

INSPECTION REPORT

Rayne Primary and Nursery School

Rayne, Braintree.

LEA area: Essex

Unique reference number: 114842

Headteacher: Mr A Wright

Lead inspector: Barbara Darley

Dates of inspection: 1 - 4 December 2003

Inspection number: 257282

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 3 -11
Gender of pupils: Mixed
Number on roll; 254

School address: Capel Road
Rayne
Braintree
Postcode: CM77 6BZ

Telephone number: 01376 324959
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Appropriate authority: Governing Body
Name of chair of governors: Mrs T Eade

Date of previous inspection: 22/02/1999

CHARACTERISTICS OF THE SCHOOL

Rayne Primary and Nursery School is situated in the village of Rayne, near Braintree. The school is larger than many primary schools and serves the immediate area and a number of small hamlets. Currently, about 20 –25 per cent of pupils are admitted from outside the area. Rayne and surrounding areas have largely owner-occupied housing with some local authority housing nearby. Currently, 233 pupils (124 boys and 109 girls) attend the school full time. A further 41 children (14 boys and 27 girls) attend the nursery part-time. There are few pupils from ethnic minority groups (2.75 per cent) and none are at an early stage of speaking English as an additional language. The school has identified 19 per cent of pupils as having special educational needs which is below the national average. None of these pupils has a statement of special educational need. When children enter the school, their attainment is above that expected for their age. The proportion of pupils who join or leave the school other than at the usual times of first admission or transfer to secondary school is similar to that found nationally. During the last two years there have been periods of staffing difficulties due to long term illness of some staff and seven teachers have left and joined the school.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22518	Barbara Darley	Lead inspector	Inclusion The Foundation Stage Creative aesthetic, practical and physical
9173	Sarah McDermott	Lay inspector	
18083	Judith Howell	Team inspector	English Science Humanities
20003	Susan Metcalf	Team inspector	Special educational needs and its assessment Personal, social and health education Mathematics Information and communication technology

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Rayne Primary is an effective school that provides pupils with a **good quality** education. Standards are **above** expectations in the nursery and reception classes and Years 1 and 2. They are rising in Years 5 and 6 due to consistently good teaching but pupils make insufficient progress in Years 3 and 4. The school is **well led** and provides **good** value for money.

The school's main strengths and weaknesses are:

- The headteacher and governors provide **good leadership**.
- **Good teaching** in Years 1, 2 5 and 6 and the Foundation Stage ensure pupils achieve well.
- Weaknesses in the curriculum and teaching in Year 3 and 4 classes inhibit pupils' learning.
- Provision for pupils with special educational needs is **very good**.
- Subject leaders are **effective** in raising standards except in design and technology and physical education where subject leadership is **unsatisfactory**.
- Senior managers for the Foundation Stage and Years 1 and 2 create **effective** teams.
- The leadership of Years 3-6 is **unsatisfactory** and the senior management team makes insufficient use of data on pupils' attainment to improve pupils' standards in Year 3 and 4 and ensure consistent progress.
- Accommodation for the Foundation Stage is **very good**. Long standing deficiencies in the school's accommodation though are a significant barrier to learning and this is **unsatisfactory**.

The school has made **good improvement** since the last inspection. There has been **very good** improvement in the provision for pupils with special educational needs and the effectiveness of the governing body. The quality of teaching and assessment procedures are much improved. Underachievement in Year 6 has been addressed but there remain weaknesses in the quality of teaching in Year 3 and 4 classes despite changes in teaching staff.

STANDARDS ACHIEVED

The table below shows the school's national test results over the last three years and how well the 2003 Year 6 pupils progressed over time.

Year 6 results

Results in National Curriculum tests at the end of Year 6,	compared with: all schools			Prior attainment on Year 2 tests
	2001	2002	2003	2003
English	B	C	C	E
mathematics	A	D	C	E
science	A	E	C	E

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

Pupils' results in national tests in Year 6 have fluctuated over the last two years due to significant changes in staffing. During the last two years there have been periods of staffing difficulties due to long term illness of some staff and seven teachers have left and joined the school. These factors combined with teaching issues had an impact on pupils' progress and depressed their progress over time. Stable and effective teaching in the current Year 6 is ensuring pupils make better progress.

Pupils' achievement is **good overall**. Children start the nursery with **above average** attainment. Effective teaching and provision in the nursery and reception classes ensure children build on their

learning and leave the reception class with standards **above expectations for their age**. By the end of the Foundation Stage¹ most children meet the Early learning Goals² and many are working at the early stages of the National Curriculum. Consistently high expectations in Years 1 and 2 ensure pupils continue to achieve well and reach standards **above expectations for their age** in reading, writing and mathematics. This good start to pupils' education is interrupted in the Year 3 and 4 classes because of weaknesses in teachers' knowledge and skill. As a result these pupils work at levels³ below their ability and expectations for their age in some subjects and results in **unsatisfactory achievement**. Consistently effective teaching in Years 5 and 6 especially in literacy and numeracy ensures a return to high expectations and appropriate challenge. Pupils make **good gains** in the learning in lessons and **satisfactory progress** over time. There is **satisfactory use** of information and communication technology and numeracy across the curriculum but **insufficient use** of literacy in other subjects.

Pupils' attitudes and behaviour are **good**. They have a positive attitude to learning and behave well which aids their progress. The provision for pupils' personal development is **good** and promotes an enjoyment of challenge and hard work. The spiritual, moral, social and cultural development of pupils is **good overall** with greater strengths in the moral and social provision. Multi-cultural awareness is under-developed. The attendance and punctuality of the pupils are **good**.

QUALITY OF EDUCATION

The quality of education provided by the school is **good**. The quality of teaching has **improved significantly** since the last inspection due to a large number of staff changes in the last two years. **Effective** team work and a high level of commitment to raising standards leads to good teaching overall and a substantial amount of very good and some excellent teaching. The school is aware of **weaknesses** in aspects of the teaching for Years 3 and 4 and has put support strategies in place but these have yet to have an effect. Assessment arrangements are **good** and most teachers assess pupils' skills and knowledge accurately.

The school's curriculum and planning is **satisfactory**. Setting arrangements for age and ability in Years 3–6 have a **variable** impact of standards. The quality of care, guidance and support provided

¹ FOUNDATION STAGE

The foundation stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy; mathematical development; and personal, social and emotional development, but also includes knowledge and understanding of the world; physical and creative development.

² EARLY LEARNING GOALS

Early learning goals - these are expectations for most children to reach by the end of the foundation stage. They refer mainly to achievements children make in connection with communication language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development. There are many goals for each area of learning, for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

³ LEVELS Key Stage 1 and 2

The National Curriculum has been written on the basis that pupils are, by the end of Year 2, when pupils are age seven, expected to reach Level 2. If a pupil is attaining Level 3 then he or she is reaching standards above that expected for a child of his or her age. By the end of Year 6, when pupils are age 11, they are expected to reach Level 4. If a pupil is attaining Level 5 then he or she is reaching standards above that expected for a child of his or her age.

by staff is **good**. The school has **good** links with the parents. These are hampered a little by a lack of some information. Links with the community and other schools are **good**.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is **good overall**. The Headteacher provides **good** leadership and ensures that the school has a **strong ethos** for learning and a desire to continually improve. He has a clear vision for sustained development and raising standards and has ensured **good progress** since the last inspection. The governing body are **effective** critical friends and have a **very good** understanding of the strengths and weaknesses of the school. All staff and governors are fully involved in a **good** school improvement planning process. The senior management team provide **satisfactory** leadership and management overall. Team leaders in the Foundation Stage and Key Stage 1 provide **good** leadership and promote consistently effective working practices. Key Stage 2 leadership and management is **unsatisfactory** as it is too focussed on managing the team rather than ensuring that standards are a priority. Special educational needs provision is **very well** led and managed. Other senior managers are **not sufficiently focussed** on using pupil progress data to ensure targets for all individual classes and year groups are set at suitably challenging levels to build on pupils' past achievements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils have **very positive views** of the school. Two concerns arising from responses to the parents' questionnaire and from the pre-inspection meeting with parents are the quality of the information they receive about their children's progress and their homework. The inspection team agree that this could be improved. Pupils enjoy their work in school and enjoy challenge. Pupils think the school is 'a good place to be'. They value their friendships and like and respect their teachers. Older pupils have very clear ideas about needing to change the mobile classrooms as they are too cold in winter and too warm in summer and make learning difficult. They want them replaced with good safe brick classrooms.

IMPROVEMENTS NEEDED

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

- raise the quality of teaching in Years 3 and 4 and ensure that work is matched to pupils' capabilities.
- Take further steps to minimise the impact of unsatisfactory accommodation on the curriculum.
- Ensure all subject leaders and senior managers are equally effective in evaluation and monitoring and have a positive impact on raising standards.
- Improve the quality of information to parents on homework and the curriculum.

and, to meet statutory requirements:

- ensure the governors' annual report includes all the required information.
- Ensure all assemblies meet the requirements of a daily act of collective worship.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Children in reception and pupils in Years 1, 2, 5 and 6 do well. Overall standards in the current Year 2 are **above average** and in Year 6 they are **average**. In Years 3 and 4 pupils make insufficient progress in line with their prior attainment in Year 2.

Main strengths and weaknesses

- Children in nursery and reception classes make good progress and most reach the Early Learning Goals with many working above this level.
- New staffing and improved leadership since the last inspection has led to consistently high expectations in Years 1 and 2 and improving standards in reading and writing. There was a sharp improvement in mathematics in 2003.
- In Years 3 and 4 there are weaknesses in the teaching which inhibits pupils' progress.
- Once pupils reach Years 5 and 6 learning gains momentum and pupils achieve well in English and mathematics.
- Very good provision for pupils with special educational needs addresses their needs effectively.

Commentary

1. **Foundation Stage:** At the time of the last inspection the Foundation Stage was a strength of the school and gave pupils a good start to their education. This has been maintained and improved. Children enter nursery with levels of knowledge and experience above that expected for their age. The youngest children are very interested in writing and creative role play. There are many opportunities for pupils to write and spell words on their own. However, there are too few formal strategies to help them write more accurately sooner. Consistent effective teaching in nursery and reception means pupils make good progress overall. By the end of the Foundation Stage most children exceed the Early Learning Goals. Several reception pupils are already working towards the early stages of the National Curriculum in literacy and numeracy.
2. **Years 1 and 2:** The last inspection found that Key Stage 1 was not maintaining the good start at the Foundation Stage. This is no longer the case and pupils now make consistently good progress from starting school to Year 2. Standards in Years 1 and 2 have risen due to improvements in the quality and consistency of teaching and effective leadership which ensures high expectations of pupils are maintained. Standards in reading and writing are improving over time. Year 2 pupils attain levels above expectations in speaking and listening, reading and mathematics. There was a sharp improvement in mathematics in 2003. In writing standards are in line with expectations as less able pupils have difficulty with sentence structure and basic punctuation. Teachers' assessments showed that the 2002 science results were below national averages. Inspection evidence found that standards in science are improving and were judged to be in line with expectations for pupils' ages. Standards in art and music are above expectations for pupils' ages and in geography, history and information and communication technology and physical education they are in line. In religious education standards are in line with the expectations of the locally agreed syllabus. There is insufficient evidence to judge the standards in design and technology.

Key Stage 1

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

Standards in:	School results	National results
reading	16.9 (17.2)	15.7 (15.8)
writing	15.1 (15)	14.6 (14.4)
mathematics	17.1 (15.9)	16.3 (16.5)

There were 32 pupils in the year group. Figures in brackets are for the previous year

- Years 3 and 4.** The good start to pupils' education in the Foundation Stage and Years 1 and 2 is interrupted in the Year 3 and 4 classes because of weaknesses in teachers' knowledge and skill. Expectations of what pupils should achieve are not sufficiently grounded in an understanding of their past attainment. Consequently several pupils work at levels below their ability and expectations for their age. They do not make satisfactory progress over time. Setting arrangements are designed to take account of age and ability. These are successful when there is effective teaching and good use of assessment information. Teachers swap sets between literacy and numeracy. In literacy the higher attaining pupils are under challenged and Year 3 pupils make good progress. In numeracy the higher ability set is well taught and makes better progress than the other two sets.
- Years 5 and 6.** Year 6 test results were well below the national average at the last inspection and trends in attainment over time have been below the national trend. Changes in teaching staff have led to higher expectations and standards are improving. The current Year 6 pupils have made satisfactory progress and are on line to meet the school's targets. Consistently effective teaching in Years 5 and 6 especially in literacy and numeracy ensures a return to high expectations and appropriate challenge. Pupils make good gains in the learning in lessons. Pupils in Years 5 and 6 have suffered considerable disruption to their education through changes in staffing earlier in the education which has inhibited progress. They are reaching standards in line with expectations for their age and appropriate to their Year 2 test results in English, mathematics and science. Standards are in line with expectations for pupils' ages in geography, history and information and communication technology and physical education. In religious education standards are in line with the expectations of the locally agreed syllabus. There is insufficient evidence to judge the standards in art and design, design and technology and music.

Key Stage 2

Standards in national tests at the end of Year 6 – average point scores in 2003⁴

Standards in:	School results	National results
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⁴ AVERAGE POINTS SCORE

The average points score provides schools with a single statistic to compare the overall grades attained by all of their pupils with the grades attained by pupils in another school as well as an average for all schools nationally. The National Curriculum level attained by each pupil, for example, in mathematics, is given a score. A Level 1 = 9 points, a Level 2 = 15 points, Level 3 = 21 points and so on. Therefore the average points score in mathematics is worked out by adding up all of the points based on the Level attained by pupils and then dividing by the number of pupils who took the test. This means that a school whose average points score for mathematics in the end of Year 2 national tests is greater than 15.0 is one whose pupils are performing above that expected for their age. The average points score for Level 4, the nationally expected level for pupils at the end of Year 6 is 27.

English	27.1 (27.5)	26.8 (26.7)
mathematics	26.6 (26.5)	26.8(26.7)
science	29 (27)	28.6 (28.3)

There were 50 pupils in the year group. Figures in brackets are for the previous year

- The provision for pupils with special educational needs has improved significantly since the last inspection due to the quality of work and leadership by the co-ordinator. Pupils with special educational needs are assessed well and have detailed targets which ensure they make good progress. They achieve well in relation to their targets because of the good support they receive in the classroom from teachers and teaching assistants and specific support from the co-ordinator. Pupils identified as gifted and talented have challenging work set for them to stretch their capabilities. For example, in mathematics some more able Year 2 pupils are tackling the Year 3 curriculum and achieving well. The few pupils from minority ethnic groups make similar progress to their classmates.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **good**. The provision for pupils' personal development is **good**. The spiritual, moral, social and cultural development of pupils is **good** overall. The attendance and punctuality of the pupils are **good**.

Main strengths and weaknesses

- The majority of pupils have very positive attitudes to work and enjoy being at school.
- The school's good overall provision for pupils' personal development leads to good behaviour and good relationships in the school.
- Pupils have a good awareness of right and wrong and show respect for others' feelings and beliefs.
- Families are good at making sure children are brought to school on time.
- Attendance has improved since the last inspection and is now good.
- There are limited opportunities for pupils' spiritual development.
- Pupils are not being sufficiently prepared for life in a multicultural society

Commentary

- Throughout the school, most pupils show interest and curiosity in lessons and concentrate well on their work. This includes those pupils with special educational needs who often concentrate well and show interest in what they are doing. Pupils show great enthusiasm, are eager to answer questions and most are prepared to contribute their ideas. However, in two lessons seen, the work was not presented in a stimulating way and pupils' initial interest and enthusiasm were soon lost. In the questionnaire, the majority of pupils said how much they like coming to school and show very favourable attitudes to subjects such as literacy, numeracy and physical education.
- The school has clear expectations of high standards of behaviour and acceptable conduct to which the majority of pupils usually respond well. At the time of the last inspection, good behaviour was evident in and around the school but it was said to deteriorate in Years 3 and 4. Overall, pupils are aware of the school and class rules and fully understand the difference between right and wrong. The system where pupils are awarded a 'blob' if they are caught being good is particularly effective and the result is that most pupils behave well in lessons, at play and at lunch times. Overall, they are polite to adults and welcoming to visitors. At the pre-inspection parents' meeting, parents confirmed that they thought pupils' behaviour and the way it was promoted and managed was good.

Exclusions

Last year one boy was excluded.

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	267	2	
Mixed – any other mixed background	2		
Asian or Asian British – Indian	1		
Asian or Asian British – any other Asian background	2		
Any other ethnic group	2		

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

- Pupils have a suitable range of opportunities for taking on additional responsibility and they respond well to them. The pupils in Year 6 show maturity in undertaking the range of responsibilities around the school such as taking messages to teachers, helping in the dining hall and preparing and clearing the hall for assemblies. Pupils in Years 3 and 4 also have the opportunity to share in the reading of books with children in the reception class. The existing House System and the procedures for appointing House Captains are under review and there are plans to move towards a School Council. Good relationships are evident in most classes and contribute to the quality of work in lessons and to the progress pupils make. In their questionnaire, pupils stated how much they liked having friends in school and considered that their teachers were kind and helpful to them.
- Pupils’ spiritual development is satisfactory. Religious education lessons enable pupils to appreciate and respect the beliefs of others. Acts of worship provide a good sense of community and at best create opportunities for spiritual growth, but the best spiritual moments in assemblies are witnessed when pupils sing together. However, there are not enough planned opportunities in lessons for pupils to reflect upon their own experiences. Overall, pupils have a sound understanding of their own culture and evidence from their work in religious education showed that they respect people with other cultural backgrounds. Nevertheless the limited displays highlight that the school is providing few opportunities to prepare pupils for life in multicultural British society.
- The school works effectively to highlight the importance of good attendance and punctuality. Any pupil who is away without an explanation is followed up on the very same day to find out the reason from parents and to ensure the pupil’s safety. Parents receive a comprehensive print out of their child’s attendance record to remind them of absences over the year. Registration is always quick and business like and the pupils make the most of the time allocated for early work. The good attendance and punctuality contributes well to positive achievement.

Attendance in the latest complete reporting year 2002/3 - 95.3%

Authorised absence		Unauthorised absence	
School data:	4.5%	School data :	0.2%
National data:	5.4%	National data:	0.4%

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall, the school provides a **good** quality of education for its pupils. Teaching and learning are **good**. The curriculum is **satisfactory** and the school takes **good** care of its pupils. There are **good** links with parents.

Teaching and learning

The overall quality of teaching is **good overall**. Pupils make **good** progress in their learning, particularly in English and mathematics in Years 1, 2 and 6.

Main strengths and weaknesses

- Teaching in the Foundation Stage is never less than good and often very good. This results in good levels of learning and standards above expectations for children’s age.
- The quality of teaching in Years 1 and 2 is consistently good or better promoting standards above expectations.
- Teaching in Years 5 and 6 classes is good overall and often very good.
- In Year 3, 4 and 5 the quality of teaching is satisfactory overall but lacks consistency.
- The quality of teacher’s marking is also inconsistent and does not always help pupils to know how to improve.

Commentary

11. The quality of teaching has improved significantly since the last inspection. There have been many staff changes over the last two years. Several good appointments have had a significant impact on the quality of teaching and led to improved standards particularly in Years 1, 2 and 6. The teaching in the Foundation Stage has maintained its strengths from the last inspection and continued to improve. The quality of teaching for pupils with special educational needs was a key issue in the last inspection report. The special educational needs co-ordinator had recently been appointed then. Over time she has had significant impact on procedures and the quality of teaching and ensures that pupils with special educational needs are well supported and make good progress. She also makes a significant contribution to the teaching in ability sets in Years 3 and 4.

Summary of teaching observed during the inspection in 47 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (5%)	10 (27%)	16 (43%)	7 (20%)	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 where 30 or more lessons are seen.

12. At the time of the last inspection only 84 per cent of teaching was satisfactory or better and this has risen to 95 per cent. The most noticeable difference is in the very sharp rise in very good and excellent teaching from only six per cent at the last inspection to 32 per cent in this inspection. Parents attending the pre-inspection meeting and responding to the questionnaire were happy with the quality of teaching and thought there were good relationships which helped their children to learn effectively. Pupils clearly have good relationships with teachers and have confidence in them. They think teachers are fair and challenge them to learn well. The more positive responses from parents with younger pupils and the younger pupils themselves reflects the significant strength in the teaching at the early stages of pupils’ education.
13. The focus of this inspection was on the Foundation Stage and mainly at the end points of Key Stage 1 and 2 in Years 2 and Year 6. Special educational needs were also a specific focus for

observations as this had been a key issue in the last inspection. This made a significant contribution to the overall quality of teaching.

14. The amount of unsatisfactory teaching has reduced overall. However, a scrutiny of pupils' work shows that in Years 3 and 4 teachers' expectations are not high enough. Observations of the quality of teaching in Years 3-5 showed that the quality is too variable. Two unsatisfactory lessons were in these age groups. In one case it was the lack of challenge which made the lesson unsatisfactory and in the other it was due to mismanagement of some pupils' behaviour. In most lessons seen in Year 3 – 5 the quality of teaching is satisfactory and occasionally better when teachers' knowledge of what they are teaching is more secure and work more appropriately targeted to pupils' age or ability. In Years 3 and 4 low teacher expectations results in levels of work which are below pupils' capabilities and subsequently pupils do not make as much progress as they should. This was noted as an issue in the last inspection report.
15. Despite improvements in the quality of teaching and a change of staff, issues related to matching work to pupils' capabilities are still present in Years 3 and 4. This is partly because the quality of teaching in Years 1 and 2 is significantly higher and pupils are challenged very well. This produces effective learning and standards which are above expectations at the end of Year 2. Insecurity of teacher knowledge and insufficient use of assessment data to set expectations are the key points where teaching in Year 3 and 4 fails to maintain the same level of challenge. Consequently pupils are not making the progress they should in these years. The work provided by teachers in Years 3 and 4 does not build successfully on previous work in quality or quantity. The school is aware of this and has been providing support. However, the level of challenge and monitoring has yet to have a significant impact.
16. Teachers throughout the school successfully promote inclusion and equality of opportunity. They value the contributions made by pupils and ensure that their personal needs are well met. Pupils feel that teachers give them help when they are stuck and help them to improve. Staff provide very good levels of encouragement and relationships within the classrooms are good. Teaching assistants provide good levels of support and help pupils, particularly those with special educational needs, to make good progress. Most teachers maintain consistently high expectations of behaviour. As a result pupils are well behaved, attentive and keen to do well. This has a positive impact on their learning.

Assessment

The quality and range of assessments are **good**.

Main strengths and weaknesses

- Baseline and very thorough ongoing assessments are very well used to plan the work for Foundation Stage children.
- A good range of assessments within the school are used well to plan work for most of the different ability sets in literacy and numeracy.
- Optional national tests are analysed and the results are used in planning the next year's work.
- Further challenges and extension activities are included in teachers planning as a result of assessments especially for pupils in Years 1, 2, 5 and 6.
- Special educational needs assessments are used to set targets in individual educational plans and are used very well by the special educational needs co-ordinator and the majority of teachers to plan work.
- Teachers' marking is of variable quality

Commentary

17. The school has a good range of effective procedures for analysing statistical data from tests and assessments. The information is effectively used to identify those pupils who need additional help and support. Pupils' performances in the National Curriculum tests at the end of Years 2 and 6 are analysed and well used to identify and correct weaknesses in the curriculum for the following year. The school managers make very good use of all tracking data to plan groups and sets in English and mathematics for pupils in Years 3-6. They accurately identify strengths and weaknesses, and adapt their development plans to focus upon any identified weaknesses. As a result standards in these subjects are well supported except where the quality of teaching is the most influential factor. Senior managers are not ensuring a clear understanding by all teachers of pupils prior attainment and that this drives expectations for future attainment especially in Years 3 and 4 classes.
18. All teachers keep detailed and comprehensive records of their pupils' achievements and levels of attainment. Good use is made of these details to track pupils' progress across the school, and inform pupils' individual targets and end of year reports. However, in a few classes, teachers do not use assessment information well enough to prepare tasks that will extend pupils' learning, particularly the pupils in Year 3 and 4 classes. Year 2 teachers use such information very effectively to challenge the learning of more able pupils in mathematics especially.
19. Pupils' work is regularly marked but the quality is too variable. It ranges from comments that help pupils to improve to just ticks. There is insufficient focus in teachers marking on helping pupils know where they are and what they need to do to improve further. There is too little emphasis on strategies for pupils to be able to evaluate their own work against clear criteria.

The curriculum

Overall, the curriculum provided is **satisfactory**. It is **very good** in the Foundation Stage and **good** in Years 1 and 2. Opportunities for pupils in Years 3 and 4 are **unsatisfactory**. Opportunities for the enhancement of pupils' learning are **good** and support pupils' learning well. The school's accommodation is **unsatisfactory overall**. Resources to support the implementation of the curriculum are **good**.

Main strengths and weaknesses.

- In the Foundation Stage children make a good start and progress well because of the range of curricular activities organised for them.
- Provision for pupils with special educational needs is very good and supports their good achievement.
- The pupils' learning is enriched successfully through the range of visitors and educational visits provided by the school.
- The school's staffing in terms of teachers and support staff is good.
- The school plans its curriculum carefully and adjusts it in order to cater for the changes in organisation of classes and national requirements.
- Overall, equality of opportunity is satisfactory but the needs of the more able pupils in Years 3 and 4 are not fully met.

Commentary

20. The Foundation Stage curriculum is varied and interesting, incorporating all areas of learning successfully into broad topics and themes. It is very well planned and carefully monitored by the lead teacher. It makes a significant contribution to the children's good achievement. The curriculum for pupils in Years 1 and 2 is well organised and ensures that pupils continue to achieve well. However, this good start does not continue in the Year 3 and 4 classes where there are weaknesses in the way the planned curriculum is taught, which inhibits pupils' achievement, particularly for the more able pupils in literacy. By Year 5 and 6 the provision is

much improved and teachers increasingly work hard to plan a curriculum that meets the needs of pupils in the mixed age classes. However, the current arrangement of setting pupils from Year 3 to Year 6 by ability and age for literacy and numeracy has a variable impact on pupils' learning as it is dependent upon the quality of teaching for each group and this is inconsistent. It is also proving problematic in holding teachers to account in facilitating literacy and numeracy in other subjects. Nevertheless, for the set group of higher attaining pupils in Years 5 and 6 it does allow for greater challenge. The school is reviewing this situation. The school considers the introduction of an integrated theme approach is the first step to help link subjects across the curriculum and will provide the necessary time for pupils to study in greater depth. They have identified the need for a skill's development programme to run alongside this approach.

21. The school supports the curriculum well through a good range of educational visits and visitors. Pupils in all year groups normally have several day trips out each year. Pupils in Year 6 also have a residential visit. This judgement supports the parents' view that the school provides a good range of activities. However, a few commented that they would like more clubs and a wider range of sports. The inspection found that the range of school clubs provided for pupils was satisfactory and that pupils' participation in sports was good.
22. The school has a good number of teachers and teaching assistants which enables them to organise classes in a manner that supports the needs of most pupils well. Teaching assistants' skills and expertise are in most instances used effectively by teachers, so that they are contributing positively to the learning process. They make a good contribution to the very good provision for pupils with special educational needs. Pupils' achievements are matched to the learning objectives of the National Curriculum and successfully tracked to ensure that any area of weakness or misunderstanding is identified and corrected quickly.

Accommodation and Resources

The accommodation is **unsatisfactory** because long standing deficiencies are a significant barrier to learning in several areas of the curriculum and in most classrooms. The quantity and quality of resources are good.

Main strengths and weaknesses

- Some classrooms are cramped and prevent the pupils from moving around to be independent in their learning.
- The "demountable" classrooms are difficult to keep at an optimum temperature for comfortable learning.
- Lessons in the open plan infant area are often affected by noise from neighbouring classes.
- The building is bright, cheery and well maintained.
- The hall and the older pupils hard play area are too small but the large playing field is a great asset for sport and recreation.

Commentary

23. The school is teaching pupils as well as it can in accommodation that is below the quality expected for primary schools. Since the last inspection concerns about the accommodation have become more pronounced. The older pupils are housed in "demountable" classrooms that were erected temporarily over 25 years ago. Not only are they old and costly to maintain, but also they become too hot in the summer and are draughty, cold and suffer from condensation in the winter. It is difficult for teachers to teach and pupils to learn effectively when they are uncomfortable. The infants have classrooms in a modern and well-appointed open plan area. However noise levels from one class invariably affect the hearing in another. Teachers have to be very careful to ensure that their active lesson does not impinge on a quiet one next door. In several lessons observed pupils who had plucked up courage to answer a question had to be asked to repeat themselves because the teacher could not hear the reply. The Year 3 and 4 pupils are in a cramped annexe that is too small to allow sufficient activity in selecting resources or enough space to work independently. Consequently lessons in design

and technology and art suffer. Both parents and pupils are appreciative of recent upgrading of the fabric of the building, but still have concerns about some of the unsuitable accommodation.

24. Despite these significant problems the school is bright and attractive. It is well maintained by a knowledgeable and loyal site manager, who goes out of his way to make the accommodation as welcoming as possible. The development plan has a clear timetable of repairs and improvements possible within the school's budget. Outside the school has an extensive playing field that really comes into its own in the drier months for sport and spacious play times. The nursery and reception children have very good accommodation in their dedicated and modern building, with its own secure play area. Here resources are very good because they are good robust quality, appropriate for younger children and easily accessible for independence in learning.

Care, guidance and support

The provision of support, advice and guidance to each pupil is **good**. The school takes **good** care of the pupils in a safe and secure environment. Procedures to gauge pupils' views are **satisfactory**. Overall the care and support of pupils has improved since the last inspection.

Main strengths and weaknesses

- Looking after the individual needs of each pupil is paramount in the school's priorities.
- The provision for personal, social and health education is good and aids the pupils' development well.
- Pupils have good trusting relationships with adults and know who to turn to if they have concerns.
- The school has good health, safety and first aid procedures.
- Pupils could be better involved in the running of the school.
- Child protection procedures are satisfactory but staff require their training on this aspect to be renewed.

Commentary

25. The school is particularly expert at identifying and supporting pupils with academic, social or domestic concerns. The head teacher is adept at "keeping his ear to the ground" and doing all he can for families with difficulties at home. Consequently pupils with disrupted home lives are well supported by staff who sensitively keep confidences. Those pupils who have special educational needs are very well tracked and helped to achieve well because all staff concerned are kept well up to date on the particular skills these pupils need to improve. At the regular meeting called by the special needs co-ordinator the teaching assistants can share concerns about any pupils and find out how best to support them. On occasion members of staff will act as personal mentors to individual pupils to help them to settle to school life and to learn effectively.
26. Nearly all pupils know whom to turn to if they have a problem. Many say they like their teachers because they are kind, helpful and fair. When Year 6 pupils were asked whom they would seek out if they had a worry, several said their house captains, so demonstrating the good supportive relationships between the pupils themselves. On the rare occasions of bullying pupils are quite confident to immediately approach an adult or older school-mate to help them sort it out. The good trusting relationships in the school lead to pupils' happiness and a good foundation for effective learning. Parents are particularly pleased with this aspect of school life.
27. Procedures for the safety of the pupils while at school are good. The governors and the site manager regularly assess the building and grounds for risks. Any potential hazards are remedied quickly and effectively. The site manager has a wealth of practical experience and is keen to keep himself up to date with the latest procedures for health and safety. There is a

good number of qualified first aiders. Pupils out at play or on trips are well looked after, with a first aid kit always to hand. Accidents are well recorded and parents quickly notified if their child has had a bumped head. The head teacher and staff have had up to date training. The child protection policy and the staff handbook are up to date.

28. Pupils have a good range of responsibilities in class and around the school. The older pupils help in assemblies with the projector, the benches and the music system and also give a hand with the younger pupils at lunchtime and during wet play times. However there could be more opportunities for pupils to be involved in the running of the school to develop their awareness of citizenship. A few pupils become house captains, but rather than being selected by the rest of the school, it is a staff and governor decision. There is currently no school council, so pupils rely on informal contacts with teachers to give their views and ideas. Pupils say that they are listened to if they have concerns, but presently the system is not structured enough to develop their knowledge of a democracy and how it works. A good start has been made with the forthcoming visits to the local council chamber and the Houses of Parliament.

Partnership with parents, other schools and the community

Parents are very supportive of the school. Overall the school has **good** links with the parents, hampered a little by a lack of some information. Links with the community and other schools are **good**.

Main strengths and weaknesses

- Parents are very appreciative of what the school does for their children.
- The school has good links with the village of Rayne to enliven the curriculum.
- Good links with the receiving secondary school help pupils transfer confidently.
- Annual reports are not sufficiently consistent in giving a clear message on pupils' progress.
- There is a need for more information on homework and the curriculum so parents can help their children at home.

Commentary

29. The good number of parents who returned their inspection questionnaires expressed positive support for the school. They particularly like the fact that their children enjoy school and the way their children are settled in and soon able to cope with daily routines. Since the last inspection parents are happier with the range of activities out of lessons, the behaviour of the pupils and the progress their children are making. Parents feel at ease in the school and frequently help by accompanying outings. Of special note is the time and commitment put in by two parents to run a lunchtime club for pupils from Years 3-6, which this term is giving the pupils an opportunity to devise and produce their own show for the village. The parent school association raises significant funds for resources such as play items and computer equipment, as well as bringing home and school together. The turn out at the end of term productions and the carol service is impressive. The solid support of the parents bolsters the pupils' pride and confidence in their school.
30. The school is an important member of the Rayne community. Pupils often go out into the village to learn more about their locality. They have learnt more about the World Wars by making a wreath for the war memorial and have been on nature walks along the Flitch Way to enliven the science curriculum. A sculpture for part of the new Great Notley village is decorated with the hand impressions of the pupils. There is a strong rapport between the pupils and older members of the village, whether sharing memories of wartime or performing at the Coffee Spot Club. Through these well established village links, pupils are learning about the pleasure and importance of being part of a mutually supportive community.

31. The school has a strong link with its receiving secondary school, Notley, to benefit the smooth transfer of pupils. Pupils have plenty of chances to become familiar with the new building and staff through “taster days” in Year 5 and Year 6. The secondary teachers also visit Rayne to meet the pupils and tell them more about life at Notley. Pupils with special educational needs are given extra help with “survival skills”, such as knowing what to do if they are late, to ease them into secondary school routines. In addition subject links in science, French, mathematics and ICT allow the two schools to work together effectively to extend the curriculum for the primary pupils. Consequently the Year 6 pupils spoken to during the inspection were all confident and happy to transfer to their new schools.
32. The information provided to parents on general school events is good and the parents agree that the staff are open and welcoming. However the school is not as good as it should be in keeping parents sufficiently enlightened about the progress made by their children. Parents have adequate opportunities each term to meet the teachers, but annual reports, although thorough and detailed, do not all give a clear statement on how the pupil has improved in each subject. It is useful for parents to be told about their child’s targets when they are specific and meaningful. On the other hand it is difficult for parents to know how to help their children improve when the target for example is “to continue to build on the progress X has made this year”.
33. The inspection team concurs with a few parents who have concerns about homework and information they receive on the curriculum. These were also minor issues at the last inspection. All Key Stage 2 pupils have homework diaries, but it is not always clear enough to parents what the homework entails or the date the homework is expected back. The school has provided some useful booklets to parents at varying intervals on areas such as maths calculations and how to support reading. However parents are justified in wanting more regular and consistent information on what is being taught each term so they can share in finding out more from home.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school is **good** overall. The headteacher provides **good** leadership. There is **good** governance of the school. The leadership and management of other key staff is **satisfactory** overall.

Main strengths and weaknesses

- The headteacher is passionate about continual improvement and provides clear direction for the work of the school and promotes a strong ethos for learning.
- There has been very good improvement in the Governance of the school since the last inspection.
- The school development planning process is good and inclusive of all staff and governors.
- Team leaders in the Foundation Stage and Years 1 and 2 provide good leadership and promote consistently effective working practices.
- The leadership and management for Years 3-6 is unsatisfactory as it is too focussed on managing the team rather than ensuring that standards are a priority.
- Special educational needs provision is very well led and managed and makes good use of assessment data. Other senior managers are not sufficiently focussed on using pupil progress data to ensure targets for individual classes and year group are set at suitably challenging levels to build on pupils’ past achievements.
- Many subject leaders are new, very pro-active and impacting on the quality of provision. The leadership of design and technology and physical education is unsatisfactory as it is insufficiently pro-active and lacks a clear overview for further development.

Commentary

34. The headteacher provides good leadership and manages the school well. He is committed to continually making the school more effective and relentless in seeking and responding to new ideas. He has successfully established a very positive climate for learning and promotes inclusion throughout the school. The success of his leadership and management is seen in good improvement in the school since the last inspection. He provides a clear lead to staff and delegates responsibility well. Where senior staff are effective this has a positive effect on raising standards. Effective leadership and management by the most senior staff ensures the consistent application of the school's values, high expectations and results in good quality of education in the Foundation Stage, Key Stage 1 and Year 6. Significant staff changes over the last two years has been handled well and had a positive effect on standards with the exception of Year 3 and 4 classes where teachers lack experience. There is insufficient monitoring and direction from the Key Stage 2 leader to ensure they maintain the high expectations and standards of the rest of the staff. The senior management team do not make sufficient use of data on pupils' past performance to drive expectations as pupils' progress through the school. This results in Years 3 and 4 not building on the achievement of pupils from the Foundation Stage to Year 2 and pupils playing catch up in Years 5 and 6. This has prevented standards at the end of Year 6 being as high as they are at the end of Year 2 in the past. Consistently high quality teaching in Year 6 is ensuring pupils work at an appropriate level for their ability and in line with their past achievements.
35. The work of the governing body was unsatisfactory at the last inspection. The school has made very good improvement in addressing the issues raised. Governors are much more involved in the school and have very good relationships with the headteacher and staff. This helps them to be effective critical friends who take an active role in finding and evaluating information on how well the school provides for its pupils. The principles of best value are implemented well and governors monitor the school accounts rigorously. Governors have a very good understanding of the strengths and weaknesses of the school and high aspirations for its future development. The governance of the school is good and governors had a good understanding of their role in supporting and challenging the school.
36. Governors and all staff help to determine the priorities for the future. The school's improvement process is well developed and there are further planned improvements to enhance links between lead governors and subject co-ordinators and other key staff. The school improvement plan is comprehensive and detailed but is insufficiently focussed on key areas such as raising attainment in Years 3 and 4 and ensuring continuity of progress for pupils.

Financial information

Financial information for the year April 2002 to March 2003 including Nursery

Income and expenditure (£)	
Total income	687,765
Total expenditure	672,569
Expenditure per pupil	2,260

Balances (£)	
Balance from previous year	15,293
Balance carried forward to the next	15,195

OTHER SPECIFIED FEATURES

What is the effectiveness of special educational needs assessment?

The provision for pupils with special educational needs is **very good**. This is as a result of **very good tracking** of their achievements and **very good identification** of the support they need.

- Achievement of pupils with special educational needs is good.
 - The co-ordinators management of special educational issues is excellent.
 - The management of class assistants is very good.
 - The tracking systems for special educational needs pupils are very good, and are used well to identify their individual and specific needs.
 - Other assessments to identify specific needs and support are very good.
 - Individual educational programmes are well prepared and useful.
37. At the time of the previous inspection the identification and provision for pupils with special educational needs was a key issue for action. Since that time all areas of identification and provision have been addressed and now the provision is very good. Central to all the work with pupils with special educational needs has been the impact of a full time, highly skilled and experienced special educational needs co-ordinator. The co-ordinator has established a range of very high quality assessment procedures that carefully identify pupils' needs. Individual educational plans for pupils on the register identified as needing support at a School Action level are drawn up by their class teachers with the support of the special educational needs co-ordinator. These include detailed and specific targets for the development of their language and literacy skills, their mathematical needs and if necessary targets to support their emotional or behavioural development.
38. Pupils on the register classed as at School Action Plus⁵ have their educational plans drawn up by the special educational needs co-ordinator using assessments from teachers, teaching assistants and outside agencies such as speech and language therapy and the educational psychology service. Of particular value to the special educational needs staff is the high quality tracking by the majority of teachers, matching pupils achievements to the learning objectives of the National Curriculum. This tracking ensures that any area of weakness or misunderstanding is identified quickly and corrections to learning made promptly. As a highly skilled teacher, she teaches two sets of Year 3 and 4 pupils during literacy and numeracy lessons every day. She supports pupils individually or in small groups in other classes and in other curriculum areas during the rest of the week and this enables her to monitor pupils' progress very regularly. The co-ordinator holds a weekly meeting with class assistants where pupils' progress is discussed and strategies and support is planned further. Records are thus kept fully up to date and programmes such as the Essex Reading Recovery have been implemented to support pupils' literacy needs. The co-ordinator and class assistants attend frequent training to ensure that they are fully up to date in all special educational needs issues. Many staff have acquired additional qualifications to help them support pupils' needs. The co-ordinator meets regularly with other co-ordinators in the area and finds these of particular value as speakers are invited and resources shared to develop skills further.

⁵ STAGES OF SPECIAL EDUCATIONAL NEED

Stages of special educational needs used to range from Stage 1, when limited additional support is provided for pupils entirely from within the school, to Stage 5, which ensures that a pupil has a statement outlining his or her needs and shows what additional and specific support that pupil will receive. Stages 1 and 2, now known as school action, means that the school provides additional and often different support for a pupil with special educational needs. Stages 3, 4 and 5 involve external specialists as well as staff within the school and these three stages combined are now called Action Plus.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **good**.

39. The strengths recognised during the last inspection have been maintained and further improvements have been made to the accommodation and the quality of teaching. The quality of teaching is never less than good and some very good and excellent practice was seen in the reception class. Consistently good teaching across all areas ensures that children make good progress and by the end of the reception they are likely to exceed the Early Learning Goals. Several reception pupils are already working towards the early stages of the National Curriculum. The leadership and management of the Foundation Stage curriculum is good and ensures consistency of approach. The staff make very good use of the Foundation Stage profile to make regular and detailed assessments of children's ability and progress. The way staff check on how well children are doing is very good and is used very well to plan their next work. Children in the reception class have targets in the front cover of their books to guide them. The accommodation for the Foundation Stage is very good. The school has created several outdoor play areas including a new one which it plans to develop as a good outdoor classroom area for use by nursery and reception children. This will bring improved opportunities for staff to work together as a unit. The teachers and nursery nurses work very well together as a team and are looking forward to extending this work in January when another reception class will be created.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for this area of learning is **good** and the children are very likely to **exceed** the standards expected of them by the end of reception.

- Management of the children is very good.
- Children are confident in the routines in the nursery and reception class and respond well to the teachers' high expectations.
- Every effort is made to include children in all activities and good attention is paid to those with differing abilities.

Commentary

40. A great deal of thought has gone into the arrangement of both teaching areas to ensure resources are easily accessible to children. Both the nursery and the reception class are bright, stimulating and lively environments where children can work and play together. The children feel confident and secure and are usually engrossed in their activities and sustain concentration well particularly in the reception class. There are good strategies to teach children to listen and follow instructions. There are good routines to promote children's independence such as collecting and reading a name card and then collecting that child from outdoor play for their turn at snack time. Nursery and reception children have good levels of personal independence and dress and undress themselves with little adult help.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in this area of learning is **good**.

Main strengths and weaknesses

- There is good support and challenge for children of differing abilities.

- There are good opportunities for extending children's spoken language.

Commentary

41. There is good attention to children with higher than average abilities and these children are already making very good progress in reading. Shared reading sessions between reception children and older pupils helps them enjoy a range of books. Even the youngest three year olds recognise and write a few letters of the alphabet and a many know letter sounds and names. In reception more able children learn to read simple words quickly. Reception children are beginning to write sentences without formal structures support strategies which results in enjoyment of writing and phonetic spellings. There is a good focus on natural opportunities for developing writing skills through writing areas, making books and most children regularly write their name clearly and accurately from memory. Role-play is effectively used to support the development of speaking and listening skills. For example, children work well together to make up a play situation linked to a story about going to the moon.

MATHEMATICAL DEVELOPMENT

Provision is **good**. Children are likely to achieve the expected standards for their age.

Main strengths and weaknesses

- The children's achievements in numeracy are good.

Commentary

42. Children learn to count, do simple addition and subtraction and recognise coins. They know and understand simple shapes and learn the basics of measurement. Staff use good clear questioning and correct mathematical vocabulary when teaching the children. They have good strategies for interesting the children, for example, teaching the reception children to understand when an object is full, nearly full, half full or empty they explain things in a variety of ways. There are good opportunities for children to select their containers and make the best judgement about what to use to fill it. Good discussions of what they have learnt help all children to learn from each others' experience. Children make good use of the correct mathematical vocabulary.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision is **good**. Children are likely to exceed achieve the expected standards in this area of learning.

Main strengths and weaknesses

- There is a wide range of activities to develop children's knowledge.

Commentary

43. The wide range of activities includes identifying things which are hot and cold. Children test which kitchen utensils are magnetic. They recognise that objects can be made from a range of materials and name them. Children then go on to make pancakes using some of the utensils and this consolidates their learning effectively. The staff make good use of the school and the local environment to extend children awareness of their local area. In the reception class children eagerly discuss the weather and change the captions and symbols daily. They recognised that it was the first of December and linked this to opening the first window on an advent calendar. Resources for information and communication technology are good. Nursery children know what the colours of traffic lights are and what they mean. They identify activities

in a physical development session to match them, for example, red is for standing still, amber for running on the spot and green for dashing about.

PHYSICAL DEVELOPMENT

Provision is **good**. Children are likely to exceed the standards expected of them.

Main strengths and weaknesses

- There is good provision for teaching children to control small utensils such as pencils and brushes.
- Provision for large movements in physical education is good. The reception class and the nursery make good use of the hall for physical education sessions and the outdoor play areas.

Commentary

The nursery children have daily sessions outside their classrooms and ride a variety of wheeled toys accurately round a roadway taking care not to run into others playing different games. Staff use the hall well to develop children's body control and learn to move to music in space which is suitable for their age and number. The children have a good sense of space and listen to instructions very well. Nursery children are developing good control of their bodies and reception children have very good control. Throughout the day there are many opportunities for children to learn to control small pieces of equipment and use pencils and crayons with care. They also exceed expectations for their age when using the small movements and control necessary for writing and creative work.

EXAMPLE OF OUTSTANDING PRACTICE

Excellent teaching brought a **very good** response from the children which enabled them to learn **very well** and achieve standards **well above** those normally seen for their age.

The lesson was very well structured and planned demonstrating very secure teacher knowledge. A high level of challenge was evident in the planning and the objectives were fully achieved through a range of very good teaching strategies. The teacher clearly enjoyed dance and movement, was uninhibited and had an excellent sense of rhythm and awareness of body movements. The teacher gave very high quality demonstrations but also did everything she asked the children to do throughout the lesson. As she was dancing and moving she continually watched and praised children's efforts as they imagined themselves as Pinocchio. Constant praise, discussion and explanation ensured an intense level of concentration from children. They willingly demonstrated their movement sequences. As a child demonstrated the teacher mirrored the movements adding value to learning from others ideas, and discussed good points and how to improve further. Children made a range of very expressive movements in time to a tape recording of Coppelia Act 2. They struck an interesting starting shape at the beginning and end of a sequence and held the balances very well. They made very good use of all parts of their bodies and levels of space in which to work. They responded very well to the change in tempo in the music and kept their movements in time with the beat. Children's movements were very well controlled as they moved fluidly from one movement to the next copying the teacher's very expressive use of her hands and body. It was a physically challenging session with very good warm up and cool down sections. Children understood the reasons for these and recognised the effect of exercise on their bodies. Holding their hands over their hearts they monitored how their bodies were calming down as they sat in the middle of the hall eagerly discussing the objectives for the next session back in the classroom. There was a clear feeling of joy in learning and expression through movement.

CREATIVE DEVELOPMENT

Provision is good. Children are likely to exceed the expected standards in this area of learning.

Main strengths and weaknesses

- There is a good range of opportunities to develop children's knowledge and a good concentration on developing their imagination through role play.

Commentary

44. In nursery and reception children develop creatively through painting, collage work, modelling or imaginative role-play. Resources are well organised and prepared enabling children to select activities and the materials they want to use. Nursery children work together well when role playing on a theme of people who work at night. They learn to sing simple songs and rhymes from memory.

SUBJECTS IN KEY STAGES 1 and 2

English

Provision in English is **good**. Ten lessons or parts of lessons were seen.

Main strengths and areas for improvement:

- standards in speaking and listening are above average in Years 2 and 6.
- The quality of teaching and learning is good overall and this enables pupils' to achieve well.
- Very good teaching for pupils with special educational needs addresses their needs effectively.
- There are weaknesses in the teaching of more able pupils in the Years 3 and 4 classes, which inhibits their progress.
- There are not enough opportunities for pupils to use and develop their writing skills in other subjects.

Commentary

45. Overall, standards in English are above average in Year 2 and average by Year 6. This lack of progress is because pupils by Year 6 have suffered considerable disruption to their education through changes in staffing. Weaknesses in the teaching of pupils in the Year 3 and 4 classes also results in insufficient gains in the learning of more able pupils. However, the high expectations of teachers in Years 5 and 6 have helped to raise standards and ensured that the majority of pupils make good progress. Overall, this represents a good improvement since the school's last inspection when progress was said to be satisfactory.

46. Teachers place a good emphasis on speaking and listening in all lessons and give pupils many opportunities to explain, describe, discuss and ask questions. Pupils express their ideas confidently and clearly and are quick to respond to questions and contribute well to discussions on a range of issues in lessons. A good feature of one Year 2 lesson was the use of 'hot seating' a child in role as a character from the story of 'Lazy Ozzie' to answer questions put by the other pupils. This engaged pupils' interest and encouraged them to think about the events in the story before asking the relevant questions. In a Year 3 lesson with the lower attaining pupils, the teacher skilfully used a range of animal puppets to help develop pupils' understanding of how dialogue is used in text. As a result, by Year 6 many pupils develop their ideas thoughtfully to describe events, as for instance when discussing the dialogue used in 'Romeo and Juliet'.

47. Standards in reading are above average in Year 2, which is an improvement since the last inspection but similar to the 2003 test results. Most pupils read simple texts accurately and know how to sound out unfamiliar words. They readily talk about the books they read and show a good understanding of the story and characters. However, only a few were able to identify a favourite author. In Year 6 pupils are achieving standards that are average in their reading. They enjoy reading and understand its importance in all aspects of their learning. The additional guided reading times provide suitable opportunities for pupils to engage in discussion about the books they are reading. By Year 6, therefore, many pupils are reading widely for pleasure and information. Most pupils read with a suitable level of fluency and reasonable accuracy. They show understanding of the main ideas, talk confidently about what they read and express their views about books they have enjoyed.
48. Standards in writing are average by the end of Year 2 and by Year 6. This similar to the judgements made in the last inspection. The majority of pupils achieve well, because of the good teaching in these year groups. Pupils are taught about grammar and punctuation and have an increasing knowledge of how these should be used. The more able pupils in Year 2 show a secure grasp of the spelling of common words and are beginning to use speech marks and exclamation marks in their writing. Less able pupils, while writing coherently, have a variable understanding of how to form simple sentences accurately, particularly in their use of basic punctuation. Pupils' work showed that they were beginning to sustain and develop their ideas well, through the use of imaginative and adventurous vocabulary. However, their progress slows in the Year 3 and 4 classes when the work set is insufficiently demanding, particularly for the more able pupils. This means that teachers in the Year 5 and 6 classes have to work hard to ensure that pupils reach the expected standards. In Year 6, the analysis of work showed that pupils write for different purposes, such as plays, poetry and non-fiction. In the best writing, there is a good range of vocabulary and a lively use of language to create deliberate effects. However, whilst the choice of vocabulary is improving, for many pupils it is not rich enough to reach the higher standards. In Years 5 and 6, there is a good emphasis on pupils' editing and redrafting their work to present a clear final copy. However, the presentation of their work is variable and their handwriting style is not consistently joined. This has been identified as an area for development by the school.
49. Teachers have a secure understanding of the national literacy strategy and implement it effectively. The teaching is of good quality overall with some very good features in Year 1, 2 and in Year 5 and 6. Throughout the school, teachers' work hard to ensure that pupils are given good opportunities to develop their speaking and listening skills and this encourages effective learning. Teaching assistants are well prepared for lessons and in most cases make a good contribution to pupils' learning. Teachers' lively presentations quickly engage the interest of pupils, channels their enthusiasm and sustains their concentration. When teaching the whole class together in the first part of a lesson, questions are used well to direct pupils' thinking and the rate of pupils' learning is consistently high. However, where teaching is less effective the group tasks provided for pupils are not sufficiently well matched to their abilities. This was particularly evident in the work provided for the higher attaining pupils in Year 3 and 4. Pupils with special educational needs receive good support from class teachers, teaching assistants and the special needs co-ordinator. Some very good focused teaching was seen when the special needs co-ordinator took a group of pupils from Year 3 for a literacy lesson. The teacher's high level of expertise enabled her to get the best out of the pupils as they read and structured a piece of writing to include features of dialogue.
50. The subject leader has a clear view of what needs to be improved and although very new to the post has carried out an analysis of pupils' standards and teaching and learning. This has led to a clear focus for future development.

LANGUAGE AND LITERACY ACROSS THE CURRICULUM

- Speaking and listening skills are well developed through all subjects. Teachers are very aware of the need to promote accurate and clear speaking skills and so they provide many

opportunities for pupils to speak with partners, as part of a group or in front of the whole class. By Year 6, pupils use reference and resource books confidently. Opportunities to write in other subjects are insufficiently developed and as a result pupils are not achieving as well as they could.

MATHEMATICS

Provision for mathematics is **satisfactory**. Five lessons or parts of lessons were seen.

- Standards in mathematics by the end of Year 2 are good for all pupils and they all achieve well.
- Higher attaining Year 2 pupils reach very high standards and achieve very well.
- Standards by the end of Years 5 and 6 are good for higher achieving pupils and satisfactory for other pupils. All pupils achieve well.
- Standards in Years 3 and 4 vary, depending upon the variable quality of teaching.
- Results in national tests over time, after a serious dip in the year 2002, are now rising back towards national levels.
- Teaching and learning is good in Years 1 and 2 and also in Years 5 and 6. Very good teaching was also seen for pupils in these age ranges.
- Assessment of pupils' work is very good in most classes.

Commentary

51. Standards are good by the end of Year 2 because the quality of teaching and learning for all pupils is good and often very good. This is a better picture than at the time of the previous inspection. More able pupils are identified very early and given very challenging work. Those who need help and support have work carefully planned to meet their specific needs. Teachers assess the quality of the work and learning of all pupils and set targets to build very carefully on the good start given in the Foundation Stage and in Year 1. For the next two years the progress of most pupils is just satisfactory though the quality of teaching is more variable. Pupils in sets taught by the special education needs co-ordinator achieve high standards and these pupils make good progress. Once pupils reach Years 5 and 6 learning gains momentum and pupils achieve well. Although momentum increases and teachers and pupils work very hard, there is not enough time to fully make up for the lack of progress for many pupils and standards just reach satisfactory levels for the majority, though more able pupils attain good levels. This is a better picture than at the time of the previous inspection where a significant proportion of pupils failed to reach the expected Level 4. There is a strong determination through the school to identify challenging targets and use these rigorously to drive standards higher.

52. Overall, the quality of teaching and learning is good, very good teaching was seen in both Years 2 and 5. Parents feel their children enjoy their mathematics work, while younger pupils think mathematics is their favourite subject as they can move quickly through the whole class activities to harder work. Questions such as the one below gives evidence of the quality of challenge planned for more able seven year old pupils in Year 2:

- a. *“Grace wants to buy a book for £4.99. She saves up her £1.00 a week pocket money, but she breaks a vase which costs £5.35 and has to pay for that first. How many weeks before Grace can buy her book? When she does, how much money will she have left?”*

The basic skills of number and numeracy are soundly taught in most classes in mathematics lessons, especially for younger and older pupils.

53. Most teachers use the school's assessment systems well to identify pupils' needs, draw up targets and plan lessons that challenge pupils to work hard. This helps them learn well and rapidly develop their mathematical skills and knowledge. Teachers share the lesson objectives with pupils and mark to these, telling pupils what has gone well and identifying areas to develop further. They hold high expectations that behaviour will not get in the way of learning and plan carefully the work of class assistants to meet pupils' individual needs. Many teachers use

small white boards at the beginning of lessons so that all pupils quickly write and wipe their answers.

54. The co-ordinator has been in role for a year and this is her first management appointment. She has made a good start on leading and managing the subject. Her action plan is focused upon raising standards through identifying progress, making sure resources match and support the curriculum. Staff have had training to support and develop areas of weakness. Assessment data is used in grouping pupils into sets by ability, to enable learning to be planned to challenge skills, knowledge and understanding by pupils needs. This has enabled teachers to challenge the majority of pupils well, but does offer less support when the teachers' abilities are weaker, especially for lower ability pupils. Standards for such pupils are being monitored.

MATHEMATICS ACROSS THE CURRICULUM

55. The use of mathematical skills is just satisfactory in other curriculum areas and more attention could be given to planning more opportunities for pupils to use their mathematical skills. While dates and timelines are used in history, measuring in design and technology and graphs in science, these subjects use rather than develop and extend further pupils' mathematical knowledge and skills.

SCIENCE

The overall provision in science is **satisfactory**. Only two lessons were observed, in Year 1 and in a Year 5 and 6 classes.

Main strengths and weaknesses

- There are regular opportunities for pupils to investigate and experiment.
- The teaching of science is good overall.
- Activities in the Year 3 and 4 classes are not sufficiently well matched to meet the needs of all pupils.
- There is insufficient use of information and communication technology to support the teaching of science.

Commentary

56. Standards in science in Year 2 and by Year 6 are average. This judgement is similar to the findings of the school's last inspection. The very good teaching and high expectations of the teachers, seen in these lessons had a major impact on pupils' learning. This included pupils who have special educational needs and the more able pupils. The analysis of pupils' work and talking to pupils indicate that overall, good teaching and learning is promoting good achievement, particularly in Years 1, 2 and 6 but pupils' progress is not consistent across the school. Where the quality of teaching is particularly strong pupils are really interested in lessons.
57. Pupils are taught all elements of the subject as they move through the school. In a Year 1 lesson, many pupils revealed good achievement as they investigated a range of materials for their waterproof qualities. The lively teaching and challenging questions asked captured all pupils' attention and enabled them to learn very well. Year 2 pupils have a sound knowledge and understanding of the changes in materials and explain ways in which ice could be made to melt more quickly. Helpful planning sheets assist pupils to refine their practical investigative skills. Most pupils are developing a scientific vocabulary to explain their observations while undertaking investigations. As a result by Year 6, many pupils are able to provide clear explanations and record their findings accurately when writing up the experiments.
58. Teaching in science is good overall, with some very good features at the upper end of the school, with the result that these pupils most often make very good progress. This is an

improvement since the last inspection when teaching and progress was reported as being satisfactory. Teachers are skilled at developing the necessary scientific language that pupils need to talk about their work. This supports their literacy and speaking skills well. Lessons are well prepared, organised and interesting. This encourages pupils to be positive about their work. However, in the Year 3 and 4 classes, the worksheets do not provide sufficient challenge to the pupils and as a result their rate of progress is slower. In the Year 5 and 6 classes there is a significant improvement in pupils' learning and their investigative skills are particularly well developed. The high quality discussion was a key factor to learning in a Year 5 and 6 lesson. The teachers' very high expectations and standard of questioning ensured that all pupils were challenged well and encouraged to think scientifically about evaporation. A particularly good aspect of this lesson was the opportunity for pupils to plan a fair test for themselves. Year 6 pupils have had opportunities to carry out a range of investigative work on forces and solid, liquids and gases and their recording makes a good contribution to pupils' literacy and numeracy skills. However, there was very little evidence to show that pupils have had the opportunity to use information and communication technology to support their learning.

59. The subject co-ordinator is very new to the post and has ensured the curriculum is well planned Science projects run on a two-year cycle in Years 1 and 2 and a four-year rotation in Years 3 to Year 6 to take account of the mixed age classes. Each topic covered includes the experimental and investigative aspects of the subject. She has not had the opportunity to monitor teaching and learning and as a result has not managed to significantly influence the way the subject is taught in the Year 3 and 4 classes. Resources for science are good and used well to support pupils' learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology is **satisfactory**. Only one lesson was observed in Year 2.

Main strengths and weaknesses

- Standards are in line with those expected nationally for pupils in Years 2 and 6.
- Teaching and achievement was very good in the one lesson seen and satisfactory in the limited range of work in books and on display.
- The curriculum is well focused upon the development of skills and knowledge and there are a few good links with other subjects.
- Assessments of pupils' work and progress are well devised and used effectively by teachers.
- No strands of the National Curriculum are missing from the planned curriculum though the programmes and equipment to enable such as control technology to be fully covered is waiting upon the completion of the new computer suite.
- The leadership and management of the information and communication technology co-ordinator is very good and she is committed to raising standards and improving provision.

Commentary

60. The accommodation within the school is being remodelled at present and a new computer suite is waiting to be established. As a result it was only possible to see one lesson though evidence from pupils' books, displays and discussions show that standards are as expected in most areas of the curriculum and above in the development of pupils' word processing skills. All pupils' competency in information and communication technology is satisfactory. In spite of many changes to the wider curriculum, since the previous inspection standards have been maintained. Teachers' confidence and competence have increased and links to other curriculum areas extended.
61. The quality of teaching and learning in the lesson seen was very good. The teacher, also the co-ordinator, has very good subject knowledge, and understanding of skill development and

their use across the curriculum. As a highly skilled teacher, she identified what her pupils needed to practice from an evaluation of their previous work. She established a very good pace, asked high quality questions and developed the lesson as a result of their answers. As a result pupils thoroughly enjoyed their work and were sad when they had to move on. These Year 2 pupils even had homework set, "to think about and discuss with their parents what a computer is better at doing than a human being".

62. Since her appointment to the school a year ago the co-ordinator has made a very positive impact on the provision. Older computers and other equipment has been replaced. There is a good range of resources in classrooms and new computers are ready to furnish the suite when building is complete. Existing machines have been updated and redistributed to ensure that all classrooms have at least one machine, many two, with banks of five or six machines along with printers, speakers and other hardware in each open plan area. The school are trialling three interactive whiteboards with computers and projectors. Mobile computer units 'roamers' and remote control vehicles have been purchased for younger pupils while resources and programmes to support the further development of control technology for older pupils are in store and planned into the curriculum for later in the year. Not only has the co-ordinator focused upon the building of the new suite, the purchase of computers, programmes and other supporting equipment, she has also updated the school's curriculum plans and ensured all staff are confident in teaching the subject.

HUMANITIES

Religious education

The school's provision for religious education is **satisfactory**. Only one lesson was observed, and a lot of work covered in religious education lessons, centres around discussions, so there was limited written work to examine.

Main strengths and weaknesses

- Pupils' knowledge and understanding of Christianity is well established.
- Learning makes an effective contribution to pupils' personal, social and moral development.
- Pupils' knowledge of other world religions is weak.

Commentary

63. Standards of attainment are in line with expectations of the locally agreed syllabus, as at the time of the school's last inspection. The analysis of the available work and talking to pupils indicate that pupils' achievement is sound throughout the school.
64. In the one lesson seen in the Year 5 and 6 class, the quality of teaching and learning was good. The lesson provided an effective opportunity for pupils to use their speaking and listening skills, demonstrating that they had thought about what they have learned and formed personal opinions from their learning. The atmosphere of mutual trust and encouragement enabled pupils to feel confident to develop their responses to questions. As a result, the discussion that followed showed they were beginning to link religious teaching with everyday life, such as understanding how the faith can be a source of hope and comfort for people who are suffering. Pupils' have opportunities to discuss a range of different feelings, such as their fears and how they cope with them. In addition, after studying the story of the Good Samaritan they considered groups of people in society today who suffer from alienation and prejudice. Although their written work shows a suitable coverage of other religious faiths and the stories behind festivals such as Divali, Dassehra and Hannukkah, it was fairly superficial and lacks depth. Good use is made of visits to the local church and pupils learn about the symbolism involved in Christian ceremonies through role-play. For example, they have acted out the

events of a baptism ceremony and taken part in 'wedding' ceremony officiated by the Rector. Pupils' social, personal and moral development is well supported through religious education.

65. The curriculum is satisfactorily planned on a two-year cycle to accommodate the mixed-age classes. The subject is led enthusiastically by a part time member of staff, who although very new to the post has a wealth of experience, which is shared with colleagues. The emphasis is on learning from religion, as well as building knowledge of a suitable range of world religions. A new curriculum plan is being written to give more time and depth to each area of study to compensate for the pupils' lack of outside school experience.

Geography and History

Two geography lessons were seen, but only one Year 2 history lesson was observed. Discussion with the co-ordinators, work samples and displays signify that the provision for both subjects is **satisfactory**.

Main strengths and areas for improvement:

- the subjects make an effective contribution to pupils' speaking and listening skills.
- Good use is made of visits to places of geographical and historical interest.
- Pupils' work in Years 3 and 4 is often only recorded on worksheets.
- Opportunities to follow a line of enquiry and find evidence are more limited.

Commentary

66. In **history**, samples of work and discussions with pupils indicate that standards are average in Year 2 and Year 6, although pupils' knowledge of the topics they have covered is better than their skills in interpreting historical events. Overall, standards are similar to the school's previous inspection and improvement since that time is satisfactory.
67. Pupils obviously enjoy history and were particularly enthusiastic about their work on Greenwich. The quality of teaching and learning seen in the lesson observed during the inspection was satisfactory. The teacher's enthusiasm for the subject successfully captured pupils' imagination and had a significant effect on their achievements. Their speaking skills were promoted well as the work was linked to acting out the story of Grace Darling. Pupils with special educational needs benefited well from this approach to learning in history as they had the opportunity to work with other pupils in the class and participate in role-play. Although literacy skills are suitably used in Years 5 and 6, pupils' past work showed that teachers in Years 3 and 4 rely too much on worksheets that do not allow the pupils to become active enquirers. In the evidence available, pupils' understanding of social and cultural differences is suitably developed through their history work. Although there was little evidence across the school of pupils making use of information and communication technology in their work, the work of older pupils showed they had used the Internet for research.
68. In **geography**, pupils were observed in Year 2 and in a Year 3 / 4 lesson. Based on the lesson observations and the analysis of pupils' work, pupils' make satisfactory progress and achieve average standards by Year 6, which is similar to the findings of the last inspection.
69. The overall quality of teaching and learning is satisfactory. In the lesson observed in Year 2 it was very good and all pupils were being stretched by the challenges that the teacher gave them. The strong emphasis placed on developing pupils' mapping skills was particularly effective and resulted in many pupils being able to draw a map using symbols that gave a clue to the features. The very secure subject knowledge of the teacher and enthusiasm for the subject captured the excitement of all pupils and had a major impact on their learning in the lesson. As a result of skilful questioning pupils not only extended their understanding of coastal

features but demonstrated an increasing use of technical geographical vocabulary when talking about their work. Analysis of pupils' past work from Year 3 to Year 6 showed that the focus of their geography work was based on the theme of 'Greenwich'. Although overall it was suitably used to promote pupils' knowledge and understanding of the place and helped to support the development of pupils' geographical skills, too often the over use of work sheets resulted in superficial coverage of the topic. In the lesson observed, pupils produced simple sketch maps of Rayne and labelled the various features they had observed in the village. Pupils also used maps of the village to make comparisons with maps of Greenwich.

70. Both history and geography are planned and linked to a cycle of topics that maximises the use of visits and helps to ensure the entitlement with mixed year group classes. Leadership of the subjects is satisfactory. The co-ordinator who has the responsibility for both geography and history is very new to the position, but already she has a clear overview of where she wants to take the subjects. For example, she is very keen to build in a more multi-cultural approach to pupils' learning to help steer them away from stereotype views.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Due to a strong focus during the inspection on other subjects, it has not been possible to make full judgements in any of the subjects within this area except physical education. The provision for physical education is **satisfactory**. In Years 1 and 2 the provision for art and design and music is **good**.

Art and design

Provision in art and design in Key Stage 1 is **good**. No lessons for Years 3-6 were timetabled during the period of the inspection and available work was limited.

Main strengths and weaknesses

- The quality of teaching and learning in Years 1 and 2 is good resulting in standards reaching above expectations for pupils' ages.
- There is a good clear art framework with a good focus on processes and visual elements which is not reflected in the available work in Years 3-6.
- Work in Year 3 and 4 classes does not build upon the quality of work in Years 1 and 2.
- Limited display space in mobile classrooms means little work is displayed and this limits pupils' opportunities for appreciation of art work.

Commentary

71. In Years 1 and 2 pupils are presented with a wide range of materials to explore and encouraged to develop their ideas from a range of stimuli. This ensures good progress and creates standards above those normally seen. Teachers have a very secure knowledge of their subject. An impressive set of work exploring different techniques and media to represent differing moods of the sea encourages pupils to focus on colour, texture and portraying movement. In lessons teachers have high expectations and encourage pupils to the use of interesting photographs of patterns in nature for ideas. Pupils successfully use view finders to isolate a pattern which they use as a motif for a repeating pattern. An identified gifted pupil and higher attaining pupils were challenged to make more complex patterns. There are good links to mathematics as pupils explore translations, reflections rotations and transpositions. Teachers make very good use of subject specific vocabulary such as tone and texture and explain what they mean aiding pupils' understanding. Teachers provide good role models in explaining why they think something is good and encourage pupils to evaluate their work and that of others.

72. Although art and design is one of pupils preferred subjects, scrutiny of their classrooms and sketch books for Years 3 and 4 show little developmental work. Art work is included in a general topic and the work is illustrative and does not focus on developing pupils' skills and thus inhibits their progress. A few samples of work from Year 6 indicate a return to higher expectations and good exploration of a variety of media with a strong focus on the development of ideas and skills. However, others show that pupils' painting techniques are below expectations for their age. There is little evidence of three-dimensional work despite the school having a kiln. Sketch books lack a clear rationale for use. There is insufficient use of literacy to evaluate work, insufficient links to mathematics, for example in pattern work and no evidence of the use of information and communication technology in Years 3 -6.

Design and technology

73. It is not possible to judge the quality of provision in design and technology. No lessons were observed. In Years 3-6 only two projects are planned for the year and no work had been undertaken to date.
74. Work on display in Years 1 and 2 is suitably challenging. A good display of water lifting mechanisms has a range of questions to engage pupils in thinking more closely about the object they are looking at and what they could do to improve it. Good inclusion of a wide range of pictures of water lifting mechanisms helps to extend pupils' knowledge of what mechanisms are in use around the world. During the inspection Year 1 pupils made scones and there was a good link with history through looking at a copy of an old recipe book and comparing it to the pupils' modern scone recipe.
75. Curriculum plans indicate that projects are planned around a central theme. The planning for Years 3- 6 is more detailed than that for Year 1 and 2. However, no work was available for Year 3-6. Small, cramped classrooms prohibit the exhibition of pupils' work or displays to stimulate their thinking thus inhibiting the curriculum. There is little formally recorded work and no specific design and technology books. A little work is included in pupils' topic/sketch books but is undated or not labelled leading to confusion about what the pieces of work represent. There is insufficient use of literacy, numeracy and information and communication technology. There is insufficient focus on the design process including skill development, planning and evaluation. Leadership of the subject is unsatisfactory. The co-ordinator is very new to the position, but she lacks a clear overview of where she wants to take the subject and is insufficiently proactive in monitoring and gaining a view of the current state of practice in the school.

Music

Provision for music in Years 1 and 2 is **good**. It is **not possible to judge** the quality of the provision for music in Years 3-6 as it was only possible to see one lesson, a singing practice and observe assemblies. No pupils' work was available for scrutiny.

Main strengths and weaknesses

- Excellent teaching in Year 2 promotes above average standards.
- All pupils sing well and enthusiastically in assemblies and singing practice.
- Teachers are confident in teaching the subject.

Commentary

76. In Years 1 and 2 pupils' standards of attainment are above expectations for pupils' ages due to consistently good or better teaching. Teachers have high expectations of pupils' behaviour and response. They plan lessons which have a good degree of challenge and activities which capture and hold pupils' interest. The clear focus on skills development is the key to above average standards. Teachers are confident in playing and singing to demonstrate key teaching

points. This encourages pupils to have a go and to be prepared to demonstrate the music they make. Teachers are ably supported by knowledgeable teaching assistants who make a good contribution to the lesson. Pupils play instruments from a musical score and take care to play instruments correctly to get the best sound. Year 1 pupils follow their conductors' directions from the scores and successfully played music at different speeds to represent the stages of a river following from the mountains to the sea. The teacher made good use of specific musical vocabulary and explained words such as tempo, allegro and lento well. Pupils concentrate hard on playing together to give a good performance.

77. In a Year 4 and 5 lesson the teacher had secure knowledge of the subject and made good use of a range of tuned and untuned instruments. Good direction on singing and playing helped pupils to improve their practise and pupils' ability was in line with expectations for their age. However, a few pupils did not respond well to the tasks and the teacher controlled the lesson but did not deal with the few naughty pupils firmly enough from the outset. The lesson was marred by continual chatting and lack of attention which slowed the pace as the teacher had to remind pupils about their behaviour and wait for quiet. This and the lack of challenge in the tasks meant that pupils did not learn as much as they should. The mobile classroom was far too small for the range of groups and instruments. Desks were packed tightly together making it difficult for the teacher to circulate around the room and left little space for naughty pupils to be isolated from the class. This combined with unsatisfactory teaching inhibited pupils' learning.

EXAMPLE OF OUTSTANDING PRACTICE

In the lesson for pupils in Year 2, standards are very good and pupils achieve very well as a result of excellent teaching and learning. From a warm up which involved pupils playing a 'tweet, meow and roar game' they developed their ability to sing high, middle and low sounds and pitched their singing accurately. They matched sounds and symbols to compose musical patterns for a water themed score to ostinato work using the 'Hiawatha song'. At the end of the lesson, pupils were fully involved, engrossed and challenged by stimulating and enthusiastic teaching from a leading professional who held very high expectations that all pupils would enjoy, work very hard and achieve very well. Pupils concentrated fully and for the majority, the lesson could have gone on for another half hour without them losing their momentum and focus. There was much disappointment when they had to leave the hall and return to the classroom to get ready for home.

Physical education

Provision in physical education is **satisfactory**. Pupils were observed in lessons in Year 2 and Year 6.

Main strengths and weaknesses

- The school accommodation is a barrier to older pupils' learning.
- Good demonstrations by teachers ensure all pupils are comfortable taking part.
- Pupils are willing to demonstrate what they have learnt.
- Teachers are confident teaching key skills.
- Leadership is unsatisfactory as it is not giving a strong lead for development.

Commentary

78. Pupils make satisfactory progress and achieve average standards by Years 2 and 6, which is similar to the findings of the last inspection. Teachers and pupils make the best use of the available accommodation. The size of the hall and the older pupils' playground are too small to allow sufficient movement and challenge for older pupils. The lack of storage results in a range of equipment being stacked around the edge of the hall further reducing its size. Teachers use the outside playground areas as much as possible for skills work such as ball games and hockey despite cold and wet weather. The deficiencies in the accommodation were noted in the last report. The school has been unable to address these issues as funding for extensions

is not available. In a Year 6 dance lesson pupils were unable to create sequences of movements which used a reasonable amount of space without invading the working space of other pairs.

79. The quality of teaching is satisfactory. Teachers have a secure knowledge of the subject and clearly enjoy physical activity. They gave good clear demonstrations to make particular teaching points but also did the same activities as the pupils throughout the lesson. This gave pupils ideas and the confidence to have a go. As a result they demonstrated a willingness to show what they have learnt. All pupils showed satisfactory control of their bodies and equipment. For example, Year 2 pupils succeeded in controlling and passing a ball and Year 6 pupils gained confidence in pushing and aiming a hockey ball through practice. In a dance lesson Year 6 pupils created a sequence of movement to a 4/4 beat and demonstrated satisfactory control of their bodies. They developed an understanding of using their movement patterns to express atmosphere and responded well to changes in speed in the music. All pupils reach standards in line with expectations for their age but few pupils have skills and abilities above this due to lack of space to tackle more challenging work.
80. The school's curriculum information makes a satisfactory amount of time available for pupils to learn different skills in the subject including swimming in Years 3-6. There are satisfactory opportunities for pupils to take part in competitive sports and a range of after school sporting activities over the year. However, the leadership of the subject is unsatisfactory. The co-ordinator is very new to the position, but she lacks a clear overview of where she wants to take the subject and is insufficiently pro-active in monitoring and gaining a view of the current state of practice in the school.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for pupils' personal, social and health education is **good**.

- The school is a very caring and happy community in which all pupils feel secure, are tolerant and give respect to adults and one another.
 - The quality of teaching and pupils' achievement in lessons are good.
 - Pupils are actively involved with their own learning.
 - A carefully planned range of activities give good support to the good quality curriculum.
81. Personal, social and health education is well provided for throughout the school. Adults provide very good role models and give very positive support to the development of pupils' good relationships within each other and their teachers and assistants. Circle times⁶ are used effectively to discuss themes such as healthy living, drugs and other substance misuse, keeping safe and how to positively manage their and others behaviour. Although there is no school council, pupils apply for the post of house captains and elections are held. The governors interview pupils to find out what they think about the school and although there is at present no peer mediation or playground friendship support, pupils are happy to raise issues with the staff and headteacher. Pupils are encouraged to consider their social role within the school. Classrooms have rules for work on display, drawn up in consultation with pupils. Pupils also undertake a range of jobs within their classes, such as tidying resources, taking registers and moving furniture and equipment. Older pupils read with younger, discussing books and answering questions to support the learning of their friends.
82. In the one distinct lesson seen during the inspection pupils were thinking about keeping themselves safe, especially on the roads. The teacher had planned the session well, starting

⁶ **CIRCLE TIME** - These are sessions where pupils discuss a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference or interruption from other children.

by asking pupils' opinions before moving briskly forward into the planned work from the scheme. The teacher skilfully lead the discussion, asking key questions to check achievement and knowledge and guide pupils towards accepting responsibility for their own safety and accountability for their actions.

83. Pupils have the opportunity, under the programme of study for personal, social and health education, to consider and develop their responsibilities as citizens. They visit the local council offices and chambers to see their local councillors at work and later in the year will visit the House of Commons to see Parliament in action and talk to their Member of Parliament. Already pupils are thinking of some of the questions they wish to ask and the issues they hope to raise with their elected representatives.

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	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	5
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	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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