MANAGEMENT

The **headteacher** has a **very clear vision** of what he wants to do at the school. The deputy head shares this vision, and they work **effectively** together. Senior managers contribute **well** to the school's development. Because leadership is very strong and there are good management systems, the school has continued to improve even when there have been many changes in staff. Team spirit is very sensitively and productively promoted by the headteacher and this is key to the school's success. The school has a **very good ethos** and teaching and non-teaching staff feel valued and able to contribute to developments. Some subject managers are new to their roles, but many are already making a difference. The governors, many of whom are new, support the school well and carry out their statutory responsibilities as they should. As yet, they do not fully assist the school in planning for the future.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents are happy with the opportunities provided for their children and are supportive of the school's work. Some parents feel that pupils do not behave well enough. Inspectors did not find evidence to support their views totally. They recognise that some pupils need support to behave well, but the school has good strategies to deal with this. Pupils behave well in lessons and in the playground. However, pupils themselves do not think that behaviour in the dinner hall is good enough. Inspectors agree with their opinion. Pupils are proud of their school and enjoy the work they do. They are very fond of their teachers and other staff and talk readily about the help they receive.

IMPROVEMENTS NEEDED

To raise standards the following aspects need to improve:

- improve standards in music and religious education;
- work with parents to improve attendance;
- improve the cleanliness and general appearance of the school;
- develop the governors' role in planning for the school's future.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall, pupils' achievements are **good**. Standards in English, mathematics and science are **average**. Pupils who learn to speak English while they are at the school most often achieve **very well**.

Main strengths and areas for improvement

- Children in the nursery and reception classes achieve well
- Pupils achieve well in English, mathematics and science throughout the school
- National test results are improving and the school has three Achievement Awards
- Standards in English in the current Year 6 classes are below average overall
- Work in mathematics is pushing pupils to achieve good results at the end of Year 6
- Pupils achieve well in ICT
- Standards in religious education are below average
- Standards in music are below average by the end of Year 2

Commentary

1. The good Foundation Stage provision enables children in the nursery and reception classes to settle quickly, improve their listening and concentration skills and start to understand about learning and school expectations. Their knowledge and skills are generally lower than would be expected when they start school and language skills are particularly poor. For this reason there is not enough time to meet the goals for all aspects of early learning by the end of the reception year, but children achieve well overall. By the time they enter Year 1, they have reached the goals for personal and social development, which means that they can take turns, listen to others and follow instructions. They also meet the goals in mathematics. In physical and creative development, children achieve satisfactorily and almost meet the goals by the end of the reception classes. Their limited language skills hinder progress in developing knowledge and understanding of the world, so the goals for this aspect of learning are not met. Their language and communication skills improve significantly, but are still lower than expected levels by Year 1.
2. The good start made in the nursery and reception classes means that pupils can quickly build on previous learning. They achieve well though Years 1 and 2 and standards are average overall by the end of Year 2. Good achievement continues through Years 3 to 6, and despite the fact that a high proportion of pupils join and leave the school through these year groups, standards remain average overall by the end of Year 6. Achievements in English, mathematics and science are consistently good because:
 - the school recognises that pupils' language skills are weak and pays good attention to developing literacy skills through all aspects of learning;
 - the needs of pupils who are learning to speak English are carefully met in lesson planning and teaching;
 - pupils with special educational needs are well supported to ensure that they are given the best learning opportunities and learn as well as all other pupils;
 - teachers are well supported in developing skills to make teaching and learning effective in these three subjects;
 - subject co-ordinators lead and manage well;
 - pupils joining the school late are well supported and helped to catch up;

- pupils develop very positive attitudes to learning and try hard, even when work is a struggle.

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

Standards in:	School results	National results
reading	14.7 (14.2)	15.7 (15.8)
writing	12.9 (13.4)	14.6 (14.4)
mathematics	14.3 (16.2)	16.3 (16.5)

There were 44 pupils in the year group. Figures in brackets are for the previous year.

3. The school's results in national tests vary from year to year dependent on the starting levels of pupils taking the tests. Overall, while the proportion of pupils meeting expected levels might not always be in line with national averages, the school's results show an increased number of pupils achieving the expected levels by the end Year 6. Moreover, the school's tracking systems are now clearly providing evidence to show that even when pupils do not reach expected levels, they have achieved well on the levels with which they began. In the case of pupils who are learning to speak English, achievement is often very good, since they began with well below average levels and often meet expected levels by the end of Year 6. The school has identified where there are gender differences in results. While these differences are not very significant, strategies are in place to enable boys in Year 6, for example, to do as well as possible in writing. The group taking tests in 2003 included a high proportion of pupils with special educational needs and some pupils who were relatively new to the school. Teachers focused on developing literacy skills as a first priority. Their efforts were successful in helping children do well in English tests, where a similar proportion as the national average attained expected levels. Most importantly, however, pupils' achievements in English were at least good overall, providing them with a firm foundation for future learning at secondary school. Results were also average in science, but not as good in mathematics. Nonetheless, achievement was good in both subjects. In recognition of improving test results, particularly at the end of Year 6, the school has received Achievement Awards for three years running.

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

Standards in:	School results	National results
English	27.0 (25.8)	27.0 (27.0)
Mathematics	26.2 (25.9)	27.0 (26.7)
Science	28.7 (27.8)	28.8 (28.3)

There were 38 pupils in the year group. Figures in brackets are for the previous year.

4. Pupils achieve particularly well in Year 6, because teaching is very effective. Setting arrangements for English and mathematics ensure that the work planned is very relevant to the pupils and challenges them well. While standards are currently below average in English, good teaching is encouraging good progress and there is every possibility that the majority of pupils will achieve average standards by the end of Year 6. This will be a significant achievement, as a good proportion of the pupils need support for their special educational needs in literacy. Most pupils with special educational needs make good progress overall as a direct result of the good support and carefully planned work they receive in small groups. Individual educational plans are well thought out, so that they support teachers very well in planning for pupils. In mathematics, many pupils are already achieving expected levels and predicted outcomes are for the majority to achieve above average results. Such results would demonstrate pupils' very good achievements, as starting levels were well below average in language and below average in mathematics.

5. As at the time of the previous inspection, pupils achieve well in ICT. Unlike the last inspection though, pupils do not attain expected levels by the end of Year 6. This is because the requirements for ICT have changed significantly over the past years and more is expected of Year 6 pupils. The school has worked hard to keep abreast of changes and for this reason progress and achievements have remained good. However, time has run out for the current Year 6 group to achieve the expected levels in all aspects of their work, particularly in the use of ICT to control and instruct devices. They will experience this work, but it is unrealistic to expect all pupils to meet the required standards by the time they leave. Good foundations have been built for future learning.
6. Pupils are not doing as well as they should in religious education, simply because work is not organised well enough. At the time of the inspection, the school's agreed syllabus was not available and it was clear that some pupils are not provided with enough time to learn in religious education. The school's very good ethos, commitment to inclusion and very positive relationships all support pupils' social, moral, spiritual and cultural development, but very little is currently gained from religious education. In music, standards are below expectations by the end of Year 2. While pupils enjoy singing, the good standards referred to in the last report are not evident and there is little opportunity for pupils to compose and perform. Standards are better by the end of Year 6, but overall achievements are only satisfactory because not enough progress is made earlier in the school. In all other subjects standards meet expectations. Pupils achieve well in history and geography and these subjects effectively support the development of literacy skills.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to their work and towards others in the school are **very good**. Pupils' behaviour is **good**. Pupils' moral and social development is **very good**, their cultural development is good and their **spiritual** development is **satisfactory**.

Main strengths and areas for improvement

- Children in the Foundation Stage quickly develop positive attitudes and good working habits
- The school stimulates a desire to learn in pupils and their interest in school life is very good
- The school engenders a willingness to be enterprising and to take responsibility in pupils
- Relationships are very good
- Pupils' behaviour is good in lessons, the playground and assemblies because pupils are clear about the rules for behaviour and the consequences
- Pupils' behaviour is not good enough in the dinner hall
- Some parents do not make sure that their children are at school when they ought to be

Commentary

7. Children in the nursery and reception classes make good progress in their personal and social development because all staff have high expectations about their attitudes and behaviour. Staff understand well how to promote children's social skills and self-esteem and set high expectations for listening, being helpful and being responsible, which even the youngest children try hard to achieve. The vast majority of pupils have very good attitudes to their work and to all aspects of school life. They participate very well in various interesting opportunities offered to them during the school day and in after-school clubs. Staff give pupils good opportunities to take responsibility and pupils are keen to do this. Two pupils represent each class on the school council and have been effectively involved in helping to plan and implement improvements, such as the new playground equipment. Staff model good relationships well for pupils and consequently relationships throughout the school are very good.
8. Standards of behaviour throughout the school are good. The pupil questionnaire indicated that a significant number of pupils felt that other pupils do not behave well. Some parents felt that

bad behaviour is not dealt with firmly enough. In the vast majority of lessons observed, staff managed pupils well, resulting in good standards of behaviour. The school is an orderly community. Pupils listen well, take turns well and move about the school sensibly. They are polite and respectful, holding doors open and being generally pleasant to visitors. Most pupils with special educational needs behave well in lessons and break times. Those that find it hard to behave co-operatively have behaviour targets and try hard to achieve them. They have good support and 'a listening ear' in the learning mentor. Behaviour in the dinner hall, however, is not good enough. This is because pupils shout rather than speak. Consequently it is not a pleasant time for pupils to chat and listen, as they cannot hear the person sitting next to them. It is not an opportunity to develop good eating habits and social skills, as the atmosphere is fraught. Food is thrown on the floor and the respectful and thoughtful attitudes seen in lessons are totally absent. Midday supervisors consistently remind pupils about appropriate behaviour, but their words fall on deaf ears. During the inspection the senior supervisor attended a meeting with the school council to talk about the problems. The pupils themselves will think about ways to improve lunchtime arrangements. There have been incidents of bullying in the past and the school has a clear policy about such behaviour. Parents are happy that these incidents are dealt with quickly, seriously and with positive results. Pupils understand the consequences of bullying, racist or sexist behaviour and none was observed during the inspection. Pupils said that such incidents were rare.

9. Staff use their very good knowledge of pupils and their families to understand the reasons for poor attendance. The school has established good systems for improving attendance and punctuality with the particular help of non-teaching staff and others such as the educational welfare service. This has been successful with some pupils whose excessive absence or habitual lateness at the start to the day has been identified. Nevertheless, some parents' resistance to good advice and support and some pupils' persistent problems keep the level of attendance well below the national average and the rate of unauthorised absence well above the national average.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	5.3	School data:	2.4
National data:	5.4	National data:	0.5

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

10. The school develops pupils morally and socially very well. There is a clear code of behaviour that is on display in every classroom and shared with parents. The positive results are seen in all but pupils' attitudes and behaviour in the dinner hall. Staff plan very good opportunities to develop pupils' social skills. In lessons, pupils discuss their tasks, work in pairs and groups and develop a social conscience by contributing to fund raising events. For instance, pupils filled shoeboxes to send as gifts to children in Romania. The school prepares pupils well for life in a culturally diverse society. The school has worked with support for ethnic minority groups for the last two years and has improved its range of multicultural resources. Pupils benefit from learning about other cultures from other pupils and their teachers. They understand that all cultures have differences and similarities. They know that their Muslim friends live a different life in our British culture than their parents and grandparents may have done in the past. This good development of understanding and knowledge contributes significantly to racial harmony at the school. Staff appreciate the good support that parents give by providing resources for lessons.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	234	7	0
White – Irish	4	0	0
White – any other White background	10	0	0
Mixed – White and Black Caribbean	7	0	0
Mixed – White and Black African	4	0	0
Mixed – White and Asian	5	0	0
Mixed – any other mixed background	5	0	0
Asian or Asian British – Indian	15	0	0
Asian or Asian British – Pakistani	3	0	0
Asian or Asian British – Bangladeshi	11	0	0
Asian or Asian British – any other Asian background	3	0	0
Black or Black British – Caribbean	7	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	7	0	0
Chinese	0	0	0
Any other ethnic group	40	0	0
No ethnic group recorded	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

Teaching and learning

The overall quality of education provided by the school is **good**. Teaching is good overall and has many very good aspects. As a result, pupils enjoy learning and make good progress overall.

Main strengths and areas for improvement

- All teachers have good skills and knowledge
- Teaching assistants are very effective in their work
- Teaching is consistently strong in Year 6
- Teachers have high expectations about behaviour and conduct and pupils know that behaving well helps them to learn well
- Pupils with special educational needs learn well
- Teachers and pupils respect and trust each other
- Teachers use interesting themes, resources and methods to keep pupils interested and enthusiastic about their work
- Teachers make increasingly effective use of the information they have about pupils to plan for their learning

- Teaching in some lessons during the inspection was unsatisfactory, but not indicative of the general quality of teaching in any class

Commentary

11. All teachers at the school have the necessary skills and knowledge to help pupils learn well. Many have been trained overseas and some are relatively new to the profession, but all are confident and capable and make it their business to develop the areas where they are weakest. Enthusiastic, like-minded teachers have been appointed to the school. They work and learn well together. The very high quality of teaching assistants has ensured that even when teachers have changed, there has been consistently good support in lessons to help pupils steadily improve. The school now has a full complement of quality staff and learning and standards are benefiting as a result. English and mathematics have been the focus for school improvement and teachers have solid skills in both subjects. They provide detailed, specific planning in literacy and numeracy to ensure that pupils' needs are fully met. The special needs co-ordinator maintains an overview of work provided for pupils with particular needs to ensure that they make good gains in their learning. Teaching in these key aspects of learning is consistently good and pupils make good progress. Good learning in literacy is exemplified by the efforts of special needs pupils. One Year 5 pupil wrote the following poem after clear exemplification of poetry structure using questions and accurate punctuation (spellings are the pupil's own):

The inspectors arrived today
 Are we still allowed to play?
 What will they be looking at?
 Us all sitting on the mat?
 Will they be looking at the teacher's every move?
 Are they looking at ways we can improve?
 Do we have to be well behaved?
 Can are (our) teachers and school be saved?
 How long are they gowing to stay?
 Was it maybe Thursday they would go away?
 I'm sure I heard someone say,
 Then teachers and pupils can shout hooray.

Summary of teaching observed during the inspection in 52 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2 (4%)	12 (23%)	20 (38%)	14 (27%)	4 (8%)	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.

12. Teaching is particularly strong in Year 6 Teachers provide the right level of challenge and support to encourage good, and sometimes very good, progress and help pupils to achieve the best levels possible by the end of the year. They clearly understand that pupils started in Year 6 with levels lower than had been expected, and that the year group has had disruptions to their learning because of changes in staff. They know that the heat is on to move pupils quickly forward. In lessons, no opportunities are lost. Setting for mathematics and English enables a good match of work to pupils' needs. Lessons are interesting and good fun, so that pupils are motivated to concentrate and persevere. Even when work is difficult, they try hard, because the ethos is positive and rewarding. Lower attaining pupils are confident to use new vocabulary, for example, because they know that even if they are not correct their efforts will be recognised. Teachers work very effectively with a skilled teaching assistant who knows the pupils and their needs very well. The impact of this is that achievements through Year 6 look likely to be very good.

13. All teachers have the same regard for good behaviour and polite and pleasant conduct and this supports pupils' learning well. Expectations are made very clear and consequences of not living up to school expectations are consistently applied, with the result that behaviour in lessons is good and pupils' learning is very seldom disrupted. Teachers and pupils show clear evidence of mutual respect and trust and pupils understand that when the teacher is cross, it is always for a justifiable reason. Pupils think that teachers are fair. They like their teachers and relationships with them are very positive. There are some pupils who need specific support for their behavioural needs and this is effectively provided. The special needs co-ordinator liaises well with support staff and teachers so that pupils' needs are clearly understood and the best strategies are used. For this reason, this group of pupils are included well in all activities. Individual education plans are clear and precise and through them, good individual support is given to develop pupils' literacy skills. The co-ordinator provides individual help for some pupils. She is supportive and encouraging and her sensitivity to pupils' needs encourages them to give of their best. The teaching of pupils with English as an additional language is good. When they are at the early stages of learning English, teachers work successfully with the local education authority's Ethnic Minority Achievement Service team to support pupils' learning. For those who are confident in English, teachers and learning support assistants provide effective support in lessons and pupils take a full part in all activities. The focus on including these in all learning opportunities is very good and therefore they most often achieve very well in learning to speak English.
14. Pupils benefit from the interesting mix of their teachers' past experiences and cultural and professional differences. While equally effective, teaching styles are varied and this makes learning interesting. When teachers use their own experiences from travel or life at home in another country, lessons have a relevance and pupils are motivated to listen carefully and ask questions. This clearly benefits their literacy skills. Teachers make good use of a range of resources and topics to stimulate pupils' thoughts and ideas. Ample opportunities are given for pupils to talk to each other and contribute to whole class discussions. Their oral contributions are checked and corrected and teachers are aware of the differences in spoken English from different countries and work hard to develop pupils' use of standard British English. Pupils make good progress in appreciating dialects and differences in meaning between English at home and overseas. A few parents expressed concern about language development as a consequence of the high number of teachers from overseas. These concerns were not founded. On the contrary, teachers give priority focus to the development of good literacy skills in line with the school's plans for improvement. If pupils try to copy teachers' accents, this is a temporary, fun thing to do and has no long term negative effect on their developing skills. Pupils' learning in literacy is good.
15. Over the recent past, there has been positive attention paid to assessing pupils' work and using this information to plan the next steps in learning. The result of this is that most lessons have very clear and relevant learning intentions with tasks well matched to the prior attainment levels and needs of groups. Because work is at the right level of interest to pupils and presented in a suitable way, pupils are all included in learning and make the same good progress. In two of the unsatisfactory lessons observed, a teacher new to the age group did not make the best use of assessment information and work was planned that was either too hard or too easy. In the few lessons where teaching and learning were unsatisfactory, each teacher taught good lessons on following observations. Work samples, classroom environments and discussions with pupils provided clear evidence that the unsatisfactory teaching seen was very definitely not the norm. In general the problems with these lessons were that teachers talked too much or didn't have a secure enough handle on the subject. This was the case in some religious education and music lessons seen.

The curriculum

The overall curriculum is **satisfactory**. Satisfactory extra-curricular provision enriches the curriculum. The accommodation is satisfactory overall, but the decoration and general cleanliness inside and out are unsatisfactory. Staffing is good and many of the teachers are from overseas, bringing a cultural wealth of expertise to the school.

Main strengths and areas for improvement

- The school plans a wide variety of interesting activities that are meaningful to the pupils
 - The current timings for subjects are too heavily weighted on literacy
 - Insufficient time is given to some subjects
 - Some pupils miss their physical education lessons
 - The provision for pupils with special educational needs is very good
 - The provision for pupils with English as an additional language is good
 - There is no scheme of work for personal, health and sex education
 - Pupils in the Foundation Stage do not have equal access to a good outdoor environment
16. The curriculum meets the requirements of the National Curriculum. This is a similar finding to that in the last inspection. The quality and range of learning activities are good; the school includes personal, health and social education covering sex education and drugs awareness to older pupils, circle time and religious education. The national strategies for literacy and numeracy have had a positive impact in raising pupils' standards.
17. The curriculum is heavily biased towards English as a result of identifying pupils' priority needs. While this has brought about improvements, teachers are now much better at linking subjects and literacy skills are well developed through other learning. However, the time allocated for other subjects is sometimes brief. Some subjects are paired and taught in alternate terms or half terms, which means that subject knowledge and skills are sometimes explored too superficially to make an impact. In some cases, such as in music and religious education, knowledge gained is quickly forgotten. The school has recognised that more creativity is needed to link subjects across the topics that are offered, so that too much English does not turn pupils off and so that subjects all receive appropriate time allocation. The best topics of work are planned so that many subjects come together to create a richness of experience, which is relevant and an exciting way to study. This was true for the Greek project in Years 3 and 4 in which aspects of Ancient Greek life were explored through English, history, geography, art and personal, health and social education. Sometimes pupils miss their physical education time because they receive extra literacy support. This benefits their skills in English, but they are missing out on the equal entitlement to all subjects of the curriculum.
18. The provision for pupils with special educational needs is very good. The additional adult support is effectively planned for by most of the teachers. At times pupils are withdrawn for individual lessons with an adult. These are well focused and matched to a pupil's specific need as identified in their individual educational programme. Last year, the school made very good use of national programmes to boost pupils' reading, writing and mathematical skills. As a result, pupils with special educational needs have access to all areas of the curriculum and are fully included. Pupils who are learning to speak English also have good and equal access to the curriculum. Teachers are fully informed about their needs and keep good records of their progress. They are carefully monitored through the curriculum to ensure they acquire English in a systematic way. All pupils, regardless of ability, gender or ethnicity, have equal access to the opportunities that the school provides. This includes equal access to a suitable range of extra-curricular activities. As in the last report, the school makes good use of the school grounds and local area; for example, in geography the Year 4 pupils try and identify water sources in the school.

19. The school's accommodation is satisfactory. The grounds are large and made interesting for pupils with adventure areas, benches and spaces to be quiet and relax. There are six temporary classrooms across the playground from the main school. Pupils cope well with the movement to and from the main building, but the situation is not ideal. While classrooms and displays are lively, bright and interesting, the general appearance of the school is shabby and in need of a good clean and general refurbishment. Pupils in the nursery have good outdoor accommodation. In one reception class there is an additional outdoor activities space. The second reception class does not have such an area. Young children's access to play space is therefore not equal. Teaching staff levels are good and there are a very good number of well-trained teaching assistants who provide good support for pupils with behavioural, educational and language difficulties, ensuring that they are included in all learning and enabling the teachers to meet their needs effectively.

Care, guidance and support

The school is a friendly and caring community where children feel secure and are confident to ask for help. Pupils' needs are understood well; they are offered **good** guidance and support. Systems for ensuring pupils' health and safety are **good**.

Main strengths

- Teachers and non-teaching staff know pupils well and develop good relationships with them
- Pupils feel happy and secure at school and are involved in decision making
- Teaching and non-teaching staff take good account of the needs of all pupils
- Systems for tracking pupils' progress and providing the right support for their academic and personal needs are being developed effectively
- Pupils are given good guidance to keep them safe and prepare them well for future life and learning

Commentary

20. Good arrangements for induction are in place, so new pupils are soon well settled when they join the nursery or when they join older year groups in the school. Teachers quickly develop a very good knowledge of their pupils and understand their individual needs well. Non-teaching staff and the learning mentor provide good additional help that enables the school to support pupils through their families, as well as personally. Because teaching and non-teaching staff are clearly friendly and caring, pupils feel at home and well supported. They understand routines such as the need for extra respect and sensitivity during circle time. Pupils recognise, and usually comply with, adults' expectations of high standards of behaviour and work.
21. Individual teachers and the school as a whole understand that it is important to take pupils' views into account in order to ensure that their needs are met. A school council comprised of pupils who represent all year groups is finding its feet. This council gives pupils a meaningful voice in decisions about their school and helps to develop strategies to improve pupils' lives within the school, for example by discussing ways to reduce the noise level during lunch.
22. The particular needs of pupils who are learning to speak English and of those who have special educational needs are assessed well and useful information is shared among teachers and their assistants. This enables them to provide work at the most suitable level. Parents are confident that pupils from all backgrounds are treated equally; they appreciate the school's recognition of pupils' cultural diversity. The school includes all of its pupils very well in learning, caring and support. Improved ways of measuring how well pupils are doing and tracking the progress they make are already having a positive impact on pupils' achievements because the information is well used to plan new learning and support.

23. There are good procedures for dealing with health and safety issues such as accidents, fire safety and preparation for school visits. The school's arrangements for ensuring child protection are led effectively by the headteacher. Pupils know that they are well looked after at school and are given good guidance about those things that could cause them harm. They are also taught that their actions and words can harm others and how this may influence how other people view them. They are helped to make good choices that prepare them well for future learning and relationships.

Partnership with parents, other schools and the community

Parents are mostly supportive of the school and appreciative of the care provided for their children. The majority have **positive views**. Pupils benefit from the school's **good** links with other agencies and its **satisfactory** relationships with other schools.

Main strengths and areas for improvement

- Communication between the school and parents is good
- The school listens and takes heed of what parents think
- Pupils with special educational needs benefit from the school's good links with their parents
- Reports on pupils' progress are inconsistent and not helpful enough
- Pupils are well supported by staff from a range of agencies and institutions

Commentary

24. The school has good strategies for maintaining a beneficial partnership with parents. Some parents have expressed concerns about some aspects of the school, mainly relating to behaviour, but they are generally satisfied by its approaches to education and care. Inspection findings provide support for parents' positive views. Behaviour was found mostly to be good, and the school has a good range of strategies for handling bullying and unacceptable behaviour. Classes that contain pupils from more than one year group, a concern for some parents, were not found to be impediments to learning as suitable learning opportunities are provided for all pupils. Parents of pupils who need special help are pleased with the school. Its friendly, open nature is particularly attractive to them because they know their children will not be made to feel different or left out. The administrative assistant contributes positively to maintaining effective links with parents. Her friendly, caring and efficient approach makes them feel at ease to ask questions or get the help they need. She helps parents who have difficulties with forms and documents to complete them accurately, making sure that the school is inclusive of all needs.
25. The school regularly seeks and effectively acts on parents' views. Parents receive regular newsletters that provide useful information in a parent-friendly form and encourage them to take an active interest in their children's education. They are also helped to understand and participate in their children's learning through explanations in the school brochure, opportunities to visit the school and very informative displays in classroom windows. This is a new initiative directed by the deputy headteacher and parents commented positively on the photographs and commentaries that were displayed to show the work that their children were doing. Parents help by hearing their children read at home, but there is no communication between home and school to track children's progress in reading. Some parents act as translators for others who do not speak English well. The parent teacher association is active in running social events that generate money to contribute to school resources.
26. There are adequate formal opportunities for parents to discuss their children's progress with teachers. Further informal consultations are easily arranged. The headteacher and other staff are readily accessible to parents, either by casual approaches such as when pupils are collected after school, or by making an appointment. Annual reports on pupils' progress meet statutory requirements and provide some useful information about what pupils have learnt.

However, too often they concentrate on what has been taught to the class and do not provide advice about what individual pupils should do to improve in each subject, which parents need so that they can help them at home.

27. The school accommodates a good number of evening classes in which parents and other adults can develop their own skills as well as understanding better the work their children do. Effective use is made of local goodwill by inviting visitors such as the police, fire service and school nurse to contribute to pupils' educational experiences. There are very good personal relationships with the local education authority, social services and similar organisations, which ease communication and increase the efficacy of their support. Suitable arrangements for pupils joining the school or leaving for secondary school are in place. Good relationships with a local primary school led to an interesting joint opera project.

LEADERSHIP AND MANAGEMENT

Overall leadership and management are **very good**. The headteacher and other senior staff provide a **very clear** lead and sense of purpose for the school. The headteacher and deputy have a considerable impact on the work of the school because they motivate staff and pupils to give of their best. Management is **effective**, enabling staff to work towards common goals. Governance of the school is **satisfactory**.

Main strengths and areas for improvement

- The headteacher has inspirational leadership qualities that encourage a very positive school ethos, excellent team spirit and hard work to improve standards
- The new deputy headteacher provides an excellent role model for other teachers
- Other senior staff make a valuable contribution to the leadership of the school
- Very good financial management enables money to be directed to the school's priorities for improvement
- The effective co-ordination of subjects has been hindered by changes in staff
- The school has adopted very good strategies to recruit, and particularly to retain, good teachers
- Governors do not contribute well enough to planning for the school's future

Commentary

28. The headteacher has a very clear vision of how he wants the school to develop in the future. He has worked patiently and calmly through a period of instability to maintain and develop the school's very strong ethos. He values his staff highly and has chosen each of the new recruitments very carefully to complement his team. He has worked effectively to reassure and gain the trust of parents when this has been necessary. The vast majority believe that he has their children's well-being at heart. He knows well and respects every pupil in the school and wants them to do well. He successfully motivates both staff and pupils to work as an effective and mutually supportive team. As a result, there is an atmosphere of friendship and trust between pupils and staff and a very obvious commitment to improve. The headteacher is very aware of the strengths and weaknesses of his school and does not hesitate to deal with sensitive issues if they adversely affect pupils' achievements. His very strong leadership and effective management ensure that pupils' performance improves.
29. The new deputy head, appointed in September 2003, works very well with the headteacher and is already having a very positive impact on pupils' progress, particularly in Year 6. Her teaching is of a consistently high quality and her positive attitude to new challenges provides an excellent role model to other members of staff. The senior managers communicate their very strong commitment to inclusion issues effectively to all staff. The special needs co-ordinator ensures that the school is particularly successful in supporting pupils who have difficulties in learning. Senior members of staff provide good leadership and effectively manage their areas of responsibility. Work is directed by a clear improvement plan that focuses on priority needs.

Information about the school's performance in the national testing programme, including optional annual tests, is analysed in detail. This information is then used to adjust the school's programme of study. Many subject leaders pro-actively devise additional action plans to supplement the overall improvement plan. As a result of effective subject leadership, pupils are achieving well, particularly in English, mathematics and science.

30. The co-ordination of some subjects has been less effective because staff have changed so frequently and teachers have had to take on new responsibilities more often than usual. Inevitably there is a delay in the development of the subject as new members of staff get to grips with the current provision and concentrate on providing high quality classroom teaching. This is the case in music, religious education and physical education at the current time. While leadership and management is never less than satisfactory, there has so far not been enough time for new co-ordinators to check on the quality of pupils' work or ensure that a balanced, substantial programme is being taught.
31. The school has adopted some excellent strategies to minimise changes in staff. Effective use is made of links with initial teacher training establishments to recruit good teachers. Most of the teachers at the school were trained overseas. The school ensures that it rewards them appropriately in financial terms, encouraging them to feel valued and want to stay at the school. New teachers enjoy and benefit from the support of an established teacher in a parallel class and also of the experienced, effective teaching assistants. Induction procedures are tailored well to meet the needs, not only of teachers new to the school, but also of teachers taking on new responsibilities, although not at present of those transferring to a new age group. All these measures have been effective in ensuring that teachers of high quality stay as long as possible. Teachers feel very well supported and benefit from the co-operative team atmosphere the school has created.
32. The school is managed well. Systems and procedures are well established and enable teachers to concentrate on pupils' learning. Financial management is very good. A highly qualified, efficient financial administrator supports the headteacher effectively and the principles of best value are being steadily implemented. Office administration is of a similar high order and the school runs smoothly. The management of provision for pupils with special educational needs has improved considerably since the previous inspection and is now good.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	969,001	Balance from previous year	74,498
Total expenditure	905,866	Balance carried forward to the next	63,135
Expenditure per pupil	2,728		

33. It has proved difficult to recruit enough governors to fill all vacancies. Governors provide loyal support to the school, carry out all their statutory duties and increasingly ask challenging questions which lead the school to rethink its practices. However, their judgements and opinions of the school and standards depend on the information that is provided for them. They are not pro-active in asking for information to answer their own questions and concerns to direct future planning for the school's development. They want the school to do well, but do not as yet suggest ways that the overall provision should or could be improved.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **good** and has improved since the last inspection.

Commentary

34. When children enter the nursery class, their levels of attainment are below average, with a particular weakness in language skills. They **achieve well** in the nursery and the reception classes because the **quality of teaching and learning is good**. Teachers plan a range of interesting and relevant activities to meet their needs. The children make good progress overall, but particularly in their social and personal, mathematical and language skills. Staff are very good role models for the children and manage them well. There is a good ratio of adults to children to ensure that their needs are met. The leadership and management of the Foundation Stage are sound. The co-ordinator has only just taken on the role and has achieved a lot in a short space of time. Planning for the nursery class is much improved but ensuring the same quality of planning for the reception class is in an early stage of development. The nursery environment has been significantly improved by new decoration and interactive displays. The nursery children benefit from an interesting and exciting outside area, but the reception children have a much smaller and less well resourced area. The second reception class, which starts in January, does not have its own outside area, but shares part of the playground. There are significantly more pupils with English as an additional language joining the nursery now. As numbers increase, the school is currently working on improving provision to ensure these pupils' needs are fully met.

Personal, social and emotional development

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

Main strengths and areas for improvement

- Children are in line to achieve the expected goals by the end of the reception year
- Children are happy and want to come to school because staff work hard at establishing very good relationships with them
- Children understand what is expected of them in terms of behaviour
- Children are encouraged to choose activities, share and cooperate

Commentary

35. Children settle into the nursery well because there are established routines, a consistent approach to behaviour management and plenty of interesting things for them to do and to learn. Children who do not speak English are sensitively supported and encouraged to try out new words and gain confidence in speaking. Planned activities encourage them to play and cooperate together from the start. The children behave well, are friendly and share equipment without making a fuss. They are beginning to choose activities for themselves and the staff help and encourage them in this respect. A few children still find it hard to put up their hands and want to call out but this is managed very well and they are learning well how to behave because of the supportive and positive approach of the staff. The reception teacher

encourages pupils to make choices about behaviour and models well what she wants pupils to do. For instance, she puts her hand up before she wants the pupils to do this.

Communication, language and literacy

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

Main strengths and weaknesses

- Children are encouraged to develop their speaking and listening skills through role-play
- Adults do not always ask sufficient open-ended questions to encourage pupils to explain

Commentary

36. Most pupils' language skills are very low when they enter the nursery. Children's listening skills develop quickly as adults talk to them and use simple questioning techniques, which encourage the children to respond. Many children lack confidence in speaking and, when they do speak, their enunciation and vocabulary are poor. However, some children speak more confidently and staff do not always challenge them sufficiently by asking them more open-ended questions. Children enjoy listening to stories like the Little Red Hen when the teacher reads them in an interesting and lively way. In the reception class, there is a good emphasis on learning letter sounds and names, both in the classroom and also in the information and communication technology suite. The careful choice of a program that had links to television programs that children see at home caused them to be captivated by their work. Although most pupils do not achieve the expected goals at the end of the reception year, their attainment is just below what is expected. They have made good progress during the time they have spent in the nursery and reception classes because many of them had very low attainment when they started school.

Mathematical development

Provision in mathematical development is **good**.

Main strengths and areas for improvement

- Teachers plan a wide range of interesting activities to support learning
- Children are in line to achieve the expected goal at the end of the reception year
- Children do not always get enough opportunities to try out things for themselves

Commentary

37. Teachers plan a range of interesting activities to promote mathematical understanding. Children sing a range of different rhymes and songs to help them count and calculate. For example, some nursery children sang 'Ten Green Bottles' to help them understand about taking one away. The teacher encouraged some pupils to put ten numbered green plastic bottles in order. There is a good emphasis on modelling the specific mathematical language to be learnt and encouraging the children to use it. Children achieve well in mathematical development and by the time they are in Year 1, most achieve the standard expected for their age.

Knowledge and understanding of the world

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

Main strengths and areas for improvement

- Teachers provide a good range of activities to enable children to learn about the world around them.

- Good use is made of information and communication technology to promote learning.

Commentary

38. Pupils start the nursery with below average attainment in this area and, although they achieve satisfactorily, their progress is affected by their below average skills in language. This means that when they start Year 1, they are still below average in this area of learning. Teachers plan a good range of interesting activities to stimulate children's interest and enhance their understanding. In the nursery children were learning about how important water is for plants and flowers. The children were encouraged to think about what they had learnt and to try to explain it. Teachers use information and communication technology well to enhance pupils' learning in both the nursery and the reception class. Children's keyboard skills in the reception class indicate that they are confident for their age in using computers. Teachers plan good opportunities through role-play, for instance in the nursery builders' yard, for children to learn. The outside play area for the nursery children is organised well to promote children's curiosity and enquiry skills.

Physical development

Provision in physical development is **satisfactory**.

Main strengths and areas for development

- Good use is made of the outside area in the nursery
- The outside area for the reception classes is smaller and has a limited amount of equipment
- There was no rigorous planning for a hall session for the reception class

Commentary

39. There are good planned opportunities for the nursery children to play outside and to participate in activities that contribute well to their physical development. For example, children played a ring game to music with the class teacher that also contributed well to their mathematical knowledge and their personal and social skills. Children enjoyed participating in the building site and playing on the range of outdoor equipment. The outside areas for the reception children are much smaller and less well equipped. The reception teacher gave children good opportunities to squeeze, roll, break and stretch play dough into shapes to form letters in the classroom.

Creative development

Provision in creative development is **good**.

Main strengths and areas for improvement

- There is a wide range of resources
- Interesting activities are provided making use of many different media

Commentary

40. Teachers plan a wide range of creative activities for children from the time they enter the nursery. They are currently learning to distinguish between different colours and are doing well. They enjoy painting with brushes in the builders' yard and experiencing thick paint squelching through their fingers as they confidently create print paintings and mix colours. Staff encourage children to describe what they have done and this supports their language development well. Children enjoy participating in singing rhymes and songs and there are good opportunities for them to listen to music. At the end of the reception year, most children's attainment is just below that expected for their age.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

The provision for English is **good**.

Main strengths and areas for improvement

- The quality of teaching is good, so that all pupils, including those with special educational needs and those learning English, achieve well
- The teaching of early literacy support and booster groups is good
- Pupils have very good attitudes to the subject and enjoy their lessons
- There is no programme for listening and speaking
- Pupils' targets for improvement are not specific enough

Commentary

41. Standards of work in Years 2 and 6 are currently below average. However, there is clear evidence that pupils are making good progress and they are on course to attain average standards by the end of the academic year. This is a drop in standards since the previous inspection, but pupils now have a lower starting point and there are more with special educational needs or who are learning to speak English.
42. Pupils' listening skills are good; the majority listen carefully to their teachers and to other pupils in lessons and assemblies. This means they can concentrate and know what they have to do. Pupils' speaking skills, however, are below average overall. They speak openly about themselves in informal settings, but their ability to express ideas using more sophisticated vocabulary is limited in lessons. Although all teachers include good opportunities for pupils to practise speaking, there is not enough attention given to the progressive development of pupils' speaking skills as they move through from year to year. This impedes pupils' ability to use more adventurous words in their writing, because they have not yet encountered them in speaking situations. Pupils who are learning to speak English make quick progress in developing a growing range of basic words that enable them to converse with growing confidence.
43. Reading has been a successful focus for improvement in the school. It is taught well, including a thorough approach to learning individual letter sounds and blends of sounds. However, many pupils do not enjoy a 'culture' of reading at home. Throughout the school there is a wide range of books available, but book areas in the classroom and the library are not attractive and do not encourage reading for pleasure. The school operated a most successful reading recovery programme last year for traveller pupils. These pupils achieved well and were able to take sound skills on with them to their new schools.
44. The school has carried out careful analysis of pupils' test results in writing to show where there are areas for development. Pupils' basic writing skills, such as spelling and the use of grammar, are unsatisfactory. Teachers try many strategies to help pupils remember rules. For example, information is given in good wall displays and teachers prompt pupils as they are working. By the age of 11, pupils have learnt to write in a range of formats and they recognise the importance of using adjectives and adverbs to give their writing colour and interest.
45. The quality of teaching overall is good and in Year 6 teaching is very good. Where teaching is effective, lessons have a snappy start, pupils respond accurately and make steady progress. Teachers are confident and have a knowledgeable approach. Teachers help pupils to view learning as an enjoyable task and they have fun in their studies. The support given to both pupils with special educational needs and those who are learning English ensures that they achieve well.

46. The school effectively uses its resources on early literacy support, additional literacy support and booster classes. Staff make good use of new procedures for identifying and tracking pupils' progress to highlight where there are potential problems. The development of literacy skills for pupils who are making slower progress than expected is good and special support groups have a very positive impact on raising pupils' self-esteem. The specially trained classroom assistant delivers very well organised sessions. She knows the pupils well and meets their needs very effectively. Boys who are not doing as well in writing are given effective support to bridge the gap in their achievements when compared with girls of the same age.
47. The subject is well managed and led by two able co-ordinators who plan, monitor, evaluate and guide the work of the school. They have drawn up relevant subject action plans after effectively evaluating and prioritising the needs of the pupils.

Language and literacy across the curriculum

48. Pupils effectively develop their skills in using language through their work in other subjects. Pupils in mathematics describe number concepts using mathematical words and older pupils are articulate in describing features of a river trip in geography. However, teachers do not consistently highlight the use of specific language in all subjects. As a result most pupils have a satisfactory vocabulary, but it is not as rich as it could be for good achievement in subjects such as music and religious education, where special terminology would assist pupils to talk about their learning with greater confidence and show their understanding.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and areas for improvement

- Pupils make good progress through the school and achieve average standards in Years 2 and 6
- Test results dipped in 2003
- Teaching is good and a substantial proportion is very good
- In some classes, teachers' marking is inadequate and their expectations about the way pupils present their work are too low
- Strengths and weaknesses in mathematics are analysed carefully and effective action is taken to improve areas of weakness

Commentary

49. Standards in mathematics are average in Year 2 and in Year 6, as at the time of the last inspection. In the 2003 national tests, results for Year 2 and Year 6 pupils were well below the national average, but the overall results for Year 6 pupils matched those of similar schools. Despite being lower than the national average, these results represent good achievement for both age groups. Samples of work confirm good achievement and better standards than test results indicate.
50. The school has focused on pupils' attainment in mathematics and standards have steadily improved since the previous inspection. The 2003 results represented a setback, but the pattern of improvement looks likely to be resumed in 2004. In 2003, there were more pupils with special educational needs in the Year 2 group and this meant that test results were not as good, even though these pupils' achievements were good. The current Year 2 group is attaining average standards. In Year 6, very good teaching is having a significant impact on raising standards. Pupils with special educational needs are making good progress throughout the school; in Years 3 to 6, these pupils often benefit from the better support that can be provided in smaller groups, when setting arrangements are used. The school is now

developing useful methods of looking at the performance of various groups to ensure that pupils from all backgrounds and cultures achieve equally well.

51. The overall standard of teaching is good, but around half the lessons observed were very good. In Year 6, teaching is consistently very good and is bearing fruit as pupils make rapid progress. However, there is good or very good teaching in every age group. The most significant strengths are:
- a high level of expertise and enthusiasm for the subject;
 - very clear, precise and often challenging styles of teaching;
 - good use of interesting resources, retaining the interest of the pupils;
 - very good management and control, minimising disruptions to the learning process;
 - work adapted well to meet the needs of pupils with different levels of ability, enabling all to succeed.
52. There are a few weaker features of teaching in some classes. These include:
- inadequate marking, which does not give pupils enough guidance about how to improve their work;
 - introductions to lessons that proceed at too slow a pace to promote rapid responses from pupils;
 - low expectations about the quality of presentation of written work.
53. Subject leadership is shared between two teachers whose own teaching is of a high standard. Although both are new to their roles, they have already identified ways to raise standards. Good use is now being made of the information gained from evaluations of pupils' work to target the improvements they need to make.

Mathematics across the curriculum

54. Mathematics is used to add to learning in other subjects such as science and physical education. Some good links between mathematics and ICT were noted. For example, Year 5 pupils were taught to interpret a range of graphs and to alter data using computer technology, the two teachers working as an effective team to present the lesson. As yet, however, there are no formal mechanisms to ensure mathematics is incorporated into a wide range of subject areas.

SCIENCE

Provision in science is **good**.

Main strengths and areas for improvement

- Pupils achieve well as a result of the generally good teaching, particularly of the older pupils
- There is a good emphasis on the investigative strand of this subject
- There is a good emphasis on the use of specific scientific language

Commentary

55. As the inspection took place so early in the school year, there was a limited amount of recorded evidence of the work done by the Year 2 pupils. However, evidence from lesson observations indicates that standards are average. In the national tests in 2003 about one third of pupils attained the higher Level 3 and almost all pupils attained Level 2. As most of these pupils started school with a below average understanding of the world about them, and below average language skills and social skills, this indicates that their achievement is at least good. After a good improvement in National Curriculum test results in Year 6 in 2002, results dipped in 2003. The school carried out a thorough analysis of test results and identified that pupils were not getting enough opportunities to investigate. As a result of good teaching that includes

an emphasis on the investigative strand of science and insistence on the use of the correct scientific vocabulary, pupils in Year 6 are now on line to achieve at least the expected standards by the end of the year. These pupils have achieved well during their time in school, as most of them started school with below average attainment.

56. In the lessons seen, teaching was always at least good. Overall, teaching and learning are satisfactory in Year 2 and good in Year 6. In one Year 6 class, there was excellent teaching and learning. This was because the teacher was very well organised, had clear learning objectives, used assessment very well to plan work for pupils at different stages of learning, set really challenging tasks for all pupils and had very good practical resources ready for use if needed by the pupils. The class teacher and the teaching assistant worked together seamlessly, giving enough support when it was needed, but also the right amount of challenge through effective questioning. The classroom had a real 'buzz'. In discussions with pupils, they said that they really enjoy the frequent opportunities planned for them to investigate. In Year 6, pupils have worked hard. Year 2 work indicates that pupils are not recording often enough. They complete worksheets and often cut and stick their answers to questions.
57. There has been a good improvement since the last inspection:
- standards overall have improved, particularly in the knowledge and understanding of science;
 - detailed analysis of test results has resulted in more planned opportunities for pupils to investigate and training for teachers;
 - resources have been improved and reorganised;
 - a more rigorous assessment system has been put into place but it is too early yet to see the impact of this on standards;
 - the school is beginning to track pupils' progress more effectively, including by ethnic group and gender.
58. The leadership and management of science are currently satisfactory. The new co-ordinator is enthusiastic about the subject and has already implemented some important developments. He is not yet involved in the observation of lessons and the giving of feedback to teachers. There is a science club after school for Year 6 pupils. There is a useful science section in the school newsletter that indicates appropriate websites, magazines and other information to parents.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision for information and communication technology is **good** and there is clear evidence of improvement since the last inspection.

Main strengths and areas for improvement

- Standards in Year 6 are below average
- Pupils achieve well
- Resources are good, but classroom machines are not used to their full potential
- Teachers are confident with the subject
- ICT complements and supports learning in other subjects

Commentary

59. Pupils attain the expected levels by the end of Year 2, but standards in Year 6 are below average. This is because the goal posts for attainment in ICT are constantly widening and the current Year 6 pupils have not had the necessary learning opportunities to attain the standards expected for the current national programme for ICT. Nevertheless all pupils achieve well in the subject.

60. The school has a well-equipped ICT suite, good software, programmable devices, recording and performance machines and a digital camera. All of these resources are used well to support pupils' learning. An interactive white board has been purchased and teachers are soon to be trained in its use. Classroom computers are not of the same quality as those in the suite and some are old. They are not always used to their full potential to aid learning in lessons where the development of ICT skills is not the main priority.
61. In all lessons seen, teachers and assistants were confident in their delivery and explanations. They help pupils to see the purpose of work in ICT, such as a lesson where pupils thought about repeating patterns in designs on wrapping paper and used a program to create a design themselves. Teachers encourage pupils to investigate programs and view the computer as a tool to learning. Pupils develop enthusiastic attitudes and enjoy their work. The co-ordinator has accomplished much in a short time. Leadership and management are currently satisfactory, but there is clear capacity for improvement because many of the staff are very keen on the subject.

Information and communication technology across the curriculum

62. ICT is regularly used to promote learning in other subjects. Pupils use the Internet regularly, access a range of programs to gain knowledge and improve the presentation of their work as they develop the skills to edit and amend. Presentation skills are supported by the use of programmes that help pupils to organise and display their work in exciting ways, making use of sound and movement. Pupils in Years 5 and 6 are very knowledgeable about such techniques.

HUMANITIES

The provision for religious education is **unsatisfactory**.

Areas for improvement

- Standards are below expectations by the end of Year 2 and Year 6
- Year 6 pupils do not have enough religious education lessons

Commentary

63. In the two lessons seen teaching was judged to be good for Year 6, but unsatisfactory for younger pupils in Year 2. In discussions with pupils from both year groups and from samples of work seen, standards are judged to be below what would be expected. Moreover, the allocation of time for religious education lessons in Year 6 is too short, so pupils are not given enough opportunity to learn what they should. Currently religious education lessons are taught in alternate half terms. This means that there are lengthy periods with no lessons, making it difficult for pupils to retain and build on their existing knowledge and understanding. This is not an effective way to organise learning opportunities, since pupils never *get their teeth* into any aspect of their work in religious education.
64. Pupils in Year 2 have a very limited understanding of religion. Some know what happens in a christening ceremony, but have no understanding of why these things happen. Pupils are unable to name other religions or to name their sacred books, including the Bible. Although most know why Christmas and Easter are celebrated, some confuse the two in stating that 'a baby died on a cross'. In Year 6, pupils know the features of creation stories and why they may have evolved. They know the names of several religious festivals but their knowledge of them is superficial. For example, pupils do not know the reasons or origins of such celebrations. They distinguish between religion and culture but have made no visits to places of worship. Their knowledge of the vocabulary of religion is weak.

65. The new subject co-ordinator is aware that standards in the subject are too low. She has not yet had the opportunity to monitor pupils' work or lessons, but is already working to provide teachers with better guidance. At present there is no scheme of work and a variety of commercially produced materials are used. The agreed syllabus for religious education was not available during the inspection.

Provision in **geography and history** is **satisfactory**.

Main strengths and areas for improvement

- Pupils like geography and talk enthusiastically about past topics
- Visits are used well to support pupils' learning and develop their enquiry skills

Commentary

66. In history, work was sampled and only two lessons were observed. There is every indication from discussions with pupils in Year 2 and Year 6 that standards are broadly average and similar to those at the time of the last inspection. Pupils' achievements are satisfactory.
67. It is clear that visits and visitors play an important part in making the work come alive. From discussions with pupils in Year 6, it is evident that they have frequent opportunities to research for information on the Internet, in books, from pictures and from power point presentations given by the class teacher. They find history interesting and enjoyable. Pupils have good opportunities in whole school assemblies to share their knowledge and understanding of historical periods. All pupils listened attentively and with obvious interest to Year 3 and 4's presentation of their 'Greeks' topic.
68. Only a limited amount of evidence was gathered for geography, but work in pupils' books, displays, discussions with pupils and subject co-ordinators and examination of the planning show that standards are in line with those expected and that pupils' achievements are satisfactory. The subject co-ordinator is enthusiastic and knowledgeable. He is always ready to give advice and support to his colleagues.
69. Pupils are developing enquiry skills well. This is due to an effective link between classroom study and visits to the school grounds. Pupils in Years 3 and 4 benefited from walking around the building and playground area looking for water sources and where water goes to after use. They used a key to mark water fountains and drains. Some teachers' planning shows the promotion of pupils' literacy and numeracy and information communication technology skills, but this is not consistent. Pupils have gathered data, recorded findings and presented information in graphs as part of the study on climates. Teachers provide pupils with a satisfactory balance between gaining factual knowledge and developing specific subject skills. This is because teachers base their planning closely on national subject guidelines. Assessment of pupils' individual attainments is not well developed, but is a focus of the subject's action plan.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Provision for music, physical education, art and design and technology is **satisfactory**.

Main strengths and areas for improvement

- Standards in music by the end of Year 2 are below average
- Some pupils miss part of their physical education lessons because they receive extra help in literacy
- Some of the teaching in physical education is too slow-paced
- Displays of pupils' work in art are attractive and interesting

Commentary

70. At the time of the previous inspection, standards in music were average at the end of both key stages, with singing in assemblies described as very good. Standards have declined since then and are now below average in Year 2, whilst remaining average in Year 6. In Year 2, most pupils enjoy singing, some sing with reasonably accurate pitch, but their sense of rhythm is underdeveloped and their articulation of words is poor. By Year 4, pupils have made good progress in all these aspects.
71. Teaching in the three lessons observed was satisfactory. Pupils made little progress in an infant singing practice led by a Year 2 teacher with good expertise. The wide age range made it difficult to teach pupils how to improve their performance and the resources used to provide an accompaniment were not conducive to good singing. Pupils in Years 3 and 4 have good opportunities to enhance their skills as they learn to play the recorder as an after-school activity.
72. Standards in dance at the end of Year 2 are average. Pupils respond appropriately to music and a few show good levels of creativity. It was not possible to ascertain standards in Year 6 because no lessons for older pupils were observed. The two lessons observed were too few to judge the overall standard of teaching. However, both were rather slow-paced, demanding insufficient physical exertion to render pupils breathless. In one, a group of pupils departed part way through the lesson for additional literacy tuition, returning towards its end. This was the only physical education lesson of the week for the class. Consequently, these pupils are not receiving their entitlement to a full programme in the subject.
73. Only one art lesson was observed, but displays and work in folders indicate that standards are in line with expectations. Teachers make good use of pupils' work to create lively and attractive displays. Due to limited time, work in design and technology was not sampled.

CITIZENSHIP

Provision in citizenship is **satisfactory**.

Main strengths and areas for improvement

- There is no planned programme for the development of citizenship skills, only a long term overview
- There is a very good school council

Commentary

74. Provision is strengthened by the good relationships that adults have with pupils and the positive role models that they provide. Clear and consistent displays throughout the school remind pupils of the 'rules' and pupils try hard to follow them. In circle time pupils discuss class rules, safety and environmental issues, such as pollution and recycling. They understand the need to look after the world in which they live and to care for themselves and for others. There is no scheme of work for personal, social, health and citizenship education, only an overview of topics to be covered. This statement is too brief to ensure that pupils do not repeat work covered or to ensure the development of pupils' understanding matures when handling sensitive issues.
75. A very good school council meets monthly. Pupils have made decisions that affect the way the school is run. During inspection they met and discussed the lunch hour. A Year 6 pupil ably chaired the council; they had asked the lunchtime supervisor to attend to help solve problems.

After a good discussion, a vote was taken and soon new and better systems will be introduced.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

poor (6); very poor (7).