

INSPECTION REPORT

WOODRIDGE PRIMARY SCHOOL

North Finchley

LEA area: Barnet

Unique reference number: 101298

Headteacher: Mrs M Shaw

Lead inspector: Mrs A M Grainger

Dates of inspection: 7th – 10th June 2004

Inspection number: 258494

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:	202
School address:	Southover North Finchley
Postcode:	N12 7HE
Telephone number:	(020) 8445 5478
Fax number:	(020) 8343 8614
Appropriate authority:	The governing body
Name of chair of governors:	Ms H Franks
Date of previous inspection:	6 th - 9 th July 1998

CHARACTERISTICS OF THE SCHOOL

Woodridge Primary School is situated in a socially advantaged area comprising mainly private housing. Most pupils live nearby, although some travel from further afield. With 103 boys and 99 girls on roll, the school is broadly average in size. Pupils are from a wide range of ethnic backgrounds, including a significant number of Japanese pupils. More than a third of pupils are from a White British heritage. The proportion of pupils who have English as an additional language (39 per cent) is very high. Seven per cent of pupils are at an early stage of learning English. The first languages most frequently spoken by the pupils with English as an additional language are Japanese, Gujarati and Chinese.

Twenty-two per cent of pupils are identified as having special educational needs, which is above average. The percentage of pupils with statements of special educational needs (four per cent) is also above average. Pupils' special educational needs cover a wide range, including medical conditions. Many have specific learning difficulties. The movement of pupils in and out of the school other than at the usual time of joining or leaving is high. Last school year this amounted to an equivalent of 23 per cent turnover of the school's pupils. The high turnover of pupils is because families who are part of the international business community move in and out of the area, and also because some parents are post-graduate students who stay in the area for only a fixed period. The percentage of pupils known to be eligible for free school meals (six per cent) is below average. Taking the intake as a whole, children enter the Reception Year with attainment above that expected for their age.

The school has two achievement awards for the results gained by Year 6 pupils in the National Curriculum tests, the most recent of which was awarded in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20782	Mrs A M Grainger	Lead inspector	English Art and design Music Physical education
8992	Mr J Vischer	Lay inspector	
23385	Ms S Gerred	Team inspector	Areas of learning in the Foundation Stage Science Religious education
25342	Ms M Hanna	Team inspector	Mathematics Information and communication technology Design and technology Geography History Special educational needs English as an additional language

The inspection contractor was:

Tribal PPI
Barley House
Oakfield Grove
Clifton
Bristol
BS8 2BN

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Woodridge Primary School provides a satisfactory education for its pupils. However, there are weaknesses requiring improvement. Standards are above the level expected in Year 6 in English, mathematics, science and religious education and at the level normally found in most other subjects. Pupils make satisfactory progress overall during their time in the school because the teaching and the range of learning opportunities meet their needs adequately in most subjects and most years. Leadership, management and the value for money provided by the school are all satisfactory.

The school's main strengths and weaknesses are:

- The very good results achieved in recent years in the National Curriculum tests at the end of Year 6, particularly in English and mathematics.
- Unsatisfactory provision in writing and religious education in Years 1 and 2, and in practical and investigative science throughout the school, resulting in underachievement in these areas.
- The good progress made by older pupils in learning French and the very good achievement of Year 6 pupils in music.
- Inconsistent challenge for higher-attaining pupils.
- Good provision for pupils' personal development, resulting in good attitudes, behaviour and relationships.
- Not enough use and development of pupils' information and communication technology (ICT) skills across the subjects.
- A good range of additional activities through clubs, visits and visitors.
- A good partnership with parents, including the provision of very good information for parents.
- Monitoring and follow-up action to develop teaching and learning that are not sufficiently effective and swift in rectifying weaknesses.

Improvement since the school was last inspected in July 1998 is satisfactory. Adequate action has been taken to address the main weaknesses found at that time, but there is further work to do. The main shortcomings found in the Reception Year provision have been resolved but some significant areas presently require improvement in Years 1 and 2. Assessment procedures have been developed and the communication of assessments to parents is very much better. However, teachers still do not consistently and effectively use assessment information to ensure that all pupils are given the right level of challenge. Systems for checking the effectiveness of teaching are now established but require sharpening and more frequent use to increase the pace of improvement. Pupils' attitudes and behaviour have improved.

STANDARDS ACHIEVED

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

Key: A - in the top five per cent of schools A - well above average; B - above average; C - average; D - below average; E - well below average. Similar schools are those with similar percentages of pupils eligible for free school meals.*

Pupils' achievement is satisfactory overall. In Year 6, the standard of pupils' work now is much the same as indicated by the 2003 National Curriculum test results in science. In English and mathematics, standards now are above the level expected nationally, rather than well above it. This

change is largely due to the natural variations in the ability of year groups. Overall achievement in Years 3 to 6 is satisfactory.

In the tests at the end of Year 2 in 2003, pupils' results were also very good. Standards in the work of Year 2 pupils now in reading and mathematics are above the level expected nationally, and not as high as the test results. As in Year 6, this is largely due to the variation in the ability of year groups. Pupils' achievement is satisfactory in these areas. In writing, pupils' work is at the level expected but their achievement is unsatisfactory. In 2003, teachers assessed pupils' performance in science as above the national average, and standards now are much the same.

Standards in ICT are as expected nationally in Years 2 and 6. However, the pupils' achievement is unsatisfactory because, until recently, the school has not had a computer room. New developments are now ensuring that pupils' progress is satisfactory. Standards in religious education are as expected by the locally agreed syllabus in Year 2, and above this level in Year 6. Achievement is satisfactory in Year 6, but it is unsatisfactory in Year 2. In almost all other subjects, standards are at the level expected nationally and the pupils' achievement is satisfactory. There is good achievement in French in Years 5 and 6 and older pupils do very well in music.

Children in the Reception class achieve satisfactorily. Almost all are on course to reach the nationally expected goals at the end of the school year and a good proportion is likely to exceed these standards. Pupils with special educational needs and those for whom English is an additional language achieve satisfactorily. However, the more capable pupils throughout the school do not always do as well as they should.

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Pupils show initiative and are mature and responsible when they reach Year 6. Throughout the school, pupils have positive attitudes to learning, work well with each other and behave well. Attendance is above the national average.

QUALITY OF EDUCATION

The overall quality of education, including the teaching, is **satisfactory**. The teaching and the range of learning opportunities ensure that pupils' overall progress is adequate but there are weaknesses. The provision in writing and religious education in Years 1 and 2 is unsatisfactory, as is that for practical and investigative science throughout the school. As a result, pupils work below their capabilities in these areas. The level of challenge for more capable pupils is inconsistent and these pupils do not always do as well as they should. A good feature is the enrichment of the curriculum through a wide range of activities additional to lessons.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory. The headteacher provides a satisfactory educational direction for the school and is working well with the local education authority to improve the pace of change and to involve all staff more. The checking of teaching and learning is adequate but too infrequent. It is not focused sharply enough on bringing about quick improvement. Governance is satisfactory and statutory requirements are met, but governors are better at supporting than challenging senior staff.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils have positive views of the school. Parents feel that the school is better than at the last inspection. They like the new developments such as the computer room. Most pupils like school and are pleased with how well the pupils from different backgrounds mix.

IMPROVEMENTS NEEDED

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

- Rectify the weaknesses in the provision and improve pupils' achievement in writing and religious education in Years 1 and 2 and in practical and investigative science in all years.
- Ensure that there is consistent challenge for higher-attaining pupils.
- Improve the use and development of pupils' ICT skills across the subjects.
- Improve the effectiveness of monitoring and follow-up action to remedy weaknesses and quicken the pace at which this is done.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is satisfactory, but there are weaknesses that need to be rectified. Standards presently in Year 6 are above the level expected nationally in English, mathematics and science and at the level expected in almost all other subjects.

Main strengths and weaknesses

- Results in the National Curriculum tests at the end of Year 6 have been consistently very good in recent years, particularly in English and mathematics.
- Pupils' achievement is unsatisfactory in Years 1 and 2 in writing and religious education, and throughout the school in practical and investigative science.
- Older pupils do well in learning French and very well in music.
- Throughout the school, the most capable pupils do not always do as well as they should.
- Pupils do not use their information and communication technology (ICT) skills well enough across the subjects.

Commentary

1. Pupils' results in the National Curriculum tests at the end of Year 6 in 2003 were well above the national average in English and mathematics and above the national average in science. Compared with the results achieved by other schools with pupils from similar backgrounds, pupils' performance was well above average in English and mathematics and broadly average in science. These results are much the same as at the last inspection. The trend in the school's results has been above that found nationally over the last five years.
2. The standards of work of the present Year 6 are above the level expected nationally in English, mathematics and science. This represents a continuation of the standards indicated by the 2003 tests in science. However, because of inconsistent provision in practical and investigative science, standards in these areas are no higher than the level expected nationally. In English and mathematics, present standards are lower than indicated by the 2003 tests. The lower standards now in English and mathematics are largely a result of the natural variations in the ability of year groups, rather than a reflection of any change in the quality of the school's provision in these subjects. The achievement of pupils in Years 3 to 6 is satisfactory overall.
3. Pupils' results were also very good in the National Curriculum tests at the end of Year 2 in 2003. They were well above the national average in reading and writing and in the top five per cent of schools nationally in mathematics. Compared with the results of other schools with pupils from similar backgrounds, pupils' performance was well above average in reading and mathematics and above average in writing. As in Year 6, the trend in the school's results over the last five years has been above the national average. This is mainly because of significant improvements in the results in the last two years. There have been occasions since the last inspection when the results have fallen below the national average.
4. In the present Year 2, standards in pupils' school work are lower than indicated by the 2003 test results. In reading and mathematics, they are above the level expected nationally, rather than well above it, but they are only at the expected level in writing. Pupils' achievement is satisfactory in their school work in reading and mathematics and, as in Year 6, the lower standards than indicated by the tests are because of the variations in the ability of year groups. However, achievement is unsatisfactory in writing. Pupils work at a lower level in their day-by-day schoolwork in writing than they do in test situations. The unsatisfactory achievement in writing is a direct consequence of weaknesses in the quality of teaching.

5. In 2003, teachers assessed pupils' performance in science in Year 2 as above the national average. Present standards in science are also above the level expected nationally and pupils' achievement is satisfactory. Pupils' competence in ICT is as expected in Years 2 and 6 but pupils are working below their capabilities. Good progress in the development of skills is now being made in lessons in the computer room, which opened only a few months ago and has improved provision. However, pupils still do not have enough opportunities to develop their ICT skills at other times across the subjects and this is a reason why standards and achievement are not better.
6. Religious education standards are at the level expected by the locally agreed syllabus in Year 2 and above this level in Year 6. Pupils' achievement is satisfactory in Years 3 to 6 but it is unsatisfactory in Years 1 and 2. As in writing, the unsatisfactory achievement in Years 1 and 2 results from shortcomings in teaching that prevent pupils from doing better. Overall, in other subjects, standards are at the level expected in both Year 2 and Year 6 and achievement is satisfactory. Year 5 and 6 pupils make good progress in learning French. Standards and achievement are very good in music when pupils reach Year 6. Insufficient evidence was gathered to make judgements on physical education.
7. Pupils with learning difficulties make satisfactory progress towards the targets set for them. Those with English as an additional language develop their command of English well and make satisfactory progress overall in their schoolwork. However, the more capable pupils throughout the school, including a good number whose first language is not English, do not always do well enough. This is because they are not consistently provided with enough challenge. There is no significant variation in the achievement of pupils from different ethnic backgrounds.

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

Standards in:	School results	National results
reading	18.0 (18.7)	15.7 (15.8)
writing	16.0 (15.3)	14.6 (14.4)
mathematics	18.7 (18.9)	16.3 (16.5)

There were 28 pupils in the year group. Figures in brackets are for the previous year.

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

Standards in:	School results	National results
English	29.4 (30.4)	26.8 (27.0)
mathematics	29.8 (32.8)	26.8 (26.7)
science	29.8 (30.6)	28.6 (28.3)

There were 30 pupils in the year group. Figures in brackets are for the previous year.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good, as is their personal development, including their spiritual, moral, social and cultural development. Attendance is above the national average.

Main strengths and weaknesses

- Almost all pupils like school and are keen to do well.
- Staff set high expectations for pupils' conduct. As a result, behaviour is good.
- Pupils are keen to take responsibility. They develop good levels of maturity by the time they reach Year 6.

- The school promotes good relationships, including racial harmony, effectively. As a result, pupils form good relationships and respect the feelings, values and beliefs of others.

Commentary

8. Pupils throughout the school have positive attitudes to learning in almost all lessons, which is an improvement since the last inspection. Nearly all listen attentively, are keen to answer questions and undertake tasks enthusiastically. This is the result of teachers' high expectations of attitudes and behaviour and the willingness to learn that most pupils have when they come to school. Pupils respond particularly well and maintain a high level of interest when set appropriately challenging tasks, which provide opportunity for pupils of all levels of attainment to achieve well. This is particularly evident in the response of older pupils to their French and music lessons. Only occasionally is there restlessness in lessons when teaching fails to engage pupils sufficiently.
9. Standards of behaviour have also improved and are consistently good in lessons throughout the school. The staff's insistence on high standards of behaviour and the systems of rewards and sanctions result in pupils knowing right from wrong and in them showing consideration for others. In the playground, and around the school, pupils are fully aware of what is expected of them and the few incidents of less-than-acceptable behaviour are dealt with swiftly. Incidents of bullying are rare and are not tolerated by the school. Parents see pupils as behaving well, being mature and having good social skills and feel the school promotes a pleasant family community. No pupil has been excluded from school since the last inspection.
10. From the time they start school, children are given opportunities to become independent and are willing to take on a range of responsibilities appropriate to their age. This contributes to the good standards in children's personal, social and emotional development during the Reception Year. Pupils grow in confidence and develop good levels of maturity by the time they reach Year 6. Pupils in Years 4 to 6, assist their 'buddies' in the Reception class and Years 1 and 2 with activities such as reading and practising ball skills. Pupils take their responsibilities of living in a community seriously. However, they feel frustrated at times when the suggestions and ideas they put forward, for example, through the School Council, are slow to be acted upon.
11. Pupils play harmoniously together and work well together in groups. Older pupils say that one of the things they like about the school is the way pupils from all backgrounds mix together. They are pleased that pupils from different backgrounds are able to share aspects of their cultures and different faiths with one another in lessons and assemblies. The strengths found in pupils' spiritual, moral, social and cultural development have been maintained since the last inspection. However, spiritual development remains a relative weakness. It is not planned well enough through aspects of the curriculum such as art and design and science, and the contribution of the daily act of collective worship is no better than satisfactory.
12. Tolerance and understanding of the views and beliefs of others are promoted well. This is because pupils are introduced to a wide range of cultural traditions, including those which are represented amongst the pupils attending the school. For example, Year 2 pupils learned about Japanese crafts, such as origami and writing, as well as about food and clothing during a 'Japanese' afternoon presented by parents. Pupils develop secure awareness of the British cultural heritage through work in subjects such as music, history and geography and through educational visits. Pupils are prepared well for life in a modern, culturally diverse society.
13. Attendance rates are above the national average and parents make a good effort to ensure that their children attend school regularly. However, punctuality is only satisfactory, with several pupils arriving late each day.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.7	School data	0.3
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

The overall quality of education is satisfactory. Teaching and the range of learning opportunities meet pupils' needs satisfactorily in most subjects and most years and result in satisfactory achievement.

Teaching and learning

Teaching, pupils' learning and assessment are satisfactory overall, although there are weaknesses requiring improvement.

Main strengths and weaknesses

- Teaching and learning are unsatisfactory in writing and religious education in Years 1 and 2.
- Teachers do not do enough to develop pupils' skills in practical and investigative science.
- There is some very good teaching of music, and French is also taught effectively in Years 5 and 6.
- Teachers do not always provide enough challenge for the most capable pupils or make enough use of assessment to provide work at differing levels of difficulty.

Commentary

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	3 (9%)	13 (37%)	13 (37%)	6 (17%)	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.

14. As at the last inspection, teaching gives enough support to pupils to ensure that their learning is satisfactory in most subjects and years. There are examples of good teaching and learning in most year groups, and some instances of very good teaching, but there are also weaknesses. There are some significant weaknesses in Years 1 and 2. Most of the lessons observed in which both teaching and learning were unsatisfactory were in English in Years 1 and 2 and in aspects of science throughout the school.
15. Teaching and learning in music for older pupils are very good, and better than at the last inspection. The result is that standards in Year 6 in music are well above the level expected nationally. The school's specialist music teacher has high expectations of the standards that all pupils are capable of attaining, uses the time in lessons very effectively to promote learning, and succeeds in gaining a high level of interest and involvement from the pupils. The same very effective teaching is evident in additional music activities led by this teacher, such as the orchestra practice sessions. Good teaching of French in Years 5 and 6 results in effective development of pupils' competence in speaking, reading and writing in a modern foreign language. As in the effective music lessons, well focused and challenging teaching captures pupils' interest. Pupils respond with enthusiasm to the stimulating activities and lively presentation in French lessons.

16. In the Reception Year, there are good features to the teaching of personal, social and emotional development. High expectations of children's attitudes and behaviour help to establish the right environment for learning. This is now built on well in other years where there is clear and effective insistence on high standards of behaviour. Many of the problems found at the last inspection relating to how pupils and activities were organised in some year groups have been corrected, contributing to the better standards of behaviour. There are also good features to the teaching of physical development in the Reception Year. Clear instruction and demonstration of skills, with the right level of challenge in activities, ensure that children develop good physical control and co-ordination.
17. There are some strengths in the teaching of English and mathematics in Years 3 to 6. In English, teachers give strong support to the development of pupils' competence in writing for different purposes. They help pupils to understand mathematics and apply skills in calculations in real-life situations through problem-solving activities. ICT skills are taught well in class lessons in the computer room. In these lessons, teachers show good subject knowledge and provide clear explanations. However, teachers do not make enough use of classroom computers to support pupils' learning across the subjects.
18. Although there are some good aspects to the satisfactory teaching in subjects and areas of learning, there are also features requiring improvement. In the Reception Year, activities that children select for themselves from a range provided do not always give enough challenge, particularly to the more capable children. Sometimes too much time is given to these activities and children's learning is not pushed on well enough. Direct teaching and activities for groups of children are not well enough adjusted to meet the needs of all the children. This is most evident in communication, language and literacy, and also in mathematical development, key areas in which higher-attaining children are sometimes held back.
19. Teaching and learning are unsatisfactory in writing and religious education in Years 1 and 2 because teachers' expectations of the standards all pupils are capable of attaining are not high enough. This results, in particular, in a failure to adequately develop pupils' skills in writing for different purposes, including story writing, and their capacity to use language imaginatively. Knowledge and understanding in religious education are also insufficiently developed because pupils are often required to work at a superficial level only, particularly when recording their work.
20. Throughout the school, teachers do not do enough to develop pupils' independence in practical and investigative science, particularly in how investigations and their outcomes are recorded. There are too few opportunities for pupils to pose scientific questions and expectations of pupils are not high enough.
21. There is now satisfactory use of assessment overall. Teachers have better understanding of the level at which pupils are working and are more aware of pupils' special educational needs. However, the challenge for the most capable pupils is too patchy and inconsistent across many subjects. It is this weakness that prevents the effectiveness of mathematics teaching in Years 3 to 6, for example, from being better than satisfactory. Marking is inconsistent throughout the school. In Years 3 to 6 there is some good marking in English, and also in Years 3 and 6 in mathematics. This effective marking not only acknowledges work done but gives guidance to pupils about what they need to do to improve. However, much other marking does too little to help pupils and it is poor in Year 2.

The curriculum

The quality and range of learning opportunities are satisfactory overall. Enrichment of the curriculum is good. The accommodation and resources provide satisfactory support for the curriculum.

Main strengths and weaknesses

- Weaknesses in the learning opportunities in writing and religious education in Years 1 and 2, and in practical and investigative science in Years 3 to 6, lead to underachievement in these areas.
- Not enough opportunities are provided for the development of pupils' ICT skills across the subjects.
- There is a good range of activities additional to lessons, such as extra-curricular clubs, visits out of school and visitors who talk to pupils.
- Some activities in the Reception class are not structured sufficiently to challenge the more capable children.

Commentary

22. Satisfactory action has been taken to rectify the weaknesses found at the last inspection in the learning opportunities for Reception children. Learning opportunities are now matched adequately to children's differing needs and aptitudes. As a result, children's achievement is satisfactory. However, there are still features requiring improvement. Some activities, including those that children choose for themselves without direct adult involvement, are not structured well enough or adjusted sufficiently to give greater levels of challenge to the more capable children. As a result, they do not contribute as well as they should to children's learning.
23. The curriculum meets pupils' needs satisfactorily overall in Years 3 to 6. There are some good features, for instance, in the range of writing activities in English, the emphasis on using calculations to solve real-life problems in mathematics, and the use of interesting resources and activities in history. However, the provision for practical and investigative science is too patchy and is unsatisfactory. Activities do not sufficiently develop pupils' competence and independence in this area as they move up through the school. Consequently, pupils do not systematically develop their skills in scientific enquiry, as they should.
24. There are weaknesses in the learning opportunities for pupils in Years 1 and 2 in writing and religious education that lead to underachievement. The opportunities for story writing and writing for different purposes do not extend pupils adequately. The coverage of work in religious education is too superficial and recording activities are low level and do not do enough to develop pupils' knowledge and understanding. There is adequate coverage of other subjects.
25. There are good opportunities for pupils to develop their ICT skills when working in the computer room in specific timetabled lessons. However, not enough use is made of computers in classrooms to reinforce and extend work. The use of ICT in other subjects is not well enough developed. This prevents standards and pupils' achievement in ICT from being better than they are. There are also missed opportunities to deepen pupils' knowledge and understanding in other subjects through ICT-related tasks.
26. Satisfactory support is provided for pupils with special educational needs and those at an early stage of learning English. However, learning opportunities are not well enough varied to meet the needs of higher-attaining pupils. The introduction of 'extension classes' in mathematics for more capable pupils in Years 5 and 6 is a step forward. However, there is still some way to go to ensure that there is consistent challenge for the more capable pupils in class lessons throughout the school and across the subjects.
27. There is good extra-curricular enrichment of the curriculum. Pupils throughout the school have opportunities to attend after-school clubs in a range of areas, including various sports, music, gardening, French and chess. These activities are well attended. They motivate and interest pupils and help develop positive attitudes to school and to learning. Visits to places of interest, residential journeys and visitors to the school add enrichment to the curriculum, particularly in religious education, history and geography.

28. Recent good improvements to the accommodation mean that pupils now have regular access to a computer room, which is already starting to improve their progress and raise standards. The new classroom with a secure external area for the Reception class gives children continuous access to outdoor facilities, which supports their learning satisfactorily. However, the lack of shelter restricts use of the outdoor area during wet or very hot weather. Resources are adequate overall and support the curriculum satisfactorily. However, there is no climbing and balancing equipment or large wheeled toys for Reception children and this limits aspects of physical development and imaginative role-play.

Care, guidance and support

Provision for pupils' care, welfare and health and safety is satisfactory. The support, advice and guidance pupils receive based on monitoring are also satisfactory. Involvement through seeking and acting on pupils' views is unsatisfactory.

Main strengths and weaknesses

- Almost all pupils feel confident that they have an adult to turn to should they be worried or hurt.
- Good arrangements help children settle in when they start school.
- Not enough is done to take account of and act on pupils' views or to involve them in the development of the school.

Commentary

29. The school council has been in place for a long time but its meetings have been somewhat irregular this school year, with some quite long periods with no meetings. Pupils are listened to but action taken to implement their suggestions or even, for example, to repair items that may be important to them, such as the drinking fountain, is not given a high priority. As a result, pupils do not have any real faith in what the council may achieve and its members feel frustrated. Posts have been created, but the position of chairperson changes at every meeting and the headteacher takes the minutes. This means that the school council does not provide real opportunities for responsibility. Feedback by council members to classmates, and the seeking of classmates' views, are not timetabled. Pupils are not adequately involved in taking the school forward.
30. Staff know the pupils well and almost all pupils are confident that they have an adult to turn to should the need arise. The quality of pastoral care is good and overall relationships between staff and pupils have improved since the last inspection. However, the quality of support advice and guidance based on academic monitoring is only satisfactory. This is because marking is inconsistent and patchy across subjects and year groups. Induction arrangements are good for children arriving in Reception and for those who come to the school in later years. There is a buddy system for all pupils in the Reception Year and Years 1 and 2, which is appreciated by pupils and their parents. The staggered integration period for Reception children gives good support to them, and is also valued by their parents.
31. Child protection procedures are satisfactory and up to date. In line with new guidelines, a governor has been appointed and staff are awaiting fresh training through the next round of courses provided by the local education authority. There is satisfactory health and safety monitoring to ensure pupils' welfare. Risk assessments are carried out for activities within the school and for visits. The caretaker takes prompt action for minor issues and the local education authority carries out all the regular statutory checks on behalf of the school. A good proportion of the staff is fully trained in first aid. There is good care for pupils with specific medical conditions, and the school successfully supports some children with very complex medical backgrounds. The weaknesses in health and safety procedures found at the last inspection have been rectified.

Partnership with parents, other schools and the community

The school has good links with parents. Links with the wider community, including other schools and colleges, are satisfactory.

Main strengths and weaknesses

- The information provided for parents about the school is very good, and pupils' annual reports are excellent.
- Parents make a very good contribution to their children's learning at home and at school.

Commentary

32. The information for parents is very good overall, including the provision of excellent annual reports on their children's progress. Reporting to parents on their children's progress is very much better than at the last inspection. Newsletters are informative and frequent. Curriculum information keeps parents up to date with what their children are learning and is provided termly for all year groups. There are regular opportunities for parents to discuss their children's work with teachers at consultation evenings, as in most schools. The information for parents when their children start school is good. The headteacher is usually available in the playground in the morning or at the end of the school day to talk to parents. Class teachers too are accessible. Most parents feel that the staff are approachable and keen to work with them. They have few qualms about approaching the school with a problem and feel that concerns are usually dealt with well, which is also an improvement since the last inspection.
33. The school's links with them help parents to support their children's learning very well. Parents continue to contribute significantly to the school's work and to the standards their children attain. Many parents pay for private tutors or specialist courses, and assist their children in their school work. Parents give good support to the development of their children's reading skills. A steady contingent of parents provides assistance in classrooms, with special events, and on visits out. In addition to raising significant sums of money to support children's education, the active and supportive School Association also operates a year group parent-liaison structure. Its parent representatives not only encourage the involvement of other parents in fund raising, but also enlist parental help in school.
34. Parents are consulted well. Important changes in the school are discussed with them and a survey of parents' views was carried out in 2002. Discussion at the governors' annual meeting for parents prompted staff to consider a spring issue of the annual report on pupils' progress instead of the summer issue. It is expected that this will help in the evaluation of pupils' areas for development.
35. The school has various links with the local community but, as at the last inspection, these do not amount to more than can be found in most schools. Although the school effectively supports the transfer arrangements for pupils to the many and varied secondary schools, and gives good support to parents at this important stage in their children's education, actual links with any other school or college do not go beyond that found in most schools. There is little involvement with other schools on significant issues to do with the curriculum.

Example of outstanding practice

Annual written reports to parents are highly effective in telling parents how well their children are doing at school.

Pupils' annual reports are outstanding. They are informative and easy to read. A useful general comment on temperament and attitude, including any personal achievements, precedes the subject report. A brief note of the pupil's level of attainment compared with that expected for their age, and a comment on their rate of progress, begins each of the four main subjects. All subjects comprise a descriptive paragraph of work covered and in the four main ones these are succinct and reflect the individual pupil's involvement and reactions to the learning opportunities. The paragraph ends with notes on what the pupils need to work on to improve in the four main subjects that are particularly clear and well targeted. The whole printed document covers no more than two sides of paper and ends with an apt personal and handwritten comment from the headteacher. (Attendance figures are integral as required by law).

LEADERSHIP AND MANAGEMENT

Leadership, management and governance are all satisfactory overall. However, there are weaknesses in the leadership and management that need to be rectified.

Main strengths and weaknesses

- The monitoring of teaching and learning, and follow-up action, are not sufficiently effective and swift in rectifying weaknesses and developing the quality of education.
- Day-by-day financial management is good, with careful checking of expenditure.

Commentary

36. The headteacher provides satisfactory leadership. Since the last inspection, she has provided a sufficiently clear educational direction for the school, resulting in adequate progress in rectifying the main weaknesses found at that time. Nevertheless, further work is needed, particularly in improving the quality of teaching, learning and the curriculum, and in ensuring that the most capable pupils are challenged well enough. There are presently some significant weaknesses in teaching in Years 1 and 2. The main weaknesses in the Reception Year provision have been corrected. Assessment procedures have developed so that teachers have better awareness of the level at which pupils are working. The communication of assessment to parents is very much better, and pupils' annual reports are now excellent. Recent developments in accommodation, such as the new computer room and classroom for Reception children, have pleased parents.
37. Satisfactory management ensures that the school runs smoothly on a day-by-day basis. As at the last inspection, the headteacher ensures that administrative tasks are undertaken efficiently. Systems are now in place for checking the quality of teaching and the curriculum and how well they support pupils' learning. However, monitoring is too infrequent to be as effective as it should be. It has not, for example, identified the extent of the weaknesses in the provision for writing and religious education in Years 1 and 2. Where shortcomings are identified, such as in the standards of presentation in Years 1 and 2 or in the level of challenge for the more capable pupils in various classes, follow-up action is not sufficiently effective. The checking of teaching and the curriculum is not sharply and firmly enough focused on improving the learning of all pupils.
38. The deputy headteacher works well in partnership with the headteacher, particularly to support the management of the school and to ensure that all pupils are included satisfactorily. The deputy has many significant responsibilities, including the co-ordination of English, special educational needs, provision for pupils with English as an additional language, and as team co-ordinator for Years 3 to 6. Even though she does not have a class and works only with groups of pupils with special educational needs, the extent of her responsibilities results in some things 'slipping through the net'. For instance, the deputy has not checked and developed the

quality of English teaching thoroughly enough to deal with the weaknesses in Years 1 and 2. Nevertheless, she provides satisfactory leadership and management overall for English, as she does in her other areas of responsibility, and has initiated several improvements, particularly in the provision for special educational needs.

39. There is satisfactory co-ordination of subjects and aspects of provision by other members of staff, including the third member of the senior management team. However, the involvement of subject leaders in challenging unsatisfactory practice and in developing provision is still at a fairly early stage. Even so, there are examples of things moving on, for instance, in the development of ICT. The school recognises that, in order to improve the pace of improvement, all staff need to be more accountable for what the school provides for its pupils. A working party is in place to develop this and this is an area in which the headteacher is working closely with the local education authority. The way in which responsibilities are allocated is currently under review, with changes expected to be in place at the start of the new school year.
40. Governance is satisfactory, although governors presently support senior staff more than they challenge them. The chair of governors in particular is clear about the strengths and weaknesses of the school and the areas in which the governing body itself needs to develop. Governors, through the experienced chair of the finance committee, are well involved in analysing costs, ensuring value for money in the purchase of goods and services, and in setting and managing the budget. The school's approaches to financial management satisfactorily support educational priorities. Day-by-day running of the finances is good and expenditure is monitored well. The school gives satisfactory value for money. There is satisfactory consideration of the extent to which the school provides best value for pupils and their parents.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	676,980
Total expenditure	680,571
Expenditure per pupil	3,272

Balances (£)	
Balance from previous year	48,267
Balance carried forward to the next	44,676

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Children enter the Reception class in the September of the school year in which they are five. Almost all children have had pre-school education. Overall attainment on entry is above that expected nationally. Of the 30 children presently in the class, three have special educational needs. Twelve children come from homes where English is not the first language, and a few are at a very early stage of learning English. Since the last inspection, satisfactory improvement has been made in the Reception class provision. A new classroom with a secure outdoor area has been built and this provides a stimulating environment for children's early education. Procedures for assessing children's learning are now in place and better use is made of role-play to promote literacy skills. The strengths found at the last inspection have been maintained and the main weaknesses have been corrected.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **satisfactory**, with some good features.

Main strengths and weaknesses

- The welcoming and caring atmosphere helps children to settle happily, to develop confidence and form good relationships with others.
- High expectations of children's behaviour and attitudes mean that children quickly learn what is expected of them and they respond well.
- Some activities that children choose for themselves from a range provided are not challenging enough.

Commentary

41. Children's achievement is satisfactory. Almost all are on course to reach the standards expected nationally by the end of the Reception Year and a good number are likely to exceed them. The quality of teaching and learning is satisfactory overall, with some good features. Staff ensure that children are made to feel welcome and offer good levels of individual care and support. This is especially beneficial to the small number of children with special educational needs and those with English as an additional language. This level of care and support successfully helps to build all children's confidence and self-esteem.
42. Teachers and support staff have high expectations of children's behaviour. As a result, children quickly learn what is expected of them and they respond well. Almost all behave sensibly in their classroom, in the outdoor area and when moving around the school. Staff expect children to develop independence and provide situations in which they can do so. For example, children are taught to clear up after themselves so that they now take responsibility well for tidying up both indoors and outside.
43. Children make choices confidently because they are given many opportunities to do so. A wide range of play activities is provided for them, encouraging co-operation and collaborative play as well as engaging the children's imagination. These play activities lead children to be friendly towards one another, and to share and take turns. However, there are occasions when some activities, particularly those that children choose for themselves from a range provided, are not sufficiently structured. The lack of structure and clear purpose to the activities means that not enough challenge is given to the most capable children. Furthermore, the time spent on them is sometimes too long. As a result, the activities do not contribute as well as they should to children's learning.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The right level of attention is given to developing early reading, writing, speaking and listening skills.
- Staff do not always meet the needs of the most capable children well enough when teaching them in mixed-ability groups.

Commentary

44. Children's achievement is satisfactory overall. Almost all children are on course to reach the goals expected at the end of the Reception Year in reading and writing, and a significant number are likely to exceed them. The quality of teaching and learning is satisfactory. Children with English as an additional language, and those with special educational needs, are given the necessary support to achieve as well as others.
45. The regular activities of letter and word games, of reading the weather chart and sharing stories provide satisfactory opportunities for speaking and listening. Children enjoy these activities and respond with interest, listening carefully to teachers and gaining confidence in speaking to the whole class. Almost all children successfully name and sound the letters of the alphabet, linking the sounds with the letters. This is because the games and activities at the start of lessons provide regular reinforcement of this basic skill. Children's interest in books and their competence in reading simple texts are satisfactorily encouraged. Opportunities for children to write in imaginative contexts, as well as in formal situations, support the satisfactory development of writing skills, so that almost all children write their names on their own and attempt writing for different purposes.
46. Although the teacher has appropriately high expectations of the more capable children, some activities do not move their learning forward as briskly as they should. When taught in mixed-ability groups, sometimes these children are held back because adults do not meet the full range of the children's needs well enough.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Topic work and a wide range of games and practical activities successfully develop children's mathematical knowledge and understanding.
- Weaknesses in how well staff meet the full range of children's needs in group activities slow the learning of the more capable children.

Commentary

47. Children's achievement is satisfactory. Almost all children are on track to reach the nationally expected goals by the end of the Reception Year and many are likely to exceed them. The quality of teaching and learning is satisfactory. A suitable range of practical activities covers the full range of mathematics including number, shapes and measures. These help children to calculate with numbers up to 20, to count to 100, and to name and recognise two- and three-dimensional shapes. Suitable teaching strategies such as the use of a 'feely bag' help children to recognise and describe the properties of three-dimensional shapes.

48. Although there is full coverage of the mathematics curriculum for children of this age, in group activities work is not always well enough matched to the full range of their needs. As a result, not all children, particularly those capable of higher attainment, are challenged at the right level. Consequently, as in reading and writing activities, these children are sometimes held back. The teacher has satisfactory procedures for checking and recording children's attainment and progress. Whilst the information gained from assessment is used adequately overall to guide children's next steps in learning, it is not used well enough to group children for different activities.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**, with some good features.

Main strengths and weaknesses

- Children make good progress in developing movement and actions in response to music in lessons in the hall.
- The lack of climbing and balancing apparatus and wheeled toys for use outdoors means that children do not have regular, daily access to certain aspects of physical education.

Commentary

49. Teaching and learning are satisfactory and result in satisfactory achievement. Almost all children are on course to reach the nationally expected standards at the end of the Reception Year and many to exceed them. Teaching is particularly effective in lessons in the school hall. The teacher and support staff demonstrate skills clearly and set a realistic level of challenge. As a result, children increase their awareness of space and develop good control of their bodies and of ribbons as, for example, they respond to fast and slow music.
50. A good range of activities ensures that children frequently use a broad range of equipment, such as jigsaws, large and small models, construction materials and simple tools. All adults sensitively support and encourage the children so that they work carefully and safely, and develop control of equipment and hand-eye co-ordination. Children move confidently in and around the classroom. They change for physical education lessons with a minimum of adult help because there are high expectations of their independence in such activities. The lack of outside climbing and balancing equipment and wheeled toys restricts the opportunities for regular, daily exercise, even though the school uses the hall on four occasions during the week.

OTHER AREAS OF LEARNING

51. Provision in **knowledge and understanding of the world**, and **creative development** was sampled. Whilst not enough evidence was gathered to make secure judgements on overall provision, in the aspects for which evidence was collected, provision is satisfactory.
52. A satisfactory range of learning experiences is provided both indoors and outside that develops children's knowledge and understanding of the world. ICT skills are developed adequately as children use computers to play games and to support their work in other areas of learning, for example, as they follow stories from the reading scheme. A suitable range of activities develops early understanding of religious education, such as how religious festivals are celebrated. This helps children to begin to know about their own culture and beliefs and those of other people. Children are helped to understand how plants grow by planting and observing the growth of sunflowers. They gain awareness that plants need water and sunlight for healthy growth. They explore the properties of magnets and enjoy making their own railway track and moving train using paper, paper clips and magnets.

53. Good experiences develop children's competence in using paint and other materials to make pictures. Children achieve well when exploring a range of techniques and materials, for example, in observational paintings of sunflowers, printing and collage. Children explore a range of sounds as they play with and add to a string of objects to make music outside. The role-play area is used successfully to promote independent play and to encourage children to act out imaginary situations. However, the lack of wheeled toys outside restricts opportunities for further imaginative and co-operative play or for development of knowledge and understanding of the world, for instance, through exploring pushes and pulls.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH AND MODERN FOREIGN LANGUAGES

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Results in the end-of-Year 6 National Curriculum tests have been consistently well above the national average in recent years.
- Provision for writing is unsatisfactory in Years 1 and 2 and pupils in these year groups are underachieving in this key area.
- There are good opportunities in Years 3 to 6 for pupils to write for different purposes.
- Older pupils are given too few opportunities for discussion and debate.
- Much of the marking of pupils' work in Years 3 to 6 is good and gives clear guidance for improvement as well as telling pupils what they do well.

Commentary

54. Pupils' results in the National Curriculum tests at the end of Year 6 in 2003, and in the three previous years, were well above the national average. The school's results have also been consistently well above average when compared with those achieved by other schools with pupils from similar backgrounds. The standards of work of pupils now in Year 6 are above the level expected nationally, rather than well above. The lower standards in pupils' present work, compared with those indicated by the tests over recent years, are largely a reflection of the natural variations in the ability of year groups. All groups of pupils in Years 3 to 6 make satisfactory progress as they move up through the school, including those with special educational needs or English as an additional language. In relation to their capabilities, pupils' achievement is satisfactory.
55. In the National Curriculum tests at the end of Year 2 in 2003, pupils' results in reading and writing were also well above the national average. In comparison with the results achieved by similar schools, the results were well above average in reading and above average in writing. Although these results are similar to those achieved at the last inspection, the picture in the intervening years has not been as strong. On occasions, the results have been below the national average and well below the average for similar schools. Standards now in Year 2 are above the level expected nationally in reading, but they are lower and no better than the level expected nationally in writing. This is a serious concern because it means that pupils are underachieving in writing. This underachievement affects all groups of pupils, but most of all those who are capable of working at a level above that expected for their age. Pupils' achievement is adequate in reading, speaking and listening in Years 1 and 2.
56. Teaching and learning are satisfactory overall, with some good features in Years 3 to 6, but are unsatisfactory in writing in Years 1 and 2. The main problem in Years 1 and 2, and particularly in Year 2, is that teachers' expectations of the standards pupils are capable of attaining are not

high enough. In test situations, Year 2 pupils show that they can do better than they are expected to do in their day-by-day schoolwork. Most significantly, teachers do not develop pupils' skills in writing stories well enough or in using language imaginatively to engage the reader by setting a scene or describing a character. Pupils' awareness of writing for different purposes is insufficiently developed. Handwriting is unsatisfactory in Years 1 and 2. Writing is often scruffy and there is little sign of pupils joining their writing. Many of these weaknesses were also present in Year 2 at the last inspection and they have not been rectified. The teaching of reading in Years 1 and 2 is accurate and supports pupils in making adequate progress.

57. Teachers in Years 3 to 6 give pupils good opportunities to write for different purposes. They provide pupils with clear guidance as to how the style and format of writing should be adapted according to its intended audience. Marking helps pupils to improve their work and the tone of comments reflects the positive relationships that exist between most teachers and pupils. As a result, pupils confidently write for a range of purposes by the end of Year 6, and almost all present their work neatly. Pupils in Years 3 to 6 study a range of texts, many of which are suitably challenging. Although there are some good instances of ICT being used to support pupils' learning, it is not used sufficiently for drafting and redrafting work or presenting writing in different formats.
58. Pupils in all classes have many opportunities to respond to their teacher's questions, to give explanations to the class and to talk in pairs. Almost all pupils are confident in such speaking and listening activities. However, not enough is done to develop pupils' skills in discussion and debate as they move up through the school. This is still a relative weakness in the provision for older pupils that prevents pupils' competence in speaking and listening from being even better.
59. The leadership and management of English are satisfactory. There have been improvements since the last inspection, such as in the way reading books are organised for pupils in Years 1 and 2 to give them an element of choice. The needs of pupils with special educational needs are met better in class lessons and teachers are more aware of what needs to be done to support these pupils. Although the right systems are now in place for checking the effectiveness of teaching and learning, these are not applied as rigorously and effectively as they should be. The school has not identified the extent of the weaknesses in the provision for writing in Years 1 and 2. Where areas for improvement have been recognised by the school, there is not enough follow-up checking to ensure that action is taken.

Language and literacy across the curriculum

60. Satisfactory opportunities are provided for pupils to use and develop their language and literacy skills in other subjects. However, there are occasions when opportunities are missed. In religious education in Years 1 and 2, for example, pupils often undertake low-level recording activities when they could develop their skills in writing for different purposes and audiences. The lack of use of literacy skills at such times also restricts the development of pupils' knowledge and understanding of the topics studied. There are too few opportunities for real discussion and debate in other subjects.

FRENCH

61. The teaching of French has been introduced since the last inspection. This modern foreign language is taught effectively to pupils in Years 5 and 6 for one short period each week. Work in lessons is supported well by good homework activities. Pupils achieve well and their competence is good. By the time they leave the school a good number of pupils speak words, phrases and short sentences confidently. Many pupils ask and answer questions in French about a range of topics, including the weather, their families and shopping. They are learning to read and write French, as well as speak it. For example, they successfully label photographs of their family members, write their own identity card and menus for a café, and read and write letters from and to pen friends in France. They are developing a good basic

awareness of the French culture and this contributes well to pupils' overall cultural development.

62. Teaching and learning are good because the teacher speaks French fluently and delivers lively lessons that capture pupils' interest and make learning fun. A native French speaking teaching assistant contributes effectively and supports learning well in Year 5. A good quantity of written work is recorded and presented in different and interesting ways. As a result of this teaching, pupils are well prepared for their transition to secondary education.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Pupils' results in the National Curriculum tests at the end of Year 6 have been consistently very good in recent years.
- The challenge for the most capable pupils throughout the school is too patchy and inconsistent.
- Teachers' marking does not always give pupils enough guidance on how they can improve.

Commentary

63. Pupils' results in the National Curriculum tests in 2003 were well above the national average at the end of Year 6. In Year 2, they were in the top five per cent of schools nationally. In both Years 2 and 6, pupils' performance in the 2003 tests was well above average when compared with the results achieved by other schools with pupils from similar backgrounds. The Year 6 results are much the same as at the last inspection, with very good performance in the tests having been maintained in all the intervening years. The Year 2 results in 2003 were much better than at the last inspection.
64. Standards of work presently in Years 2 and 6 are above the level expected nationally, rather than well above this level. The lower standards now compared with the test results are largely a result of natural variations in the ability of year groups of pupils. The achievement of all groups of pupils is satisfactory, including those with special educational needs. Lower-attaining pupils and those with special educational needs benefit from the extra help they receive. However, inconsistent challenge for the most capable pupils throughout the school means that they do not always do as well as they should. This includes many of the pupils with English as an additional language who are capable mathematicians. 'Extension classes' for some pupils in Years 5 and 6 give more challenge to the more capable pupils and these were introduced four years ago. However, the overall problem identified at the last inspection of higher-attaining pupils working below their capabilities has not yet been fully rectified.
65. Teaching, the curriculum and the use of assessment promote learning satisfactorily overall. There are some good features to the teaching in Years 3 to 6. However, it is the patchy provision of challenge for the most capable pupils that reduces the effectiveness of teaching in these year groups to a satisfactory level overall. Throughout the school, pupils' work is marked regularly to check accuracy and the progress they are making. There is some good practice where the teachers' comments help pupils to understand their progress, but this is not consistent in every year group. The most effective marking is in Years 3 and 6. Not only does the marking in these year groups acknowledge work, but it also poses questions that take learning forward.
66. There are good opportunities for pupils to develop their competence across all areas of mathematics, particularly in number and in calculating to solve real life problems. For example, in a lesson in which teaching and learning were very effective in Year 6, pupils calculated the perimeter of a complex shape in order to work out how many bricks would be needed to cover

the area. Skilful questioning by the teacher meant that each group was realistically challenged. Classroom assistants were effectively deployed, and clearly understood the needs of the pupils with whom they were working. In a Year 3 lesson on organising and using data, direct teaching was made fun and interesting as well as developing pupils' competence effectively. Engaging resources amused pupils and kept a good level of involvement throughout.

67. Pupils make a secure start in Year 1 across all aspects of mathematics. For example, in one lesson, teaching effectively developed recognition of odd and even numbers. The lesson was carefully structured to engage and motivate the pupils. The teacher made effective use of the resources and used each part of the lesson well to promote learning and ensured that each group of pupils had activities that were suitably challenging. In a Year 2 lesson, however, work was not well enough matched to higher-attaining pupils' needs to move them on quickly enough, although satisfactory support was provided for those with special educational needs.
68. In all years, teachers ensure that there is comprehensive coverage of the requirements of the National Numeracy Strategy, ensuring that pupils in all years satisfactorily develop numeracy skills. Pupils' attitudes to mathematics are better than at the last inspection and are now good. They are attentive and concentrate well, work co-operatively and collaboratively in pairs and groups, and also persevere when working individually. There are now more opportunities for pupils to expand their mathematical knowledge and understanding through the use of ICT, and the new computer room has stimulated pupils' interest. Nevertheless, classroom computers are not used sufficiently to support learning in mathematics.
69. The leadership and management of mathematics are satisfactory. The co-ordinator checks that work in pupils' books matches the teachers' plans and that learning intentions have been carried out. National test results and other test results are analysed in order to set targets for improvement. However, the checking of teaching and learning is not as effective as it should be and has not so far ensured that there is enough challenge for the most capable pupils in lessons.

Mathematics across the curriculum

70. Mathematical skills are used satisfactorily in other subjects. In design and technology, geography, history and ICT, the pupils apply their mathematical logic to interpret data, estimate, record and calculate. However, there are missed opportunities in science lessons for the analysis of data to support pupils in developing competence in scientific enquiry.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils have good scientific knowledge and understanding.
- Skills in scientific enquiry are inconsistently developed and standards are lower than in other aspects of science.
- Assessment information is not used well enough to provide work at differing levels of challenge, particularly for pupils who are capable of higher achievement.

Commentary

71. Pupils' results in the National Curriculum tests in 2003 were above the national average. However, they were average when compared with the results achieved by other schools with pupils from similar backgrounds. Although they were much the same as at the last inspection, the 2003 results were not as good as in the previous three years. Teachers assessed pupils' standards at the end of Year 2 in 2003 as above the national average.

72. The standards of work of pupils presently in Years 2 and 6 are above the level expected nationally and achievement overall is satisfactory. Almost all pupils have the expected scientific knowledge for their age and a good number exceed expectations in most aspects of science required by the National Curriculum. However, skills in scientific enquiry are not as well developed as other aspects of scientific knowledge and understanding. Standards in scientific enquiry in Years 2 and 6 are at the level expected nationally, rather than above it. In this particular aspect, achievement is unsatisfactory.
73. By Year 6, pupils use their knowledge of scientific facts to make predictions, and to plan and carry out investigations at the expected levels. However, too few pupils analyse results sufficiently or pose their own scientific questions. Too few have the expected independence in writing about experiments and investigations. This is because there is an inconsistency, across the school, in the amount of independence given to pupils. Teachers control some experiments too tightly and there is too much copying from teachers' writing, so that pupils do not develop skills, as they should. This also results in missed opportunities for the development of literacy skills.
74. Teaching and the science curriculum are satisfactory overall and promote satisfactory learning, although there are weaknesses in practical and investigative science. In Years 1 to 6, work is adequately matched to pupils' needs. Work for lower-attaining pupils, those with special educational needs and those with English as an additional language is suitably adapted and pupils are supported satisfactorily when necessary. This helps them to achieve as well as other pupils.
75. Teachers insist on high standards of behaviour and, as a result, pupils show good levels of concentration and have good attitudes to their work. On occasions when teaching is good, such as in Years 3 and 6, the level of questioning deepens pupils' understanding and moves their learning forward at a brisk pace. Good attention is paid to scientific terminology so that pupils develop understanding of key vocabulary. By contrast, pupils' achievement is unsatisfactory in lessons where the focus for learning is not clear enough, when time is not used effectively, and where low expectations mean that teaching fails to develop pupils' learning beyond what they already know. Unsatisfactory features of teaching were seen in lessons in Years 2 and 4 during the inspection.
76. Although there are adequate systems for assessing pupils' attainment and progress, information collected through assessment is still not used well enough to match work to pupils' differing needs. Work for the most capable pupils is not always planned to extend and challenge them enough. This means that pupils do not always do as well as they should, particularly in scientific enquiry. Marking is inconsistent across the school and does not sufficiently tell pupils what they need to do to improve. It is particularly weak in Year 2, where comments such as 'excellent' and 'wonderful' are made about poorly presented and sometimes unfinished work.
77. There is adequate use and development of mathematical skills, for instance, as pupils record the findings of their investigations in tables and graphs. Even so, there are some missed opportunities for analysis of data. There is still not enough use of classroom computers in lessons, which limits opportunities for recording investigations in different ways and using data.
78. Leadership and management of science are satisfactory. There has been some recent checking of standards and pupils' progress. This has rightly highlighted the need to improve pupils' skills in scientific enquiry and the need to challenge the more capable pupils more consistently. However, teaching is still not closely enough monitored to identify specifically how to improve the overall quality of pupils' learning or to eradicate the inconsistencies across the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- There is good and systematic development of pupils' skills in lessons in the computer room.
- The pupils' ICT competence is not developed well enough at other times or used sufficiently to support their learning in other subjects.

Commentary

79. Standards are at the level expected in Years 2 and 6; in Year 6, standards are slightly higher than at the last inspection. Overall achievement is still unsatisfactory because the computer room has only been open for a few months and pupils have not had the necessary experiences with computers in the past to ensure that they achieve well enough. Nevertheless, with the new resources in place, pupils are now making satisfactory progress. Pupils use computers confidently for word processing, handling data and multi-media presentations.
80. Teaching and learning are satisfactory overall. There is good teaching of specific skills in the computer room, which is an improvement since the last inspection. Regular lessons in the new computer room are contributing well to pupils' progress. Pupils throughout the school, including those with special educational needs and those for whom English is an additional language, are satisfactorily developing competence in all aspects of the ICT curriculum. Teachers successfully use projection in the computer room and interactive whiteboards in two classrooms to demonstrate skills and show pupils how programs work. For example, Year 1 pupils competently use a paint program and control the mouse in order to change tools and colours. Year 2 pupils have a secure understanding of all the keys on the keyboard and successfully word process diary entries. Those in Year 6 have worked in pairs to produce a geography PowerPoint presentation incorporating text, images and a sound commentary to present to a Year 3 audience.
81. In lessons in the computer room, teachers give clear explanations of skills to be learned and tasks to be accomplished. Expectations are high, teachers' subject knowledge is good and help is given quickly to pupils when they need it. Pupils listen well to the teacher's instructions and this contributes to the effectiveness of their learning. They work well on their own or in pairs. They discuss their work with others, supporting each other and taking turns. Pupils are thoughtfully managed and their relationships are good.
82. Although teaching and learning are effective in lessons in the computer room, at other times the insufficient use of computers reduces the overall quality of teaching and learning from good to satisfactory. Not enough use is made of classroom computers to reinforce the learning of ICT skills or to support learning in other subjects. Because the main opportunities for ICT development are only in the specific lessons twice a week, standards are not raised above the level expected nationally.
83. Leadership and management of ICT are satisfactory. The subject leader is enthusiastic and knowledgeable and, with help from the local ICT support service, has established the computer room and network. She has worked hard to ensure that maximum use is made of this important new resource and that standards improve as rapidly as possible. She has given training to her colleagues on planning and assessment and has advised teachers on linking ICT with other curriculum subjects.

Information and communication technology across the curriculum

84. There are examples of ICT being used to support learning in other subjects, for example, use of the Internet in history and geography, and activities in mathematics and science. In lessons in the computer room, links are made with work in other subjects. However, there is still not enough use of computers to support learning across the subjects, for example, through use of the classroom computers. This lack of use of computers across the subjects also results in missed opportunities for the further development of ICT skills.

HUMANITIES

Geography

85. Provision in geography was sampled through an analysis of pupils' work. Not enough evidence was gathered to make a secure judgement on overall provision in the subject. The available evidence indicates that the standards in geography in Years 2 and 6 are at the level expected nationally, as at the last inspection. Pupils' achievement is satisfactory.
86. Pupils in Year 2 are given a satisfactory range of learning opportunities that help them to make comparisons between the physical and human features of a fictional island. They successfully contrast this locality with that of the school. They are able to make a pictorial map of the island and identify both natural and man-made features. Year 6 pupils have planned and competently carried out an environmental study of the local area. They have produced a report on how to make the school an environmentally friendly place, and have used their ICT skills to represent their findings in graphs and bar charts.
87. The local area is used well in developing pupils' geographical enquiry skills in Years 3 to 6, and this is an improvement since the last inspection. Pupils in Year 4 have made studies of the local brook for evidence of meandering deposits and erosion. In Years 3 to 5, pupils develop their understanding of places by carrying out studies of the local area and comparing them to places as far away as Southern India. Year 6 pupils have the opportunity to develop their fieldwork skills on an annual school journey.
88. The leadership and management of geography are satisfactory. There is a policy and scheme of work in place, which offer helpful guidance to teachers. Resources have improved and a good range is now available to support teachers in making lessons interesting and relevant. Satisfactory arrangements are in place for the co-ordinator to check pupils' work to ensure that geographical skills are being taught. However, there has been only a small amount of observation of teaching to evaluate the effectiveness of what happens in lessons and develop the subject further.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- Resources and visitors to school enhance pupils' learning and are used to bring history to life.
- Opportunities are provided for pupils to record their work in interesting ways.

Commentary

89. The standards of work of pupils in Years 2 and 6 are at the level expected nationally, as they were at the last inspection. Pupils' achievement is satisfactory because teaching and learning meet their needs adequately as they move up through the school.

90. Pupils successfully develop an increasing awareness of how people lived in the past. Teachers make effective use of resources to support this aspect of pupils' learning. In a Year 1 lesson, for example, photographs were used well to help pupils develop their awareness of changes over time. They drew on their own experiences of seaside holidays and made comparisons with a holiday 100 years ago. Year 2 pupils develop an awareness of chronology by studying photographs of a Victorian classroom, wedding, and clothing and making comparisons with the present.
91. An interesting range of learning opportunities is provided to make history meaningful for pupils. Pupils in Year 3, for example, develop their historical enquiry skills by using a Latin dictionary to work out the names of the rooms in a Roman House. Year 4 pupils have made a 'wanted poster' for a Tudor monarch, and those in Year 5 have written diaries of a Victorian childhood. This represents an improvement since the last inspection when there was an over-reliance on worksheets and activities were generally less stimulating and required less thought. A vibrant display in Year 6 depicts Britain since the 1950s with photographs and artefacts not only from the school's resources but also provided by pupils' families. Work in history now makes a good contribution to pupils' social and cultural development.
92. Leadership of the subject is satisfactory. The co-ordinator has ensured that the subject has developed since the last inspection and there is now a better amount of work in history in each year. Visiting workshops such as Punch and Judy and events such as a Tudor day in costume enhance the curriculum. Appropriate links with other subjects are made. For example, in a Year 4 lesson, a good balance of questioning and explanation developed pupils' geographical skills as they used maps to identify where the Aztecs lived.

Religious education

Provision in religious education is **satisfactory** overall, but there are significant weaknesses in Years 1 and 2.

Main strengths and weaknesses

- Unsatisfactory teaching in Years 1 to 2 results in pupils underachieving.
- The use of literacy skills to develop knowledge and understanding is inconsistent.
- Visits and visitors bring the subject to life, as do opportunities for pupils to talk about their own faiths.
- Not enough use is made of ICT for research or presentation of work.

Commentary

93. Standards in Year 6 are above the expectations set by the locally agreed syllabus and pupils' achievement is satisfactory. This is a better picture than at the last inspection. By Year 6, pupils compare key aspects of world religions, such as belief in God and rules for living. They explain how some beliefs and teachings are shared by different religions and make informed responses to questions of meaning and purpose in the light of their learning. They appreciate the opportunities to talk about their own faiths and show good respect and tolerance for the values and beliefs of others. This understanding is effectively reinforced through the use of visits and visitors, which bring learning to life and help pupils to see that religion plays an important part in the lives of people around them. Their learning in religious education contributes satisfactorily to pupils' spiritual development and the harmonious relationships throughout the school.
94. Achievement in Year 2 is unsatisfactory and not as good as at the last inspection. Pupils demonstrate a simple understanding about special people, festivals and traditions of different faiths. They are familiar with stories from different faiths and recognise, for example, the importance of the Torah scrolls for Jews. However, few pupils show knowledge and

understanding above the level expected by the locally agreed syllabus, even though they are capable of doing so.

95. The quality of teaching and learning is satisfactory in Years 3 to 6 but it is unsatisfactory in Years 1 and 2. There is too little recorded work in Years 1 and 2. The work that is recorded in Year 2 is at a low level because the tasks set are undemanding. Sequencing sets of pictures, colouring in and completing missing words in sentences can be helpful to the lowest-attaining pupils and those at early stages of English language acquisition, but they provide too little challenge for most other pupils. There is a significant lack of challenge for the most capable pupils. This means that their knowledge and understanding are not deepened sufficiently.
96. There are some good examples in Years 3 to 6 of pupils being expected to develop literacy skills by writing at length and in different styles. For example, in Year 5, pupils deepen their understanding of the Christmas story by writing a play script for the 'Three Wise Men' and by writing 'Mary's Tale'. Similarly, in Year 6, pupils extend their knowledge and understanding of Jesus' parables and miracles by writing letters and newspaper reports. However, across the school, there is an inconsistent approach to the recording of pupils' work. Opportunities are too often missed to develop pupils' literacy skills as well as to use writing as a means of developing pupils' knowledge and understanding of religious education. In all year groups, there is too little use of ICT, for example, to draft and present work or for researching information.
97. The leadership and management of religious education are satisfactory overall. The headteacher, who has responsibility for leading the subject, has provided training to support teachers in varying their teaching methods. She has undertaken some checking of teaching and learning in lessons. This has rightly identified the need to use assessment information more rigorously to adjust the level of difficulty in activities so that all pupils are given the right level of challenge. She recognises the need for a more consistent approach to presentation and recording of work. However, teaching is still not closely enough monitored to identify specifically how to improve the overall quality of pupils' learning or to eradicate the inconsistencies across the school.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Provision in the creative, practical and aesthetic subjects was sampled through lesson observations, an analysis of pupils' recorded work and a scrutiny of teachers' planning. Not enough evidence was gathered to make a secure overall judgement on the quality of provision in each subject.

Art and design

98. The standard of pupils' work in art and design is at the level expected nationally in Years 2 and 6. Although the standards now are not as high as at the last inspection, when the co-ordinator rather than class teachers did much of the teaching, pupils' achievements are satisfactory. Teachers provide pupils with an adequate range of experiences to develop their competence in working with an appropriate range of materials, mainly in two dimensions.
99. There are some interesting projects that result in attractive work of a good standard, for example, when pupils explore pattern in Year 3. As part of this project the pupils successfully create patterns inspired by Kente cloth and make patterns in the style of Roman mosaics. Pupils are given an adequate introduction to the work of some famous artists as, for example, when Year 4 pupils produce three-dimensional pictures related to a study of the work of Rousseau. Year 5 pupils show satisfactory understanding of the work of Van Gogh and Munch.
100. There are areas in which the provision needs improvement. There are times, for example, when learning is prevented from being better than satisfactory because pupils do not have enough opportunity to show real initiative and creativity. This was the case in a Year 2 lesson when pupils explored ideas related to the natural sculptures of Goldsworthy. Whilst much of

the work produced in Year 1 is attractive, there is little scope within the activities for pupils to show an individual and creative response. Sketchbooks are not used well enough for exploration. Skills, such as in drawing, are not systematically developed as pupils move up through the school. All these factors prevent pupils from achieving more highly.

101. The leadership and management of art and design are satisfactory. The co-ordinator is keen to work with colleagues to develop the provision. She has recognised that the use of sketchbooks requires improvement and has brought this to the attention of the staff.

Design and technology

102. Standards in design and technology in Years 2 and 6 are at the level expected nationally and pupils' achievement is satisfactory. This maintains the situation at the last inspection. Pupils make satisfactory progress with an increasingly complex range of work as they move up through the school. Work in design and technology is often linked well with work in other subjects. For example, Year 1 pupils carefully construct houses from boxes to link with their topics on homes. In Year 4, there are good examples of pupils assembling and joining components to make torches in a project related to work on electrical circuits in science. In making the torches, pupils produce step-by-step plans, choose their materials carefully, and then undertake evaluations in order to modify and refine the end product. Year 6 pupils' work shows great attention to detail in their measuring and cutting of felt to make slippers, which they decorate with an array of neatly worked stitches. Pupils evaluate their products satisfactorily, identifying what worked and what needed to be improved.
103. Pupils' social skills are developed through design and technology as they work together to generate ideas and identify materials to make models. For example, Year 4 pupils work in pairs to design and make books with moving parts and flaps for children in the Reception class. The range of materials and tools that pupils work with has expanded since the last inspection. These include a variety of tools for cutting, construction kits and woodworking materials.
104. A long-term plan of work is now in place, which provides helpful guidance for teachers as it contains an overview of coverage and the concepts and knowledge to be developed in different year groups. This rectifies a weakness found at the last inspection. There are also relevant guidelines in place to ensure health and safety. The subject is led and managed satisfactorily.

Music

105. Standards in Year 6 are well above the level expected nationally and pupils' achievement is very good. Pupils very competently perform quite complicated rhythms and play their own part while listening to others. They sing tunefully and very well for their age, for example, as they sing in two parts. Pupils' knowledge and understanding of musical vocabulary are very well developed. Members of the school orchestra, drawn from Years 2 to 6, also perform at a level well above that expected for their age. The standards now in class lessons for older pupils are much better than at the last inspection. In a very short section of a lesson observed in Year 2, which was taken by the class teacher, pupils worked at the level expected for their age.
106. The teaching for older pupils is much better than at the last inspection, with lessons now taught by the school's specialist teacher. Competent teaching was provided in the very short section of lesson seen in Year 2. When pupils are really challenged by the teaching, as in a lesson in Year 6, they respond with very high levels of interest and enthusiasm and give of their best. In an orchestra practice session, pupils' attitudes and behaviour were excellent. There are occasions in assemblies when pupils do not sing as well as they are capable of doing, and the singing is only just at the level expected. At these times, pupils do not show sufficient interest or motivation.

107. The provision for gifted and talented pupils is very good. Pupils are able to join the orchestra and have individual lessons. Visiting musicians add good enrichment to the curriculum. The specialist music teacher, who leads the school's work in music, provides a very good example for others in the quality of her teaching. Overall management of the music provision is satisfactory.

Physical education

108. In a lesson seen in Year 1, effective teaching ensured that pupils made good progress in steering a ball along the ground with a bat. In this lesson, well-organised activities built on each other well, moving pupils on from individual skills practice to working as part of a team. Clear instructions resulted in pupils fully understanding what was expected of them. The teaching and learning in this lesson resulted in very good attitudes and behaviour, pupils achieving well and working at a standard above that expected for their age.

109. Pupils underachieved in a Year 6 athletics lesson because of weaknesses in teaching. In this lesson, too much time was spent talking, and not enough on physical activity. Even though an incident of unsatisfactory teaching and learning was observed during the inspection, many of the weaknesses found at the last inspection have been rectified. Although the attitudes and behaviour of pupils in the Year 6 lesson were no better than satisfactory, and not as good as in classroom lessons, the unsatisfactory and unsportsmanlike behaviour found at the last inspection is no longer evident. No concerns regarding the health and safety of pupils were noted in either of the lessons observed, indicating that these issues have been dealt with effectively since the last inspection.

110. The school is aware that further work is necessary to develop its physical education provision, particularly for older pupils. Plans are in place to provide training for staff. At present, there is no co-ordinator for physical education and this is being looked at as part of a wider review of how responsibilities are allocated in the school.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

111. Provision in this area was sampled. No specific lessons were seen and not enough evidence was gathered to make a secure judgement about overall provision. The care provided for pupils' personal wellbeing supports pupils' personal development well. The range of the programme for personal, social and health education, which is presently under review, is satisfactory. It includes work on diet, health, sex and relationships education, and the dangers of drugs, as well as personal safety. This programme helps pupils to develop a safe and healthy lifestyle, gain confidence and develop good relationships. Pupils undertake a range of jobs throughout the school which helps them to become aware of the responsibilities of living in a community. Pupils' involvement with the School Council, from Year 1, provides a satisfactory opportunity to experience democracy at first hand and helps pupils to develop as school citizens.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

Overall standards achieved	4
Pupils' achievement	4

Pupils' attitudes, values and other personal qualities	3
Attendance	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	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	5
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	4

The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
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).