

INSPECTION REPORT

STAPLEFORD ABBOTTS PRIMARY SCHOOL

Stapleford Abbots

LEA area: Essex

Unique reference number: 114958

Headteacher: David Bailey

Lead inspector: Declan McCarthy

Dates of inspection: 20th – 22nd October 2003

Inspection number: 258021

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:	4 - 11
Gender of pupils:	Mixed
Number on roll:	106
School address:	Stapleford Road Stapleford Abbotts Romford Essex
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Telephone number:	(01708) 688 207
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Appropriate authority:	Local education authority
Name of chair of governors:	Mr Kevin Lidlow
Date of previous inspection:	1 st February 1999

CHARACTERISTICS OF THE SCHOOL

Stapleford Abbotts Primary School is a small rural school in the village of Stapleford, near Romford. It has 106 pupils on roll, with over twice as many boys than girls, with ages from four to 11. Most pupils are from relatively advantaged backgrounds, although the full range of social backgrounds is represented in the school. Nearly all pupils are White and one pupil is of mixed Caribbean heritage. No pupils have English as an additional language and there are no travellers or refugees. The levels of knowledge and understanding of children when they arrive at school vary from year to year – this year, they are about average. The number of pupils eligible for free school meals is below the national average. The proportion of pupils identified with special educational needs (SEN) is broadly average, although the numbers of pupils with a statement of SEN is below average. Pupil mobility is above average. The school received the Schools Achievement Award in 2001 in recognition of its work and is involved in a number of initiatives, including the Leadership Development Strategy in Primary Schools, the Healthy Schools initiative and the Small School Fund.

INFORMATION ABOUT THE INSPECTION TEAM

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 5
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	6 - 9
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10 - 14
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	14 - 15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	16 - 25
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	26

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The overall effectiveness of the school is good and it provides good value for money. The headteacher provides very good leadership and has developed a strong community ethos where all pupils feel valued and are fully included in all aspects of the curriculum. Standards are above the national average. The very good provision for pupils' personal development and very good provision for care have ensured that pupils have very good attitudes to learning and behave very well. The quality of teaching and learning and the curriculum is good and, as a result, pupils' achievements are good throughout the school.

The school's main strengths and weaknesses are:

- The very strong community ethos of the school has resulted in very good inclusion of all pupils, which is reflected in high levels of parental and pupil satisfaction.
- Standards in reading, listening, science, and information and communication technology are above the national average and well above average in mathematics. However, standards in writing are not yet high enough, despite some recent improvements. Overall, pupils are achieving well throughout the school and very well in mathematics and science.
- Pupils have very good attitudes to learning, they behave very well and the oldest pupils display extremely high levels of maturity because the provision for their personal development and the quality of care are very good. However, pupils are not sufficiently prepared for life within the British multicultural society
- The headteacher is a purposeful and inspirational leader who has developed a shared commitment for improvement throughout the school, which is reflected in the very good teamwork between teachers and support staff.
- The rigorous monitoring of lessons by the headteacher has led to good quality teaching and learning throughout the school. However, subject leaders have yet to develop such formal monitoring arrangements within their subjects.

The school is more effective than when last inspected. The key issues identified then have been well addressed. Leadership and management are now good overall. There have been good improvements in teaching, learning and the curriculum. Standards have improved and are now higher in English, mathematics, science and ICT, and pupils' achievements are also good. There has been very good improvement in pupils' attitudes, behaviour and personal development.

STANDARDS ACHIEVED

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

Key: A - very high; A - well above average; B - above average; C - average; D - below average; E - well below average. N.B. Caution is needed in interpreting this data as pupil numbers are small. Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils' achievements are **good** overall. In 2002, standards in the national tests for 11-year-olds were in line with the national average, but below similar schools for English; they were well above the national average and similar schools in mathematics; and standards in science were above the national average and in line with similar schools. There were only ten pupils in Year 6 in 2003 and the unvalidated 2003 National Curriculum test results show that individual pupils achieved well in English

and very well in mathematics and science, exceeding the targets which the school had set for these subjects. This demonstrates good achievement overall since pupils joined the school. Pupils currently in Years 3 to 6 are reaching above average standards in reading, listening, mathematics, science and ICT. Standards in speaking and writing are broadly average. Standards by the age of seven are above average in reading and science and well above average in mathematics. Standards in writing are below average. The youngest pupils' achievements are equally good, given the relatively short period of time they have been in the Reception class. Most children are on course to meet or exceed the goals they are expected to reach by the end of the Reception year. However, their attainments in writing are below average.

Pupils' personal qualities are very good and include very good spiritual, moral, social and cultural development. These contribute to their very good attitudes and behaviour. Attendance and punctuality are satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Overall, **teaching is good** throughout the school and, as a result, pupils' learning is good. The use of assessment to check and record pupils' progress and set individual targets for pupils is also good.

The curriculum is good with good integration of basic skills across subjects. The school provides very good care for its pupils, and good lunchtime clubs and activities outside the normal school day. Collaboration and partnership with parents are very good and enhance pupils' learning. Given the small size of the school, there are strong links with local schools and with the community. As a result, worthwhile opportunities to promote pupils' achievements are very good.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. Leadership of the headteacher is very good and leadership of key staff is good. Management is also good with very good use self-evaluation and use of performance data. However, co-ordinators have yet to fully develop their management role. The work of the governing body is satisfactory. They are supportive, have a clear strategic overview and a good understanding of the school's strengths and weaknesses. However, new governors have yet to develop their role.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents support the school strongly and view it very positively. A few parents' concerns over homework are not justified as it is consistent and well-explained. Pupils take pride in their school and show a great deal of respect for staff.

IMPROVEMENTS NEEDED

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

- Continue to raise standards in writing across the school, including the Reception Year.
- Fully develop the monitoring role of subject leaders, particularly in teaching and learning, pupil progress, provision for personal development and the use of assessment within subjects.
- Develop the curriculum for personal, social and health education (PSHE) and citizenship further so that pupils are better prepared for life within our multicultural society.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is good throughout the school. Achievement is good in the Foundation Stage and children are likely to reach the Early Learning Goals by the end of Reception. Standards are above average overall in Years 1 to 6, and pupils' achievement is good. Standards are above average and achievement is good in listening, reading, science and ICT throughout the school. Standards are above average in mathematics. However, standards in writing are below average throughout the school.

Main strengths and weaknesses

- Children in the Foundation Stage achieve well in response to good teaching. However, they are not achieving enough in writing.
- Standards in Year 6 are above the national average overall and well above average in mathematics. However, standards in writing are below the national average throughout the school.
- Pupils with special educational needs achieve well.

Commentary

1. The attainment of children entering the school is average and most reach standards expected for their age, with some exceeding these by the end of the Reception year, despite some pupils spending less than a full year in the Reception class. Children in the Foundation Stage achieve well in all areas of learning and very well in personal, social and emotional development because teaching is good. Although their achievements in communication, language and literacy are good overall, children do not achieve well enough in handwriting because it is not consistently taught.

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

Standards in:	School results	National results
reading	16.4 (18.1)	15.8 (15.7)
writing	13.4 (14.8)	14.4 (14.3)
mathematics	17.8 (20.6)	16.5 (16.2)

There were 16 pupils in the year group. Figures in brackets are for the previous year.

2. Care must be taken when interpreting these results as this is a small school where one pupil represents more than five percentage points. In 2002, the school's test results were above average in reading, below average in writing and well above average in mathematics. Standards from 2000 to 2002 give a similar picture with pupils reaching standards above average in reading, below average in writing and well above average in mathematics. Given pupils' average prior attainment, results in reading, writing, mathematics and science in 2002 at Level 2 show that the school did well by all pupils, particularly higher attainers, who reached well above average standards, gaining the higher Level 3 in reading, mathematics and science. The unvalidated 2003 results for this year group show that standards in reading, mathematics and science fell, with fewer pupils gaining the expected levels. However, the numbers of pupils identified with special educational needs with particular literacy difficulties, and the very few higher attaining pupils in this small cohort of 15 pupils, count for the overall performance in these national tests. Nevertheless, pupils with special educational needs are

achieving equally as well as other pupils, due to good teaching with particularly good support, and inspection findings confirm this. Pupils currently in Years 1 and 2 reach above standards in listening, reading, mathematics and ICT. Although standards in speaking are broadly average, there are fewer opportunities to develop speaking.

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

Standards in:	School results	National results
English	27 (27)	27 (27)
mathematics	29.2 (27)	26.7 (26.6)
science	29.2 (28.3)	28.3 (28.3)

There were 19 pupils in the year group. Figures in brackets are for the previous year.

3. In National Curriculum tests in 2002, pupils reached standards in Year 6 tests that were well above average in mathematics, above average in science and average in English. It is difficult to interpret the results in 2003, as there were only ten pupils in this cohort, with two pupils identified with special educational needs. Nevertheless, nine out of ten pupils reached Level 4 or above, with two reaching Level 5 in English; eight pupils reached Level 4 or above in mathematics, with three reaching Level 5; and all pupils reached Level 4 or above in science, with three reaching Level 5. This demonstrates good achievement overall, which was also confirmed during the inspection.
4. The trend in the school's Year 6 results has been broadly in line with the national trend over the past three years to 2002 and achievement as revealed by Year 6 tests in 2002 was good overall. English results in 2002 and 2003 reflect good achievement when pupils' attainment on entry is taken into account. The local education authority analyses show that in 2003, pupils' achievement was very good from the end of Year 2 to the end of Year 6. The detailed analysis of results by the school has found no significant differences in achievements of boys and girls, which was also confirmed during the inspection.
5. In 2003, the school exceeded its Year 6 target in English and mathematics at Level 4 and at Level 5, with results much better than expected. The 2004 targets are challenging and reflect the school's drive for higher standards.
6. Pupils with special educational needs make good progress towards the targets in their individual education plans because of the caring and inclusive atmosphere in the school and the quality of the support they receive. Nearly all parents are happy with the progress pupils make. And pupils also believe they are learning new things in lessons.
7. The school is successful in its drive to raise standards by continuing to improve pupils' attitudes to learning and behaviour. Good additional learning opportunities are provided in English and mathematics for pupils who are likely to just miss gaining a particular level in the National Curriculum tests. The school has also rightly identified the need to further develop the teaching of handwriting across the school to raise standards in writing further.

Pupils' attitudes, values and other personal qualities

8. Pupils are keen to come to school, arriving promptly. Attendance for the last year, however, is below the national average, largely as a result of the holiday leave taken in term time. Pupils' attitudes to school are very positive and they respond well to the very good moral and social values promoted by the school. As a result, their overall personal development and their behaviour are very good. There are good opportunities created for spiritual development, and cultural development is actively promoted through religious education and geography lessons. Pupils show very good levels of interest and understanding of different ethnic

backgrounds. The quality of the pupils' behaviour and their mature outlook have improved and strengthened since the last inspection.

Main strengths and weaknesses

- Relationships between pupils and staff are a strength of the school.
- The school is very successful in promoting pupils' self-confidence and self-esteem and instilling eagerness to learn.
- Pupils are very keen to take on responsibilities and carry them out well; older pupils show exemplary qualities as role models. The care shown by older pupils towards younger ones makes a very strong contribution to the quality of school life.
- The high level of awareness and understanding of the impact of their actions on others helps create an atmosphere of harmony.
- Children in the Foundation Stage show very good personal, social and emotional development.
- There is a high rate of authorised absence due to holidays in term time, despite the efforts of the school to discourage this practice.

Commentary

9. There has been very good improvement in pupils' attitudes, behaviour and personal development since the last inspection. These were judged to be unsatisfactory overall, although provision for personal development was judged as satisfactory. Pupils now have excellent relationships towards adults and other pupils. They are courteous, polite and considerate to others and pupils confirmed in their responses to the questionnaires that other children are friendly.
10. Pupils have very good attitudes to learning. They try hard in lessons and show respect for staff, for example, by listening and carrying out instructions. They enjoy coming to school and want to do their best. Nearly all parents confirmed this in their questionnaires and at the parents' meeting before the inspection. This was also confirmed by nearly every pupil.
11. Pupils' behaviour is now very good and there has been a dramatic improvement in the behaviour of older pupils since the last inspection. At that time, the high proportion of unsatisfactory teaching in Years 5 and 6 was due to the weaknesses in the management of challenging the behaviour of a few highly disruptive pupils. As a result of more effective behaviour management, pupils now are very well behaved in lessons and around the school, even though they are on occasions a little noisy in the dining room. They enter and leave classrooms and assemblies in an orderly manner and abide by the school's routines very well. Pupils play together in harmony and many pupils were seen at playtime sharing and showing genuine concern for each other. The school fosters a spirit of co-operation when pupils are working together in lessons, with many opportunities for group work seen during the inspection. There were no exclusions in the past year and no incidents of bullying seen during the inspection. Nearly all parents agreed that pupils behave well, although a minority believed that pupils were bullied. On the rare occasions when this has happened, parents were happy with the school's quick and effective response.

Ethnic background of pupils

Categories used in the Annual School Census
White – British

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
106	0	0

12. The school promotes pupils' self-confidence and self-esteem very well through praise and encouragement, and rewarding effort and achievement. Success is celebrated in lessons and in assemblies by awarding certificates. Pupils' views are taken seriously as staff listen carefully to their opinions. This has a very positive impact on pupils' learning as they try harder and persist with their tasks. As a result, they achieve well.
13. Pupils respond eagerly in taking on additional responsibilities in school. This ranges from helping to clear away plates and cutlery at lunchtimes to taking registers and helping to keep the classrooms tidy. Pupils take an active part in the school council, for example, in the design of the memorial garden and the layout of the play facilities in the school. This gives them a feeling of ownership and a sense of pride. The excellent care shown by older pupils towards younger ones is particularly evident with Year 6 pupils, who assume responsibilities as play leaders, engaging younger pupils in active play during break-times and lunchtimes. As a result, all pupils behave very well and learn to care for and help one another. Pupils in Years 5 and 6 also help to look after younger pupils when they walk to church, demonstrating extremely high levels of maturity and responsibility. They show a high level of awareness of the impact of their actions on others and this helps to create an atmosphere of harmony throughout the school.
14. Children in the Foundation Stage show very good personal, social and emotional development, and this has a very positive impact on their learning, so that they achieve well, with most reaching or exceeding the expectations for their age by the end of the Reception Year.
15. Although attendance is below the national average, this is entirely due to authorised absence, mainly as a result of parents taking their children on holiday during term time. The school is doing its best to address this with regular reminders to parents and through close links with the educational welfare officer. The school realises it must continue to do more to improve this situation.

Attendance in the latest complete reporting year (92.2%)

Authorised absence		Unauthorised absence	
School data	7.8%	School data	0.0%
National data	5.4%	National data	0.5%

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

16. Provision for pupils' personal development is very good. Pupils' spiritual, moral and social development is very good and their cultural development is good. Staff provide good role models for pupils and promote appropriate values. Very good opportunities for collaborative work and for taking responsibility for others ensures pupils display very good social skills. Pupils are taught to be responsible members of the school and the community through the work of the school council. Year 6 pupils are excellent role models for other pupils because there are very good arrangements for developing their initiative in looking after others. Pupils who entered the school with social, emotional and behavioural difficulties have made very good progress in their social development as a result of the very good structures that are put in place to help and guide pupils. All pupils are aware of right and wrong, and show respect for different faiths and beliefs. Pupils are encouraged to think of others less fortunate than themselves through, for example, fund-raising activities.
17. Pupils' spiritual development is very good with opportunities for reflection in assemblies and close links with the church and local Christian community volunteers. Displays around the school show examples of world religions, such as Islam and Judaism, which are actively taught in religious education and which enhance cultural development well. Links with Sri

Lanka and St Lucia also promote a greater understanding of cultural diversity. However, the school does not prepare pupils sufficiently for life within British multicultural society.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Teaching and learning are good overall. The curriculum is good with very good integration of basic skills across subjects. The school provides very good care for its pupils and very good lunchtime clubs and activities outside the normal school day. Collaboration and partnership with parents are very good and enhance pupils' learning. Given the small size of the school, there are strong links with local schools and with the community. As a result, worthwhile opportunities to promote pupils' achievements are very good.

Teaching and learning

Teaching and learning are **good** throughout the school, enabling good achievement.

Main strengths and weaknesses

- Teaching has improved significantly since the last inspection, which is having a positive effect on standards.
- All teachers maintain very good relationships with pupils and manage pupils' behaviour well.
- Most teachers display good basic teaching skills, including greater use of ICT, enabling pupils to learn well. However, the teaching of handwriting skills is under-developed.
- Teachers make good use of assessment information to plan for individual needs and move pupils forward to the next stage of learning.

Commentary

18. At the time of the last inspection, teaching was satisfactory, with a high proportion of unsatisfactory teaching in Years 5 and 6, due mainly to weaknesses in behaviour management. Teaching has improved significantly since then, under the influential and supportive leadership of the headteacher, who has initiated greater opportunities for pupils to take responsibility and improve their behaviour in lessons. The headteacher has also monitored teaching and learning rigorously and developed strong team work with teachers and support staff to ensure that behaviour is more consistently managed. As a result, teaching is now good, with a higher proportion of very good teaching. All teachers manage behaviour very effectively and maintain very good relationships with pupils.

Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	8 (27%)	16 (53%)	6 (20%)	0 (0%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

19. Teachers work particularly hard to identify and overcome any underachievement by making very good use of assessment for setting targets and checking pupils' progress. This was seen in many lessons. The National Curriculum tests results over the past three years, the school's own very detailed analysis of pupils' progress and inspection findings show that teaching is having a positive impact on pupils' achievements and on raising standards.
20. All teachers display good basic teaching skills and manage teaching in mixed-aged groups effectively. They provide a wide range of activities to stimulate pupils' learning, making particularly good use of resources, including ICT, where appropriate. For example, good use

was made of a Muslim prayer mat in a religious education lesson and there were many examples of the use of ICT for research and display, such as in history and geography. Teachers challenge pupils' thinking by good use of question and answer sessions and also provide time for pupils to reflect on their learning. As a result, pupils learn well, as seen from many examples in lessons and in pupils' work. However, there are weaknesses in the teaching of handwriting skills because they are not consistently taught across the school. For example, children in Reception are not given sufficient models of handwriting to develop their skills in line with the curriculum guidelines, and although handwriting is well taught in Years 5 and 6, when pupils write unaided their writing is uneven because good models of handwriting are not always provided.

21. Teachers make good use of assessment information to plan for individual needs and move pupils forward to the next stage of learning. Lessons are planned to accommodate the needs of different pupils, by either modifying the tasks or using different resources and approaches. For example, the teacher planned the use of a computer spelling program for a pupil with special educational needs in a Year 5 and 6 English lesson and, as a result, he learned his spellings quickly. Clear learning objectives are set at the beginning of a lesson and these are reviewed at the end, so that pupils have a clear idea of how well they have done. Pupils' work is also marked regularly, teachers using this information well to move pupils forward in their learning. However, sometimes untidy or poorly presented work is accepted without comment. Targets are regularly set for English, mathematics, science and ICT. These are developed and shared with pupils and parents so everyone has a clear idea of what pupils are expected to achieve over time. This has had a very good impact on raising achievement.

The curriculum

The curriculum provides **well** for a broad range of learning. Enrichment, which includes provision through the curriculum and through after-school clubs, is **good**. The accommodation is now **good**. Resources are **good** for all subjects of the curriculum.

Main strengths and weaknesses

- There is good use of the National Literacy and Numeracy Strategies to raise achievement in English and mathematics.
- There is good provision for ICT.
- There is good coverage of foundation subjects and of religious education.
- The school provides good opportunities for enrichment of the curriculum.

Commentary

22. The curriculum meets statutory requirements, including provision for religious education and for collective worship. It has improved since the previous inspection because in all subjects teachers now follow national schemes of work, which they have adapted well to the needs of their pupils. In English and mathematics, the use of the national strategies has contributed to higher standards, especially in mathematics. In ICT, pupils have good opportunities to use computers in a variety of ways. The balance between subjects is satisfactory and allows for a good range of learning.
23. In art and design, design and technology, geography, history, physical education and music, the use of national schemes of work has helped to improve curricular planning. This helps teachers to track pupils' progress from year to year. The curriculum for religious education conforms to the requirements of the locally agreed syllabus.

24. The curriculum for pupils with special educational needs is good and is well adapted to meet their needs, as set out in their individual education plans. They are well included in the work and life of the school.
25. The school provides many opportunities for pupils to make visits which enrich the curriculum. For example, pupils in Year 2 visited Harwich docks and produced a wide range of work of good quality based on the visit. The school's links with St Lucia and Sri Lanka have been well used to broaden the learning of pupils. The provision of after-school clubs is mainly for sport, but there is also a recorder group and a creative club. These activities are enjoyed by pupils and are well attended.
26. The school has improved the accommodation by removing a demountable and building a new classroom. The accommodation, including play areas, is good, and is very clean and well maintained.
27. The quality and quantity of resources to support all areas of the curriculum are good.

Care, guidance and support

The school has very good and effective procedures and practices to safeguard the welfare of the pupils. Because of the quality of relationships in school, pupils have access to very good personal support and guidance. The involvement of the pupils in the decision making in the school is very good. Overall educational support, guidance and advice provided for pupils and their involvement in their target-setting are very good. The school places a high priority on caring for the welfare and wellbeing of the pupils and this quality of care has been well maintained since the last inspection.

Main strengths and weaknesses

- The very good relationships between pupils and staff ensure that parents and pupils feel confident that any problems will be handled fairly and effectively. Teachers know their pupils well.
- The provision made for the care, support and guidance of pupils with special educational needs is very good.
- Pupils of all ages are involved in decision making in the school and their views are actively sought.
- There are very good child protection procedures and a high level of cleanliness and safety in the school to ensure the health and welfare of the pupils.
- The school council meets regularly and every class has the opportunity to make their views known.

Commentary

28. There has been very good improvement in provision for support, guidance and care since the last inspection, when it was judged to be satisfactory. There is now a strong caring and welcoming ethos of the school, which ensures that pupils know they are valued. The very good support and guidance ensure pupils are happy and feel secure, which has a very positive impact on pupils' learning and achievement. Support for pupils with particular difficulties is very good. The school works closely with parents from the outset. The school has a very supportive environment for pupils with special educational needs and makes good use of its close links with a number of other agencies. Parents' responses to the questionnaire and at the meeting confirm that staff treat pupils fairly and the arrangements for pupils to settle in when they start school are very good. Procedures for child protection, discipline and first aid are very good and staff monitor these aspects very well.
29. Pupils know their views are important and respected because they are encouraged to participate regularly in discussions about aspects of the school through the school council.

This is made up with representatives from each class, and members of the school council meet with the headteacher to discuss various issues. Members of the council take their role very seriously, just as the school does. Older pupils look after younger ones in the playground and on school visits. Monitors help in and around the school as requested by their teachers. Certificates are given out in achievement assemblies, not just for effort and good work, but also for kindness and consideration towards others.

30. Support for personal development and achievement is very good. Staff share welfare and personal information about pupils effectively. Pupils know who to talk to if and when they need support. Staff also have a very good knowledge of the pupils in their care, and of building up their confidence and increasing their self-esteem. Pupils also have personal targets, which have a good impact on their learning.

Partnership with parents, other schools and the community

The school has a very successful and effective partnership with parents, which has a high impact on the work of the school and the pupils' enjoyment of school life. There are very good links with the local community, and liaison arrangements with the schools are good overall and promote effective transition for the pupils. This strength of partnership with parents has been maintained well since the last inspection.

Main strengths and weaknesses

- The school provides many opportunities for parents to be involved in their children's learning and in school life.
- Parents have very positive views of the work of the school, are consulted and involved in the decision making process.
- Parental support has a very good impact on their children's academic progress, personal development and happiness at school.
- The school is very effective in dealing with complaints or concerns.
- Events organised by the dedicated and hardworking parents association are very well supported by parents and the local community.
- Close links with the local church and other denominations give pupils an extra dimension to the life of the community.
- Pupils' annual written reports give parents very good information, but do not always indicate clearly how well the children are doing in relation to others of the same age.

Commentary

31. Nearly all parents are positive about the school, which is reflected in their response to the questionnaire. The school places great importance on the partnership between home and school and encourages parental participation and parents find the school very welcoming and supportive. There are good turnouts of parents at meetings and several parents have commented on the very good support they have received from the school. Some parents help regularly in school and on trips, but full parental involvement in this is limited by the distance other parents who live outside the village need to travel to the school. The Parent Teacher Association is involved in fundraising activities, such as Barnardo's and Operation Christmas Child.
32. The school prospectus is very informative for parents, and they are given good information about the curriculum. Parents and pupils are involved in target-setting meetings, held regularly, and parents of pupils with special educational needs are fully involved in reviews of individual education plans. The fortnightly Newline updates parents on developments in the school. Parents are encouraged to meet class teachers if they have a concern as soon as possible so that any problems can be ironed out quickly. Most parents find the school

approachable. Parents taking their children on holidays during term time are given support on their return. Parents are very well informed about their children's progress through detailed school reports. These are personal to each child and show how much progress pupils are making and their achievements within subjects. However, they do not indicate the standards pupils reach compared to national expectations.

33. The school has very close links with the community, and particularly strong links with the village church and local playgroup, whose facilities are used for physical education. This very good support has a significant impact on the learning and development of pupils concerned. Considering the small size and location of the school within a village community, there are good links with other primary and secondary schools. The local primary schools' support network enables the sharing of knowledge and expertise that benefit all pupils. Links with the main high school to which pupils transfer are good and ensure a smooth transition at the end of Year 6.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher provides very good leadership and ensures that the school is well managed. He receives good support from other staff in positions of responsibility. The governing body fulfils its role appropriately, supporting and monitoring the work of the school.

Main strengths and weaknesses

- The headteacher provides very good leadership, developing a shared commitment for improvement throughout the school, which is reflected in the very good teamwork between teachers and support staff.
- The very strong community ethos of the school has resulted in very good inclusion of all pupils.
- The chair of governors provides good levels of support and challenge to the school. However, many governors are newly in post and have yet to develop their role.
- The rigorous monitoring of lessons by the headteacher has led to good quality teaching and learning throughout the school. However, subject leaders have yet to develop such formal monitoring arrangements within their subjects.

Commentary

34. The headteacher provides very good leadership and his input has been key to the good improvements that have been made since the last inspection. He has pioneered a number of effective initiatives, such as the *Leadership Development Strategy in Primary Schools*, and developed strong teamwork and created an atmosphere where everyone feels valued. He has worked systematically with key staff to raise standards and improve the quality of education. This has been particularly effective in the dramatic improvement to pupils' attitudes to work and behaviour since the last inspection. The headteacher's effective introduction and implementation of the Play Leadership Scheme gives older pupils responsibility for looking after younger ones at break-times and lunchtimes. As a teaching head of a small school, he has used his experience of co-ordinating subjects such as ICT to improve teaching, learning and the curriculum to ensure that pupils' achievements are raised. The headteacher leads from the front, conveying high expectations for pupils' learning through his own teaching. Working closely with co-ordinators, who share the same drive for improvement, the headteacher has ensured that lessons are well planned and pupils' progress is assessed systematically so that tasks are always matched to pupils' abilities in lessons. The headteacher knows the pupils and their parents well, actively encouraging parents to become more involved in pupils' learning.

35. More established governors, particularly the chair, are actively involved in the strategic development of the school. However, many governors are newly appointed and have yet to develop their roles. The headteacher, with the support of the LEA, has identified good training opportunities for them, which should enhance their role significantly. Governors are not at all complacent, but actively seek to develop the school further. Governors ensure that statutory responsibilities are met, including monitoring of the Race Relations Policy and they are due to report the findings of this to parents. Governors discuss the school's effectiveness, contribute to the development of policies and monitor the budget closely, and ensure that money is spent on the school's real priorities. They pay very good attention to best value by monitoring the effectiveness of spending in detail. The chair of governors has a detailed understanding of the school's strengths and its relative weaknesses, while a number of governors help in class or with practical tasks. The school's improvement planning is well focused on raising standards and supports coherent development.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	350,314	Balance from previous year	103,311
Total expenditure	350,314	Balance carried forward to the next	69,982
Expenditure per pupil	3,243		

36. The large carry forward budget is steadily reducing and much of this has been earmarked for improvements to the accommodation, in line with the school's priorities for development, with a smaller proportion as a planned contingency. Teamwork between the headteacher, teachers and learning support staff is strong: all share a commitment to providing a high quality experience for the pupils. Management is also good with very good use of self-evaluation and use of performance data to set targets for raising standards and improving provision. However, co-ordinators have yet to fully develop their management role in monitoring the quality of teaching and learning in their subjects. The shared vision of all staff and the established governors has created a very strong sense of community in the school so that parents and pupils feel valued and supported, with very good inclusion of all pupils.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good** overall.

The attainment of children entering school is average and they achieve well because the teaching is good. However, some pupils do not have a full year in the Reception class. This limits the progress they can make. As a result, standards at the end of the Reception class remain average overall.

The accommodation for the Reception class has improved since the time of the previous inspection. Improvements have also been made to the curriculum by the co-ordinator. There is now a wide range of challenging, stimulating activities provided, both inside and out, that are well matched to the needs of the children. The school takes great care to prepare the children and their parents for school through a series of home visits, visits to school and discussions. Liaison with the local pre-school group is good in this respect, but there is further scope for improvement by, for example, developing a cohesive Foundation Stage curriculum. This would be especially beneficial to the children who do not start school at the start of the academic year. Links with parents are good and they are encouraged to help in class and to contribute to the good range of 'story sacks' that are available for children to use at home.

Main strengths and weaknesses

- Good improvements have been made to the quality of education and accommodation.
- Leadership, management and teaching are good.
- There is very good teamwork between the class teacher and support staff.
- Outdoor area is used well across all areas of the curriculum.
- There are weaknesses in the standard of handwriting.
- There is scope for improving links with the local pre-school group.

Commentary

Personal and social education

37. Provision for personal and social education is very **good**. Children are given regular opportunities to make choices about what tasks to do, and helped to concentrate well and persevere at a chosen task, through very good adult intervention that helps move children's learning on well. All adults have high expectations of behaviour and act as very good role models of courtesy, good manners and relationships so that all children quickly learn to work and play together well. Older pupils also make a positive contribution to children's learning. The Year 1 pupils in the class help the younger ones to settle in and get to know the class routines quickly. At playtime, pupils from other classes befriend the Reception children and they have the opportunity to grow in confidence and independence in a real family atmosphere that is beneficial to all. All the opportunities provided, both inside and outside the classroom, ensure that children make very good progress in this area of learning and, by the time pupils join Year 1, all will have achieved the early learning goals for their age, with one or two children exceeding them.

Communication, language and literacy

38. Provision for communication language and literacy is **good** overall. Most children will achieve the early learning goals by the time they leave the Reception class in speaking and listening, and in reading, and achieve well in these aspects because of good teaching. All children are

given the opportunity to talk to the class about a special toy. The others ask pertinent questions. This helps not only with the development of speaking and listening, but also with taking turns and sharing. Early reading skills are also taught well. Work in reading is well matched to the age and ability of the children and there are frequent opportunities for children to look at books on their own, with a friend, and to share them with an adult. Children are encouraged to take books and associated activities home regularly. Writing is not consistently taught in the manner outlined in the Reception Year guidance for the National Literacy Strategy. While there are opportunities for pupils to practise writing in their free play, no evidence was seen of adults modelling letter formation in finger paints or on shallow trays of sand. Where writing is modelled on a flip chart by an adult, the style and presentation are not always as good as they could be and, sometimes, children are required to write beneath an adult's writing. As a result, standards of writing are below average at the end of the Reception Year.

Mathematical development

39. Provision for mathematics is **very good**. Children get off to a good start in mathematics because all aspects are taught consistently well. Most will achieve the early learning goals by the end of the Reception Year. Adults concentrate appropriately on teaching number, and space, shape and measurements, in practical ways and, as a result, the children gain a good understanding of the lessons they are taught. Regular singing of number rhymes and action games support the teaching and learning of mathematics and help to make the subject fun. All adults take every opportunity to teach and reinforce mathematical language and ideas during everyday activities, such as artwork, building with blocks and during physical activities. As a result of the wide range of interesting practical activities and good adult-pupil ratio, children find mathematics exciting and achieve well.

Knowledge and understanding of the world

40. Knowledge and understanding of the world is developed **well**. A good variety of activities is provided to cover this wide-ranging area of learning and, as a result, pupils are likely to attain the early learning goals at the end of the Reception Year. Children are taught to use the computers in a systematic way and to 'have a go' at using the skills taught, both in formal lessons and when using the computer in free play. They can operate the listening centre by themselves when they want to listen to story tapes. There is a wide variety of construction kits for use inside and out. Children have a religious education lesson each week. They learn about different lifestyles and people who help us. They have the opportunity to act out the lives of some of these in the role-play areas provided, such as being a vet, a park keeper or a florist. They learn about plants, vegetables and healthy eating, about the changing seasons and about history and geography, linked to the area around the school. Visitors to the school enhance the curriculum. These include the local policeman and postman, and a baby with its mother. Sometimes, children are taken out of school to study the supermarket or the local church.

Creative development

41. Children develop their creative skills through the use of a range of materials and media. They have made pictures, using sand and glue, drawn portraits, and experimented with fabric to make collage. During the inspection, they were making 'bubble pictures', using primary colours and washing up liquid, which they blew across the page. As the colours mixed together, the teaching assistant was encouraging them to observe and explain what was happening. This helped to develop children's spoken vocabulary and the observational skills needed, not only for art appreciation, but also for science. Children are also encouraged to develop their imagination through role-play, and also to experiment with musical instruments.

In formal music lessons, they are taught to sing in tune, to copy a simple rhythm and to maintain a steady beat. By the end of the year, pupils attain the early learning goals.

Physical development

42. Physical skills are developed daily as the children use pencils, crayons, scissors and paintbrushes to improve their fine muscle control. They also use, bats and balls, and practise balancing and climbing regularly in their free play. These skills are enhanced through the skilled intervention of the classroom assistants. There are formal physical education lessons where pupils are systematically taught a variety of skills. Because of the good provision, pupils attain the early learning goals by the end of the Reception Year, and some exceed the expectations for their age.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards in reading and listening are above average.
- Teaching is good and the collaboration with teaching assistants is very good.
- Teachers assess pupils' work very effectively.
- The curriculum in English is good.
- Provision for pupils with special educational needs is good.
- Handwriting skills are not always developed well enough.

Commentary

43. Standards by the age of seven are above average in reading and below average in writing. By the age of 11, standards are above average in reading and average in writing. Standards, as measured in national tests in 2002, were average in reading and below average in writing, at the age of seven. Standards in English at the age of 11 were below average. The provisional results for 2003 show that standards have risen in reading and writing across the school, and this is confirmed by inspection evidence. This is good improvement since the previous inspection.
44. Pupils' achievement overall is satisfactory in all years. The achievement of pupils with special educational needs is good. Pupils' achievement in reading and listening is good. Pupils of all ages learn to listen well to teachers and to each other. They have many opportunities to join in discussion in class and when working in small groups, and use them well. Pupils work hard and co-operate very well with their teachers and with each other. The quality of some handwriting is unsatisfactory. Spelling is usually satisfactory, but when pupils work on their own, their spelling deteriorates.
45. Teaching is good, and sometimes very good. Teachers have good knowledge of the subject, which is informed by research. The school's involvement in the Early Reading Research Project, run by Warwick University, is contributing to the achievement of above average standards in reading. Teachers plan their work well and use their regular assessment of pupils' progress to make sure that future work closely matches pupils' needs. They use analysis of data about standards very effectively to set targets for pupils. Pupils are well aware of their targets and know what they need to do to improve their work.

46. In lessons, teachers provide an interesting range of texts to stimulate pupils' imagination. These include fiction, non-fiction and poetry. Pupils respond very well to teachers' enthusiasm and they enjoy the learning activities. For example, in the Years 3 and 4 class, pupils enjoyed listening to their teacher reading to them the latest 'Harry Potter' book. In the Year 5 and 6 class, pupils have read books by Anne Fine and talked about her style. They have written their own stories in her style and these are lively and show good understanding. Pupils also write poems. In the Year 5 and 6 class, pupils have written imaginative poems using imagery to create unusual and dramatic effects. Evidence from pupils written work shows that in their own writing, pupils are not yet confident about structuring sentences and paragraphs.
47. Handwriting is taught regularly, but good practice is not always evident. Pupils' written work indicates that in Years 1 and 2, good letter formation is not always apparent and in Years 3 and 4 some pupils are not yet confident in joining up letters. In the Year 5 and 6 class, handwriting is well taught, but when pupils write unaided, pupils' writing becomes untidy and uneven. This is partly because teachers do not always provide good models of handwriting themselves.
48. The provision for pupils with special educational needs is good. Pupils are fully included in the work of their class. When they work in a small group with a teaching assistant, they continue to work on the same topic at a pace better suited to their needs. They make good progress. This is largely due to the very good collaboration between teachers and assistants.
49. The curriculum for English is good and this shows good improvement since the previous inspection. Teachers have focused successfully on improving reading, and are now focusing on improving the quality of writing. Resources for English are good and have recently been enhanced by the acquisition of story sacks. These are already proving very popular with pupils and parents. Pupils have opportunities to use ICT to present their work and they do so well. There are fewer opportunities to use numeracy skills.
50. The leadership and management of English are good and have contributed to the good improvement since the previous inspection.

Language and literacy across the curriculum

51. Teachers use pupils' literacy skills well in other subjects. For example, in science, pupils in the Year 3 and 4 class talked knowledgeably about the different parts of a skeleton, using the correct terms. In geography, pupils write well about visits in their locality and about their twinned areas of St Lucia and Sri Lanka.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- The good quality of teaching in Years 1 to 6 enables pupils to achieve well. By the end of Year 6, they attain well above average standards.
- Very effective use is made of the high calibre classroom assistants.
- Practical work and high quality questioning is used effectively to help pupils to understand complex mathematical ideas.
- All groups of pupils, including those with special educational needs, achieve well.
- Marking, target setting and assessment procedures are used well to help pupils understand how good their work is and how it could be improved.
- Insufficient emphasis is placed on the presentation of work.

- Leadership and management of mathematics are very good.

Commentary

52. The quality and impact of teaching in Years 1 to 6 is very good and pupils achieve well above average standards in the national tests at the ages of seven and 11. Because the quality of teaching and learning are consistently good, pupils achieve well. Standards of work seen during the inspection were well average and the level of understanding expressed by pupils in discussions during the inspection confirm the judgement that current standards are very good.
53. Teachers manage the teaching of pupils in mixed-age groups and different abilities very well and always provide sufficiently challenging work for pupils, thus enabling all pupils to make very good progress. Teaching is always focused on what learning the teachers wish to take place and pupils are told what standard of work is expected. High quality questioning makes pupils think hard. Very good use is made of the high calibre classroom assistants to support groups of pupils, and to reinforce ideas taught and to promote further thinking and learning. Classroom assistants also make it possible for a wide variety of practical mathematical activities and problem solving to take place. These enhance pupils' understanding very well.
54. Pupils are grouped both by age and attainment; lower attaining pupils, including those with special educational needs, make good progress and achieve well because they are given additional adult support. Teaching styles are imaginative with pupils' understanding well supported by good use of resources and practical demonstrations. Teachers provide time for pupils to reflect and recognise their mistakes whilst also providing them with strategies for improvement. Time at the end of lessons is used effectively to review what pupils have learned and to highlight what they need to learn next.
55. Pupils' books are marked regularly and teachers use the information they gain from work that is right or wrong to plan what pupils need to learn next. Sometimes, however, they accept work that is untidy and poorly presented. Assessment procedures that track pupil progress are used effectively to identify pupils' needs. Targets are set for every pupil. Staff, pupils and parents all share in the target setting process. This helps to establish the high but realistic expectations that lead to the very high standards achieved.
56. Leadership and management are very good. The mathematics co-ordinator has a very good understanding of strengths and weaknesses in the subject. He has been instrumental in bringing about the improvements in assessment and target-setting that have led to the very high levels of attainment.

Mathematics across the curriculum

57. The breadth of the curriculum ensures that pupils have a good all round knowledge of mathematics and that they are able to use it to support work in subjects like science, music, history, and design and technology. Pupils have used their knowledge of shape and measurement to design improvements to the playground. Data handling skills are used in science, timelines in history and pupils use grid references effectively in geography. Pupils gain great benefit from using the ICT suite and this is increasing their enthusiasm for mathematics, as well as promoting achievement in aspects such as the handling of data.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve very well and all reach, or exceed, the expected standard by the end of Year 6.
- Pupils are enthusiastic, behave very well and enjoy their practical activities.
- Teaching is consistently good and often very good, with very good promotion of pupils' literacy and numeracy skills.
- The curriculum is well organised to ensure that scientific skills of investigation are developed effectively.
- Leadership and management are good and have resulted in good improvement since the last inspection.
- The locality is used well to enrich the curriculum.

Commentary

58. Standards have risen since the last inspection, representing good improvement. Most pupils reach the standards expected for their age, including a few with special educational needs, and some reach standards that are above average. This represents very good achievement. In 2002, the school's test results in science were above the national average. In Year 2, most pupils gained Level 2 in science in 2003, exceeding the national average by three percentage points and 40 per cent of pupils gained Level 3, which is well above the national average. The results of the Year 6 tests in 2002 show that standards were above the national average. All pupils gained at least Level 4, and some gained the higher Level 5. All Year 6 pupils reached Level 4 in the 2003 national tests and three out of ten gained the higher Level 5. These results are very good, given the prediction that 2003 results would fall, based on pupils' lower prior attainment. Test results show that the school is doing well by pupils of all abilities. The school significantly exceeded its own targets for the number of pupils reaching Level 4 in National Curriculum tests in 2003. Current work shows that standards are above average by the end of Year 2 and Year 6, as pupils' practical skills are well developed. This represents very good achievement.
59. Pupils achieve very well in science because teaching is consistently good, and often very good. Teaching assistants are very well deployed in lessons to assist pupils with learning. Lessons are always lively, teachers challenge pupils' thinking and develop literacy and numeracy skills very well. In very good lessons, teachers constantly check pupils' progress and clarify anything they are unsure about through carefully targeted support, as seen in a lesson where pupils in Years 3 and 4 were investigating the structure of the skeleton. As a result, the pupils acquire new knowledge quickly, and they recalled some interesting facts, such as the longest bone in the body is the femur and there are 206 bones in the human skeleton. Pupils knew that a mouse and a giraffe have the same number of neck bones as a human. In a Year 1 lesson, pupils sorted and classified materials which were waterproof or not, accurately selecting those which would protect them from the rain.
60. The curriculum is well organised with a strong emphasis on practical activities. The emphasis on practical activities to enhance knowledge and skills was also evident in pupils' work in books and on display. Pupils in Year 2 produced attractive interactive collages of man-made and natural materials, with a beach scene made of wood, sand and stone and a container ship at sea made of plastic, bottle tops and drinks cartons. Pupils in Years 5 and 6 investigated the effects of a length of wire on the brightness of a bulb and discovered how buzzers, motors and bulbs are affected by different levels of electrical current. Their literacy skills are developed through the wide range of vocabulary used, and mathematics skills are practised through using standard measures and recording findings from investigations in

tables and on graphs. The locality is well used to promote science, for example, walks to the local church, where pupils have learnt about wild life and habitats. There are also planned visits to the science museum and natural history museum, which enrich pupils' learning.

61. Pupils are very interested in science and are eager to become involved with practical activities. They learn to share and collaborate very well when working in groups, helping each other when needed. As a result, pupils behave very well and make very good gains in their learning.
62. Co-ordination is good and has resulted in good improvements in planning and assessment. Pupils' progress is now tracked well and marking informs pupils what they know and what they need to do to improve. ICT is used well to support learning; in science, for example, pupils have used the Internet for research on the skeleton.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology **good**.

Main strengths and weaknesses

- Pupils achieve well and, by Year 6, standards are above average.
- Teaching is good.
- Accommodation is used well and the resources are very good.
- Teaching assistants are used well to support teaching and learning.
- Good use is made of ICT as a tool for learning in other subjects.

Commentary

63. Standards have improved since the previous inspection so that by the end of Year 6 they are now above average in all aspects of ICT and teaching throughout the school is good. The systematic use of ICT across the curriculum, coupled with the regular use of the ICT suite and interactive whiteboard, all add up to a picture of good teaching overall. This judgement was borne out during discussions with pupils. They are very enthusiastic about the subject and, by the time pupils reach Year 6, they have been taught and learned a great deal, are very knowledgeable and are able to use a wide variety of applications routinely in their work in most subjects of the curriculum.
64. The subject is well led and managed. The curriculum for ICT is well planned to ensure that pupils build steadily on their computer skills as they progress through the school. Teaching assistants are used well to work with teachers and pupils to provide complementary practical activities in the hall to support and enhance the work pupils carry out on computers. All staff have been through a nationally recognised programme of staff development and all staff are confident in the use of new equipment. The school has made good use of computers to correspond with pupils in other schools and other countries. This has helped to broaden pupils' understanding of geography as well as building up confidence in sending and receiving e-mails. Staff also use the ICT suite to help pupils to complete their work and a school newspaper is being produced for the first time under the guidance of the Years 3 and 4 teacher.

Information and communication technology across the curriculum

65. Good use is made of ICT in a range of subjects across the curriculum, including English, art and design, science, mathematics, history and geography. This helps to raise pupils' ICT skills and increases their enthusiasm for their work in other subjects.

HUMANITIES

It was not possible to observe any history lessons during the inspection and only one geography lesson was observed. Pupils' work in geography and history indicates that their achievements are at least satisfactory and they reach standards broadly in line with national expectations. Their written work is very neat and they make good use of ICT for research and presenting their findings. Through geography and history, pupils learn to develop their writing skills by organising information, posing questions and using a range of different sources of information. Good use of the local area, the residential visit and visits to museums stimulate pupils' interest in history and geography.

In a geography lesson where teaching was very good, pupils in Years 3 and 4 listened to an audio tape of a banana plantation farmer from St Lucia and were asked challenging questions afterwards, which they were able to answer to promote their listening skills. They know that St Lucia is in the Windward Islands and the temperature is very hot at over 30 degrees Celsius. During their residential trip to Sayers Croft, Year 5 and 6 pupils developed their use of geographical vocabulary, such as 'erosion' and 'deposition', through close observation of the river, and used maps to locate Sayers Croft.

Many attractive displays of history work were seen around the school. Year 2 pupils looked at toys from the past through their visit to the Bethnall Green museum of childhood. Pupils in Years 5 and 6 produce projects on World War II and multi-media presentations of Victorian times, including slide shows about Victorian buildings, and Victorian trains and railways. In their history topic on the Tudors, pupils produced attractive books about Tudor times, for example, fabrics and materials the Tudors used to make clothes.

It was only possible to observe one religious education lesson during the inspection, but discussions with the co-ordinator, the work in pupils' books and on display provided additional evidence from which to make judgements about teaching and achievement.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Standards are broadly average and pupils' achievements are satisfactory.
- The quality of teaching is satisfactory overall and teachers promote literacy, numeracy and the use of ICT well in lessons. As a result, pupils learn appropriately.
- A new scheme of work is in place, based on the local agreed syllabus, which includes the teaching of other faiths, which are well promoted in lessons.
- Pupils' personal development is well promoted so that they deepen their sense of right from wrong, show respect for other beliefs and develop care towards others.
- Leadership is satisfactory and the new co-ordinator has clearly identified priorities for development. However, the quality of teaching and learning is not yet monitored.

Commentary

66. Standards are in line with national expectations and pupils' achievements are satisfactory because the quality of teaching and learning are satisfactory. In Year 1, pupils learn about friendship and begin to understand different feelings people may have, such as sadness, anger and excitement. In Year 2, pupils look at celebrations and write about what they want to wear on such occasions as their birthday or Christmas. They recognize that Hindus use Rangoli patterns to celebrate important occasions such as a wedding. In Years 3 and 4, pupils begin to develop an understanding of signs and symbols in religion and, for example, recognise the Bible as a religious symbol for Christians. They know that it contains stories

about God and become familiar with well-known stories, such as Noah's Ark. In Years 5 and 6, pupils become more familiar with New Testament stories, for example, the story of the Good Samaritan. They are beginning to express their views and opinions by, for example, giving reasons for agreeing with the messages of Jesus. Higher attainers apply the story of the Good Samaritan to everyday familiar organisations which promote the same message of helping others in need, such as 'Childline'.

67. The quality of teaching is satisfactory overall; particular strengths include the promotion of literacy, numeracy and ICT. For example, Year 2 pupils were given opportunities to write about 'do's and don'ts' as a guide to living, based on the ideas of the Ten Commandments. In Year 6, pupils used ICT to write out the 23rd psalm and wrote about the parable of the Feeding of the Five Thousand. In the lesson seen, the teacher also made good use of Islamic artefacts, such as a prayer mat, to promote an understanding of Muslim prayer, developing pupils' multicultural awareness well. Pupils' personal development is well promoted. Their work shows that awareness of different faiths is promoted well by teachers through, for example, work on Hinduism, where pupils learn how to make Rangoli patterns. There were some examples seen of teachers promoting spiritual development when, for example, pupils in Years 3 and 4 wrote a special 'Thank You' prayer, and through visits of all pupils to the local parish church, where older pupils took responsibility for younger pupils, showing very good care towards others, maturity and responsibility.
68. The co-ordinator provides satisfactory leadership of the subject and has clearly identified that assessment and curriculum resources, particularly artefacts from world faiths, need further development. The quality of teaching and learning have yet to be formally monitored.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

One lesson was seen in art and design, and one of swimming. No lessons were seen of other aspects of physical education (PE) or of design and technology. Inspectors looked at work that pupils had already completed in these subjects and talked to some of them about them. Inspectors also looked at the record of sporting events and achievements, and discussed this with the co-ordinator.

Standards in art and design, and in design and technology, are average across the school. This is an improvement since the previous inspection when they were below average. Pupils' achievement in these subjects is satisfactory.

Standards in swimming by Year 6 continue to be good. All pupils in Years 5 and 6 swim the length of the pool unaided. The school has a strong commitment to the teaching and learning of all aspects of physical education. An inclusive approach enables all children to participate both in regular PE lessons and in extra-curricular activities. These include netball, rounders, cross country running and athletics. The school prides itself on ensuring every child can swim at least 25 metres by the end of Year 6; this is achieved by specialist teaching in the juniors and the use of the school pool during the summer term for the infants. The success of this can be measured by the fact that the school has won the inter-school swimming gala for the last few years. There have been many visits by sporting personalities, for example, Steve Backley and Denise Lewis, who help to raise awareness of sporting achievement. There were also two visits by Danny Crates, the paralympic bronze medallist who talked about his disabilities and later returned to take an assembly to discuss his medal-winning event. The school encourages a sporting attitude and the major award at sports day is for the person who best exemplifies this.

Music

Three lessons of music were seen in Year 1, Year 2, and in Years 5 and 6. The singing in assemblies contributed to inspectors' judgements.

Main strengths and weaknesses

- Standards in music are above average by Year 2 and satisfactory by Year 6.
- Teaching is good or very good.
- The standard of singing is good.

Commentary

69. The standard of singing, as heard in assemblies of the whole school, is good. By Year 2, pupils sing well. They follow rhythm and tempo well and are beginning to vary the dynamics by singing softly and loudly. They listen well to individual sounds and to short pieces of music. They respond very well to the different moods of music played to them. They are beginning to create short compositions and to record these, using graphics. They are achieving very well.
70. By Years 5 and 6, pupils are also composing short pieces. In the lesson seen, pupils worked with great enthusiasm on composing a school chant, focusing on rhythm and percussion accompaniment. They performed these satisfactorily in groups and all contributed to an evaluation of each other's performance and composition.
71. The quality of teaching was at least good in all lessons seen. In Year 2, it was very good. Teachers are knowledgeable and provide good opportunities for pupils to listen to different styles of music and to contribute their own ideas. The focus on evaluation is good. The school provides good opportunities for all pupils to take part in musical productions, such as 'Oliver'. Leadership and management are good.
72. The curriculum is enhanced by the frequent visits from a variety of musicians such as the steel band and instrumentalists who led workshops for pupils. The school also holds an annual music assembly to celebrate pupils' achievements in music.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Inspectors were only able to observe one lesson. Samples of work were looked at across the school, but there were very few of these because results of discussions held with staff and pupils reveal that much of the work is done orally or through role-play. Standards seen are average and achievement satisfactory. All classes have one lesson each week and lessons are planned with reference to a nationally recommended scheme and on radio broadcasts. Teachers' planning was scrutinised. The work covered includes being a friend; feelings and coping with them; and taking responsibility for one's own actions. Pupils learn to empathise with the plight of others, such as refugees and asylum seekers, and good links are made to other aspects of the curriculum, such as religious education, history and geography. The school chooses its books carefully and challenges any stereotyping and racism rigorously. However, too little emphasis is given in lessons to preparing pupils for life in Britain as a multicultural society. There are very few visitors to school from British minority ethnic groups and too few opportunities provided to view Black British citizens in a positive light.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

