

INSPECTION REPORT

WYBORNE PRIMARY SCHOOL

London

LEA area: Greenwich

Unique reference number: 100146

Headteacher: Sheila Lancefield

Lead inspector: Brenda Spencer

Dates of inspection: 7th – 9th June 2004

Inspection number: 258520

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	454
School address:	Footscray Road New Eltham London
Postcode:	SE9 2EH
Telephone number:	(020) 8850 4933
Fax number:	(020) 8850 3969
Appropriate authority:	The governing body
Name of chair of governors:	Carol Wood

Date of previous 8th June 1998
inspection:

CHARACTERISTICS OF THE SCHOOL

Wyborne is a large primary school in New Eltham for pupils aged three to 11 years. The majority of pupils have well below average attainment on entry to school and below average socio-economic background. There are 354 pupils attending full-time and 50 part-time: 241 boys and 213 girls. Twenty-six pupils left and 31 pupils joined the school last year outside the normal times of transfer. The vast majority of pupils are white. A fifth of pupils are of African, Caribbean, Asian and mixed heritage. There are seven pupils at an early stage of learning English and speak Portuguese, Turkish and Bengali. Eight pupils have statements of special educational needs (SEN) and just over a quarter of all pupils have SEN. This is above the national average. These needs are predominantly related to specific learning difficulties, social, emotional and behavioural difficulties, autism and speech and communication difficulties. A fifth of pupils are eligible for free school meals. The school has links with local secondary schools including Crown Woods School and Beaverwood Secondary School and is involved in the Coca Cola Valued Youth Project. In 2002, the school successfully renewed its Investors in People status and was awarded the School Achievement Award. It gained the Basic Skills Quality Mark in 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20451	Brenda Spencer	Lead inspector	Design and technology Music Science
9537	Caroline Marden	Lay inspector	
27667	Carolyn Renault	Team inspector	Art and design English Geography Religious education
3574	Kawaljit Singh	Team inspector	English as an additional language Foundation Stage History Personal, social and health education and citizenship
32387	Peter Wakeman	Team inspector	Mathematics Information and communication technology Physical education Special educational needs

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

Wyborne is a good school. The ethos is very good. Pupils achieve well by the end of Year 6 from very low starting points. Parents and pupils are proud of their school. The quality of teaching, learning, curriculum and leadership of the headteacher is good. The school provides good value for money.

THE SCHOOL'S MAIN STRENGTHS AND WEAKNESSES ARE:

- Achievement in junior classes is good; pupils develop good literacy, numeracy and scientific skills and are very well prepared for the next stage of education.
- Achievement of more capable pupils in infant classes is unsatisfactory.
- Leadership of the headteacher creates a positive climate in the school.
- The school provides very well for pupils' spiritual, moral, social and cultural development. As a result relationships and behaviour are very good and pupils show mutual respect.
- The curriculum is enriched very well through extra-curricular activities and provision for sport.
- Assessment data is not used well enough to match work consistently to pupils' capabilities.
- Plans for improvement do not fully address issues raised by performance data.
- Co-ordinators are not sufficiently involved in raising standards in their subjects in Years 1 and 2.
- Links with parents and other schools are very beneficial to pupils' education.
- The Nursery provides a good start to education and children achieve well.
- Teaching provides intellectual challenge in junior classes.
- Display in school is very stimulating and encourages an enthusiasm for learning.

Improvement since the last inspection in 1998 is satisfactory. Most issues have been addressed: the improvements in the accommodation have been significant; standards in design and technology are no longer unsatisfactory; and links with parents are much better. Strengths in curriculum, care and the provision for spiritual, moral, social and cultural development have been maintained. The progress made by pupils from Year 2 to Year 6 has been impressive over the last three years. However, standards in mathematics and science have dropped in Year 2 because the needs of more capable pupils are not being met.

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	C	A	A
mathematics	B	C	A	A
science	A	C	A	A

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

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

Achievement is good. It is good overall in both the Foundation Stage and in junior classes. It is satisfactory in infant classes. Achievement is good in English, mathematics and science for Year 6 pupils and in religious education for Year 6 and Year 2 pupils. Achievement is

satisfactory in English and mathematics for Year 2 pupils and in information and communication technology for Year 6 and Year 2 pupils. Achievement is unsatisfactory overall in science for Year 2 pupils. Achievement of more capable pupils in Year 2 is unsatisfactory, consequently a small proportion of pupils reach above average levels. However, pupils with low starting points do well. Pupils with English as an additional language (EAL) achieve as well as their peers. Overall, achievements of pupils with special educational needs are satisfactory. In Year 6, standards are above average in English. They are average in mathematics and science and meet expectations in information and communication technology (ICT) and religious education (RE). In Year 2, standards are average in reading and writing and below average in mathematics and well below average in science. They meet expectations in ICT and RE.

Comparison with similar schools shows results for English, mathematics and science were well above average at the end of Year 6. For Year 2, they were below average for reading and well below average for writing and mathematics. Children in the Foundation Stage achieve well in all the areas of learning overall. Most children are on track to reach the goals expected for their learning in personal, social and emotional, physical and creative development. They will fall well below the goals in communication, language and literacy, mathematical development and knowledge and understanding of the world.

Pupils' personal qualities and spiritual, moral, social and cultural development are very good. Pupils' attitudes are good and their behaviour very good. They accept responsibility willingly and are mutually respectful. Attendance is satisfactory but punctuality is unsatisfactory.

QUALITY OF EDUCATION

The quality of education is good. The quality of teaching and learning is good overall. Aims of lessons are made clear so pupils work purposefully. They are introduced well to subject specific vocabulary to promote their accuracy in communication. Behaviour is managed very well so time is not wasted. Relationships are warm, which is especially supportive of the youngest children. Teaching in infant classes does not provide more capable pupils with intellectual challenge so achievement and standards are depressed. Assessment is not used well to inform planning.

The breadth of the curriculum is good. Pupils benefit from a rich physical education. The science curriculum does not feature sufficient investigation and experimental work. Links with parents and with other schools support learning very well. Pupils are cared for well. Resources are satisfactory and used to good effect. The outside provision for Reception children is inadequate.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. The headteacher and deputy are an effective team. Overall, co-ordinators provide satisfactory leadership but it is unsatisfactory for science and mathematics in the infants. Governance is satisfactory. Governors are supportive of the school but need to investigate performance data more rigorously. Forward planning is constrained by a very limited budget. The fluctuation in pupil numbers makes it difficult to plan far into the future. Statutory requirements are not met for the annual report to parents.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are pleased with the quality of education. Their children enjoy school. Some have concerns about the differences in homework done by classes in the same year group. This difference is noticeable in Year 5. Pupils particularly value the trust they can place in adults.

IMPROVEMENTS NEEDED

THE MOST IMPORTANT THINGS THE SCHOOL SHOULD DO TO IMPROVE ARE:

- raise the expectations of more capable pupils in Years 1 and 2;
- use teacher assessments to match the level of work to the range of pupils' capability;
- ensure school and co-ordinators' action plans address underachievement identified by performance data;

AND, TO MEET STATUTORY REQUIREMENTS:

- comply with expectations for the annual report to parents.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

STANDARDS ACHIEVED IN AREAS OF LEARNING AND SUBJECTS

Achievement is good in the Foundation Stage and in Key Stage 2. It is very good in Years 3 and 6. Achievement is satisfactory for one class in Year 5. Achievement is unsatisfactory in Years 1 and 2 for more capable pupils. For others, achievement is satisfactory. Standards are above average at the end of Year 6, below average at the end of Year 2 and well below average at the end of the Foundation Stage.

MAIN STRENGTHS AND WEAKNESSES

- Pupils achieve well in Key Stage 2 in English, mathematics and science.
- Unsatisfactory achievement of more capable pupils in Key Stage 1 is associated with low expectations, mismatch of tasks to capability and weak leadership in some subjects.
- Pupils in Year 3 make rapid progress in English because of challenging teaching.
- Children in the Foundation Stage achieve well.
- Children in the Foundation Stage have weak development of language for thinking.

COMMENTARY

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

Standards in:	School results	National results
reading	15.0 (14.6)	15.7 (15.8)
writing	13.5 (13.4)	14.6 (14.4)
mathematics	14.6 (14.3)	16.3 (16.5)

There were 41 pupils in the year group. Figures in brackets are for the previous year.

1. By the end of Year 2, pupils reached standards in the 2003 national tests that overall were below average in reading and well below average in writing and mathematics when compared to national and similar schools. The proportion of pupils reaching the expected level was below average in reading, writing and mathematics. In science, judged by teacher assessment, the proportion was well below average. The proportion of pupils reaching the higher levels was average in reading, below average in writing and science and was well below average in mathematics when compared to both national and similar school averages.
2. Pupils in the current Year 2 reach standards that are average in reading and writing, below average in mathematics and well below average in science. Standards are in line with expectations in ICT and RE.

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

Standards in:	School results	National results
English	28.4 (27.6)	26.8 (27)
mathematics	29.3 (27.5)	26.8 (26.7)

science	30.3 (28.4)	28.6 (28.3)
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There were 59 pupils in the year group. Figures in brackets are for the previous year.

3. By the end of Year 6, pupils reached standards in the 2003 national tests that were well above average in English, mathematics and science. Compared to schools with similar results at the end of Year 2, the standards achieved by end of Year 6 were well above average for all three subjects. The value added measure between Key Stage 1 and Key Stage 2 is in the top five per cent of schools compared to the national distribution and compared to similar schools.
4. Pupils in the current Year 6 reach standards that are above the national average in English and are average in mathematics and science. Standards are in line with expectations in ICT and RE. This group of pupils has a high level of special needs and began school with low starting points compared to previous year groups.
5. Pupils' achievement in Key Stage 1 is satisfactory overall but it is unsatisfactory for more capable pupils. Many lessons are pitched at the average level, which provides too little intellectual demand of some pupils. Overall, achievement is satisfactory in English, mathematics and ICT. It is good for RE and unsatisfactory for science. Achievement directly relates to the level of expectation in lessons. In addition, co-ordinators and school action plans have not responded sufficiently quickly to address the underachievement identified in performance data.
6. Pupils achieve well in most classes in Key Stage 2 because of the high expectations of teachers. Pupils make remarkable progress in Year 3 because of the much higher demands made of them compared to earlier years. More capable pupils particularly benefit. Differences in achievement between Year 5 classes reflect different demands in homework, recording of work and coverage of the curriculum, for example in science. Achievement is good overall in English, mathematics, science and RE. It is satisfactory in ICT. The development of this subject is limited by a shortage of computers.
7. Most children enter school with very low starting points. However, the range of capability is broad and some pupils are very capable. By the end of Reception Year, most children are on track to reach the expected goals for their learning in personal, social and emotional, creative and physical development. They will fall well below the goals in communication, language and literacy, mathematical development and knowledge and understanding of the world. Some capable pupils are likely to exceed the goals for personal, social and emotional development and in understanding of number. This reflects the emphasis given to these areas in the curriculum.
8. Children achieve well overall in all the areas of learning. They benefit from the warm relationships, the breadth of activities and good planning. However, achievement in role-play and in developing language for thinking is only satisfactory. This reflects questioning which does not allow children sufficient space to formulate their thoughts and adults not providing explicit models of using language. The potential of role-play is limited by the lack of adult intervention to advance the use of language and resources.
9. Test results show boys achieve less well than girls at Key Stage 1. This is addressed by the end of Year 6, when boys do as well as girls. This has been a priority of school improvement. There are five children in Nursery and Reception classes who are at the early stages of learning English as an additional language (EAL). Their achievement is

satisfactory. The additional support given to these children is insufficient and therefore the progress is not rapid. The school has identified seven pupils at early stages of language acquisition mainly in Years 1 and 5 and their achievement is similar to their peers. Pupils with special educational needs (SEN) are supported effectively. They make steady progress and achieve satisfactorily. They are well supported by well-trained and effective learning support assistants.

10. The trend of improvement in standards is in line with the national trend at Key Stage 2 and below the average in Key Stage 1, where standards have dropped in mathematics and science. Standards have improved in design and technology and now meet expectations at the end of Years 2 and 6 and progress is satisfactory. Standards are in line for geography and music at the end of Years 2 and 6, and in art and design at the end of Year 2. They are above expectations at the end of Year 6 in art and design. No overall judgements could be made about history and physical education. There was insufficient evidence and these subjects were not a main focus of the inspection.
11. Pupils' skills in literacy, numeracy and ICT are sufficient to support learning in other subjects especially in Key Stage 2. However, their use across other subjects is not fully exploited. The predominance of worksheets in Key Stage 1 limits the practice of pupils' literacy skills.

PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES

Pupils' attitudes to learning are good and their behaviour is very good. Attendance is **satisfactory** but punctuality in the mornings is **unsatisfactory**. **Pupils' personal, moral, spiritual and cultural development is very good.**

MAIN STRENGTHS AND WEAKNESSES

- There are very good relationships.
- Pupils behave very well and are eager to learn.
- Very good provision is made for spiritual, moral, social and cultural development.
- Pupils conscientiously take on responsibilities within the school community.
- Punctuality is unsatisfactory in the mornings.

COMMENTARY

12. The strengths in attitudes to school and personal development have been maintained and behaviour has improved. Attendance remains satisfactory.
13. Wyborne School is a pleasure to be in. Pupils are polite and go out of their way to be helpful to visitors, rushing to open doors for them. They move sensibly around school and respond quickly to teachers' instructions. Pupils play happily together at break times and the level of racial harmony is commendable. The three fixed term exclusions last year were exceptionally high for the school. In most years no exclusions occur. Most parents and pupils feel there is little bullying and that when it does occur it is dealt with well. Nearly all pupils were confident that they could talk to an adult in school if there was a problem. The 'listening ear box' also gives pupils the opportunity to raise issues anonymously that can be discussed in class.

EXCLUSIONS

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	259	3	0
White – Irish	1	0	0
White – any other White background	16	0	0
Mixed – White and Black Caribbean	10	0	0
Mixed – White and Black African	2	0	0
Mixed – any other mixed background	4	0	0
Asian or Asian British – Indian	4	0	0
Asian or Asian British – Bangladeshi	4	0	0
Asian or Asian British – any other Asian background	6	0	0
Black or Black British – Caribbean	1	0	0
Black or Black British – African	8	0	0
Any other ethnic group	3	0	0
No ethnic group recorded	3	0	0

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

14. The level of authorised absence was high last year. This was due to cases of long-term sickness and an outbreak of chicken pox that affected many pupils. However, there is still a proportion of absence that relates to family holidays being taken in term time. The school expects parents to request permission for these holidays but does not sufficiently emphasise that there must be overriding reasons why they cannot be taken outside term time. Most pupils arrive on time in the morning but too many are late because their families oversleep or because the traffic is bad.

ATTENDANCE

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	7.2	School data	0.1
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.

15. The high level of respect shown by teachers to their pupils underpins the very good relationships throughout the school community. Pupils listen to each other's views with interest and show a high level of interest and respect for different religions. Teachers value pupils' views and this gives pupils the confidence to contribute readily to class discussions and to approach new areas of work confidently. In lessons, pupils quickly settle to their work and enjoy the activities.
16. There are many opportunities both within lessons and as part of the school community for pupils to develop personally. Children at the end of Reception Year are on track to meet the goals in personal, social and emotional development. Lessons and displays around the school promote the achievements of people from different cultures and promote pupils' understanding. RE lessons promote an understanding and respect for other faiths, while in geography, pupils in Year 4 learn about life in rural India. Moral and social

development is consistently promoted throughout the school, with staff expecting pupils to behave responsibly. Pupils respond very well to this expectation and volunteer to take on responsibilities within the school, such as being part of the WyBo Squad where older pupils help organise younger pupils during lunchtime. Pupils are involved in drawing up class rules and members of the school council are involved in decisions about provision at lunchtime. Spirituality is very strong and during the inspection, assemblies that drew on teachers' personal experiences were particularly moving. In lessons, pupils use music and the natural world as inspiration for artwork.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. The curriculum is good and meets statutory requirements. Enrichment through visits, clubs and sports activities is very good. Teaching is good overall. Pupils are cared for well. Links with parents and with other schools are very good.

TEACHING AND LEARNING

The overall quality of teaching and learning is good. It is good in the Nursery, satisfactory in Reception and Key Stage 1 and good with very good features in Key Stage 2. Assessment procedures are satisfactory but their use to inform planning is inconsistent.

MAIN STRENGTHS AND WEAKNESSES

- Lessons and their purpose are clearly explained so pupils are productive.
- Pupils' vocabulary is developed well and questions are used well to explore understanding.
- In Reception class questions do not develop children's language for thinking.
- Assessment is not used consistently well to match work to pupils' capability and marking does not identify consistently how pupils should improve.
- Where challenge is high so too is achievement; this is generally not the case in Key Stage 1.
- Management of behaviour is positive so pupils conduct themselves very well.
- Resources are used well to provide interest and to support pupils' understanding.
- Additional staff are used well to support learning.

COMMENTARY

17. The overall quality of teaching has improved since the last inspection. At that time only a fifth of lessons were judged to be very good. The proportion is now nearly a third. The proportion of unsatisfactory lessons is much smaller. However, the overall quality of teaching in Key Stage 1 is now satisfactory rather than good. There remains an issue about the level of challenge for more capable pupils.

Summary of teaching observed during the inspection in 38 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	4 (10%)	46 (19%)	42 (17%)	1 (2%)	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.

18. Teaching and learning are good overall in Key Stage 2, with very good features. They are strong in English, mathematics, science and RE. Pupils leave Wyborne well equipped to take best advantage of the next stage in their learning. In Key Stage 1, teaching is satisfactory overall but the level of challenge for more capable pupils is insufficient. Many pupils enter school with low attainment but there are also children who are very capable who need extra support to reach their potential. In the Foundation Stage, teaching is good in the Nursery, where children have an interesting range of activities. In Reception, the teaching and learning are good in one class and satisfactory in the other.
19. Clarity in teaching is a positive feature. Throughout the school the aim of lessons is made obvious. It is often written up for reference and examined in the discussions at the end of lessons. This ensures pupils work with purpose. This focus of monitoring over the last year is an improved feature of teaching, with positive benefits for learning.
20. In many lessons particular emphasis is given to developing pupils' subject specific vocabulary. For example, in music, pupils are encouraged to use correct terms such as 'texture' when composing and to learn the proper names of instruments. This supports pupils' ability to talk about their learning. In Reception however, sometimes children are not given enough time to formulate their ideas. Sometimes adults miss opportunities to provide examples of language. Consequently, children's achievement in developing language for thinking is only satisfactory.
21. A third of lessons are challenging and pupils achieve very well. Co-ordinators have very good subject knowledge and their lessons provide good examples of this. The links with other schools and the work of an advanced skills teacher in mathematics are also effective. The scrutiny of pupils' work reveals that lessons are often not pitched at different levels for pupils of different capability. In Key Stage 2 the level of teaching is often at a higher level for the class than is the case in Key Stage 1. Consequently, at Key Stage 1, the more capable pupils work at too low a level. It is particularly noticeable in English at Year 3, where pupils are faced with much more demanding work than in Year 2 and their achievement quickly soars. In mathematics, the lack of additional support in some lessons means that pupils work in groups at a level they can manage independently and are not extended. In science, the level of lessons is average, with easy worksheets used for recording so that more capable pupils are not extended. In an unsatisfactory lesson, the level of work was well above the capability of the children and they gained little from the mathematical activity.
22. Pupils behave very well. The behaviour policy has recently been reviewed and received the pupils' approval. Relationships are very warm. Codes of behaviour are on prominent display. Pupils have lots of opportunities to work together so they are sensitive to one another. All this provides a climate where teaching is not diverted by needing to maintain discipline. Where reminders are necessary staff comment on positive examples of behaviour, which pupils are quick to copy.
23. Additional staff are generally used well, particularly to support pupils who have difficulties. They are well briefed and help pupils understand and work productively. Sometimes however, particularly at the beginning of sessions or during the final review of lessons, additional staff are unoccupied and the opportunity is missed, for example to involve them in making assessment notes on pupils' contributions. In the afternoon, Reception classes do not have additional staff and this has a negative effect on achievement.

24. Staff are good at explaining new learning. This is often supported very well by the use of resources to provide interest and to bring the explanations alive. For example in RE resources have a very positive effect on helping pupils appreciate the beliefs and cultures of other faiths. In Reception, the potential of learning through role-play is not developed sufficiently, for example through adults playing alongside children. Consequently, children's achievement in role-play is only satisfactory.
25. The quality of teaching and learning for pupils with SEN is satisfactory. They are given work that is appropriate to their needs and the support they receive from teachers and assistants is sound. These pupils have individual education plans that set out targets to guide teachers' planning. Their progress is monitored regularly and the targets are adjusted as necessary. Within classes, pupils who have English as an additional language are well supported by their teachers and teacher assistants. Teachers assess pupils' stages of fluency in English and information gained is used to provide additional support. However, the additional support teacher's time of one day a week is not frequent enough to build on young children's learning and therefore the progress and achievement of some remain satisfactory.
26. The school has satisfactory policies and systems in place to ensure that pupils' work is regularly assessed in a variety of ways. However, the use of assessment to plan for the needs of individuals and groups of pupils with different abilities is unsatisfactory. This is because the results of tests and analysis of pupils' work in English, mathematics and science do not identify sufficiently well the next steps needed in pupils' learning in order to attain the next National Curriculum level. Therefore some pupils, particularly more capable pupils in Years 1 and 2, are not sufficiently challenged in some work and they do not make as much progress as they could. Assessment in other subjects in the curriculum does not identify the levels of attainment of pupils and, as a result, different work is rarely planned for pupils of differing abilities. In the best examples of marking, teachers provide suggestions to pupils about how their work may be improved. This is not consistent throughout the school. Consequently, overall pupils' understanding of how they can improve is satisfactory and not better in Key Stages 1 and 2.

THE CURRICULUM

The curriculum is **good** overall. It is broad and balanced and covers national requirements. The range of extra-curricular activities, including visits, clubs and the school's participation in sports, is **very good** and supports the curriculum very well. The quality of resources and the accommodation is **satisfactory**. However, the outdoor provision to extend the curriculum for Reception classes is **unsatisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- The curriculum is stimulating and well planned for children in the Foundation Stage, especially in the Nursery. However, the outdoor provision for Reception classes is insufficient.
- The curriculum for pupils in Years 1 to 6 is well balanced, broad and stimulating.
- National Literacy and numeracy strategies are well implemented and make a good contribution to raising pupils' achievement in English and mathematics in Key Stage 2.
- The English, mathematics and science curriculum is not sufficiently challenging for more capable pupils in Years 1 and 2.

- Pupils use their literacy skills well across several subjects in Key Stage 2.
- The very good range of extra-curricular activities enriches pupils' learning experiences.
- Provision for participation in sport is very good and for arts is good.
- Provision for personal, social and health education is good.
- Links with secondary schools to extend pupils' learning are very good.
- The school prepares its pupils for later stages of education well.
- The school has made good improvements since the previous inspection.

COMMENTARY

27. Statutory requirements for all National Curriculum subjects, religious education and the collective act of worship are fully met.
28. Nursery and Reception classes make good use of the Foundation Stage curriculum to plan interesting and stimulating activities for the children in all six areas of learning. The Nursery is a strength of the school and the staff use the outdoor area well to extend and enrich the curriculum. However, there are no outdoor areas for Reception classes to extend the curriculum for more practical experiences. The school's plans to provide outdoor facilities by carrying out structural alterations in one classroom and relocation of the other are appropriate.
29. The quality and the range of learning opportunities provided for Years 1 to Year 6 pupils are good. All aspects of the curriculum are covered well. The school ensures that the pupils are provided with an interesting and varied curriculum that effectively meets the needs of the vast majority of pupils through good quality and detailed planning, as well as using national strategies and recommended guidelines. However, the curriculum for Year 1 and 2 pupils in English, mathematics and science is not sufficiently challenging for more capable pupils and as a result not enough pupils attain above average levels in these subjects.
30. The National Strategies for Literacy and Numeracy have been implemented well. They reflect the school's priorities and are effective in raising pupils' achievement in higher order reading skills in English and using skills to solve problems in mathematics. Pupils receive good opportunities to practise their literacy skills in other subjects such as history, RE and personal, social and health education in Key Stage 2.
31. The very good extra-curricular activities contribute very well to pupils' learning. A wide range of clubs in areas such as golf, art, football, recorders and dance is offered. Numerous visits to places of educational interest and visitors to school such as musicians, historians and theatre companies and sports coaches support the curriculum very well.
32. Pupils are provided with good opportunities to develop their skills in dance and they take part in various performances. They also make very good use of the local sports college and take part in local tournaments in football, rugby, swimming galas and athletics. This enriches curriculum opportunities and pupils' learning in PE is extended very well.
33. Pupils with SEN make satisfactory progress. Their individual education plans set out targets for their development. These targets reflect their identified needs, mainly in literacy, numeracy and behaviour and are adjusted appropriately in the light of assessments. Pupils are included in all lessons and receive support from teachers and

learning support assistants. Some pupils are withdrawn from lessons for additional learning support.

34. Pupils who have English as an additional language receive a broad and balanced curriculum and take full part in all school activities. There are many notices, signs and books in other languages to show that the school values other cultures and languages. The display of ethnic minority pupils' autobiographies in the main corridor gives a strong message of appreciation of ethnic minority pupils' life experiences and promotes pupils' self-esteem.
35. The school's programme for developing pupils' personal, social, health and citizenship education, including sex and relationships education and drugs awareness education is good. Parents are fully informed about the sex and relationships education policy and practice and none of the pupils are withdrawn from the lessons. The school's links with the local secondary schools are used well to develop the curriculum, particularly in mathematics, sports and the arts.
36. There are sufficient teaching staff to meet the needs of the curriculum, however there are too few support staff in Reception classes in the afternoon. This negatively affects the quality of provision. The accommodation is enhanced very well by engaging displays of pictures, artefacts and pupils' work. The stimulating environment adds positively to pupils' desire to learn. The school has addressed most of the deficiencies highlighted in the previous report. The newly built block links classrooms well and difficulties in gaining access to resources have been resolved. However, there remains one temporary classroom without easy access to toilets. The inappropriate furniture for Year 6 has been replaced. Overall, resources are satisfactory, however ICT suffers from a lack of computers.

CARE, GUIDANCE AND SUPPORT

The school takes good care of its pupils. It provides good personal support and guidance to pupils. Academic guidance is satisfactory overall.

MAIN STRENGTHS AND WEAKNESSES

- There are very good induction procedures.
- Assessment data are not sufficiently used to meet the needs of all pupils.
- Health and safety procedures are very good.
- There are very good trusting relationship between staff and pupils.
- Consultation and involvement of pupils are good.

COMMENTARY

37. The strengths in the care of pupils seen at the last inspection have been maintained and procedures for health and safety have been improved.
38. Pupils and young children are made to feel very welcome when they join the school. As well as having very good procedures for admitting Nursery children the school takes a great deal of care to support pupils who join the school other than at the normal time. Where possible the pupils will visit the school prior to starting to meet their teacher and

their classmates. When pupils arrive they are given a 'buddy' who supports them while they settle in.

39. Staff know their pupils very well and respond well to their identified needs; pupils acknowledge this and are confident that staff will help them with any problems they may have. However, teachers do not always use assessment data to meet the needs of pupils of differing capabilities. In particular, the more capable pupils in Key Stage 1 are not achieving as well as they could do because the work is not sufficiently challenging. Children with SEN are well integrated and receive sound support. They are identified early in their school life and are carefully tracked to monitor their progress. Their individual education plans are reviewed regularly. Liaison with outside agencies is good. Pupils who have English as an additional language are well cared for and are an integral part of the school community.
40. Health and safety procedures are rigorous and governors play an active role in monitoring the safety of the school site. The school routinely carries out risk assessment for visits off the site and is carrying out a programme of risk assessments within school. Child protection procedures are securely in place and staff know who they should report to if they have concerns.
41. The school council meets very regularly and the school values its views. They feature among the priorities identified in the school improvement plan. The current concern of the council is to improve the playground by making it a more exciting place to be. The school also issued a questionnaire this year and the issues identified such as "smelly toilets" are being addressed.

PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY

Partnership with parents and other schools **is very good**. Links with the community are satisfactory.

MAIN STRENGTHS AND WEAKNESSES

- There is good consultation of parents as part of strategic planning.
- Transfer arrangements to secondary schools are very good.
- Parents support school activities very well.
- Partnership with local secondary schools enriches the curriculum very well.

COMMENTARY

42. The school has improved the information for parents and its partnership with them since the last inspection. Strengths in partnership with the local community have been maintained.
43. The school works hard to involve parents fully both in the life of the school and in their children's education. There is a good range of information about the curriculum that enables parents to support their children's learning at home. As well as providing written information, the school holds open days for parents to see or take part in demonstration lessons. The information in the annual report for parents however omits some minor details which are required. The school makes every effort to involve the parents of pupils

with English as an additional language in all school activities. The staff and parents who can speak more than one language help as interpreters.

44. Information about pupils' attainment is good overall, taking into account the teacher consultation sessions that involve parents in target setting and, later in the year, reviewing the targets. Parents are involved with the completion of individual educational plans. There are termly meetings with staff to discuss progress. The annual written report is satisfactory. However, although it does indicate what pupils know and can do, the areas for development are often too vague to be useful.
45. The school encourages parents to help in school and is very grateful for the support it receives. The friends' association is very active and has provided the funds to buy equipment for the school, including, whiteboards and a reading scheme. The school deals well with any concerns raised by parents and seeks their views when considering school improvements.
46. The school has been part of local secondary schools' bids for specialist status and as a result of that they are part of the sports coordinator programme. This is improving teachers' skills in PE and extending the curriculum for pupils. In addition, an advanced skills teacher supports the teaching of mathematics in the school which again extends pupils' experiences. There are strong links with a neighbouring special school which provides training and support. Pupils from local secondary schools take advantage of work experience placements at Wyborne School.
47. Pupils are also very well prepared for their move to secondary education. The good links with local secondary schools mean there is an established transfer system for those schools receiving the majority of pupils. This involves visits to the school and meetings between staff. In addition, the homework and transition units of work help to make the transfer as smooth as possible.
48. Local church leaders take assemblies in school and pupils visit a local church to celebrate major Christian festivals. Members of the local community from different ethnic groups visit the school to talk about their culture and pupils visit places of worship for different religions. Year 4 will soon be visiting a Mandir as part of their study of Hinduism.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. Leadership, management and governance of the school are satisfactory. Leadership by the headteacher and deputy is good. Leadership by key staff is satisfactory overall but the co-ordination of some subjects at Key Stage 1 is unsatisfactory. The governors' annual report to parents does not meet statutory requirements.

MAIN STRENGTHS AND WEAKNESSES

- The leadership of the headteacher has created a very positive climate for learning, resulting in good achievement of pupils by the end of Year 6.
- Co-ordinators have had a very positive impact on standards at the end of Year 6.
- Performance data is not sufficiently used by the school or subject co-ordinators to identify groups of pupils who are underachieving.
- Co-ordinators are not sufficiently involved in raising standards in their subjects in Year 2.

- Senior staff are good role models for other teachers.
- Governors are very supportive and keen to develop their role.
- Monitoring of teaching by the headteacher has improved the quality of teaching.

COMMENTARY

49. Leadership, management and governance show similar qualities to those of the last inspection.
50. The headteacher and deputy are very committed to the continuing improvement of provision for pupils at the school. The progress made by pupils from Year 2 to Year 6 is in the top five per cent of all schools and compared to similar schools. Pupils' performance in national tests has been well above the national average in English, mathematics and science from 2001 to 2003.
51. The process for strategic planning is very thorough and involves all members of the school community. Forward planning is constrained by a very limited budget and a fluctuation in pupil numbers that makes it difficult to plan far into the future. The school improvement plan addresses many relevant issues for the school but there is a major omission: namely, the underachievement of more capable pupils in English, mathematics and science at Key Stage 1. This is a result of the school not analysing performance data rigorously enough and the lack of understanding that some coordinators have of the standards of pupils at Key Stage 1. Co-ordinators monitor the written work of pupils but do not observe lessons, therefore they do not have a complete picture of the quality of teaching or the level of understanding pupils have about their subject.
52. Special educational needs is satisfactorily led and managed. Teachers and their assistants work as teams in the classroom to ensure that the focused individual education plans are met. There is a designated governor, who provides valuable support to the SEN co-ordinator. Funding for pupils with SEN is spent appropriately. The school is currently working on the Inclusion Charter Mark. The leadership and management and provision of English as an additional language are satisfactory. The information gained on assessing pupils' fluency in English is used to provide additional support. The school has appointed a teacher to provide additional support for 0.2 of a full timetable. The impact of this spending on pupils' achievement is not yet monitored.
53. Teaching is monitored by the headteacher on a regular basis and the issues she identified have been successfully addressed and were often strengths in lessons during the inspection, for example, the use of key vocabulary and the sharing of lesson objectives with pupils. Teachers' willingness to improve their practice is a significant aid to school improvement. There is good practice in teaching within the school and subject leaders teach their subjects well. The school has correctly identified the sharing of good practice as a priority to raise the quality of teaching across the school. Performance management procedures are satisfactory and are appropriately focused on pupils' achievement.
54. Financial management is good, with best value principles being used appropriately. The school predicted an overspend last year and immediately sought advice from the local education authority to deal with the issues and a number of appropriate scenarios were developed to redress the balance. However, at the end of the year due to some additional finance the school did have a small surplus. The very tight budget has limited

the school's ability to make the improvements that are necessary, for example, to improve the outside provision for the Foundation Stage and dispense with the one remaining temporary classroom. The school is very aware of the implications of the workforce reforms agreed by the government and is taking appropriate steps to implement them but again is finding it difficult because of the lack of finance.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	1,161,303
Total expenditure	1,147,178
Expenditure per pupil	2,941

Balances (£)	
Balance from previous year	7,182
Balance carried forward to the next year	21,307

55. The headteacher has been very successful in creating a positive climate for learning. The displays are stimulating and provide a bright, colourful environment. The school's recent focus on improving behaviour has been successful with pupils being keen to learn. Pupils through the school council have approved of these initiatives. The emphasis on valuing all members of the school community is very evident.

56. Governors are very supportive and have worked hard to agree with staff a format for governor visits. At present they are not using classroom visits to monitor the effectiveness of the school improvement plan. In part this is due to the success criteria in the plan not being sufficiently explicit in relation to what effect it would have on pupils. This limits governors' effectiveness in holding the school to account. Governors are well aware of the strengths of the school and are committed to equal opportunities for all pupils. They are appropriately involved in strategic planning and are beginning to use performance data to help them identify priorities for improvement. They meet statutory requirements in important respects. The annual report to parents however has some omissions.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision in the Foundation Stage is **good**. The Nursery is a strength of the school. Provision has improved since the last inspection. The majority of children achieve well now and there is better liaison between Nursery and Reception classes.

The attainment of children joining the Nursery and Reception classes varies from year to year. The overall attainment of the current cohort was well below expectations in communication, language and literacy, in mathematical development and in knowledge and understanding of the world and below in other areas. Some children join the school with no English. As a result of good teaching, most children achieve well and their attainment in physical development, creative development and personal, social and emotional is in line with expectations when they join Year 1.

The three admissions in a year in Reception classes, result in some children having only two terms and the youngest children having only one term in the academic year. Despite the good teaching, by the time children join Year 1, the attainment of a significant minority in communication, language and literacy, mathematical development and knowledge and understanding of the world still remains well below expectations. Those who have a full year in the Reception achieve well and their attainment is in line with the expected standards, with the more capable attaining above expectations.

The curriculum offered is broad and balanced and the quality of teaching and learning is good across all the areas of learning. Children who have English as an additional language are well supported by class teachers. However, the additional support required for them to make rapid progress in English to access the curriculum is insufficient. Only one session a week in one Reception class does not give the intensive one-to-one or group teaching to develop their basic English and this results in their achievement being only satisfactory. There is no provision for teacher assistants for Reception classes in the afternoon sessions and this also limits the support given to children who have SEN and results in only satisfactory achievement for them. The children from ethnic minorities achieve as well as their peers. Boys and girls achieve equally well.

Leadership and management of the Foundation Stage are good. Assessment procedures introduced are good and give clear information on children's progress and achievement. Parents have very good opportunities to visit the school before admission and this provides confidence to parents that their children are given a good start. They are well informed about their children's achievement and attainment through review meetings and the home school reading partnership. The accommodation is unsatisfactory as there are no outdoor areas to extend the curriculum for reception children. The resources are used well to provide stimulating activities.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

MAIN STRENGTHS AND WEAKNESSES

- Relationships are good; children have very positive attitudes to learning and enjoy school.
- Children achieve well and attainment is as expected.

COMMENTARY

57. The quality of teaching and learning is good. Children enter school with immature personal and social skills, but settle down quickly. The quality of the curriculum and the staff's good knowledge of the needs of young children ensure success in developing the children's interest in their activities and their ability to sustain concentration. Children are learning to share resources, take turns and respect each other and play together in all outdoor and indoor activities.
58. The approach to behaviour management is positive. Most children are attentive and eager to learn and find it easy to conform to the appropriate standards of behaviour set by the staff. Children of different backgrounds work and play in harmony. Children are appropriately active sometimes and at other times sit and concentrate, as was seen in literacy and numeracy lessons in Reception classes and in cooking sessions in the Nursery. Consequently, they develop a good understanding of how to behave in different circumstances. Children's attainment is as expected by the end of Reception and they achieve well.

COMMUNICATION, LANGUAGE AND LITERACY

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

MAIN STRENGTHS AND WEAKNESSES

- The teaching of reading and writing skills is good and most children achieve well.
- Staff provide good role-models of language; however opportunities for children to speak are not extensive.

COMMENTARY

59. The quality of teaching and learning is good and most children achieve well. Staff give good attention to explaining vocabulary and ensure that children understand for example, when reading 'The Hungry Caterpillar' story. Good use of materials such as books, pictures, cards, explanations of vocabulary and modelling of language help children to develop their speaking and listening skills. However, most children still give one-word answers and some just nod. Staff do not give children enough opportunities to speak and encouragement to use extended answers.
60. Most children know some letter names and their sounds. More capable children can link these sounds to create whole words and can read simple text. However, a significant minority are still learning letter sounds and many average ability children cannot yet read familiar words. The reading skills of a small number of children, who have English as an additional language, are still poor because of lack of English vocabulary. Children take books home to share with their parents and this effectively enhances children's love for books and develops their early reading skills.

61. Children practise their writing skills and most can write their names unaided, but with capital and small letters mixed up. Specific skills, such as using knowledge of letter sounds to read and analysing the picture clues in stories, are taught well. Children are praised for their successes and teaching picks up on their responses well to take the learning forward. Children write and make their own books about various stories and are beginning to write simple sentences using their knowledge of the sounds of letters to spell. However, a significant minority still writes strings of letters. Children's language for thinking is underdeveloped. Overall, children's attainment is well below the expected levels by the end of Reception Year.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Teaching and learning are good and most children achieve well.
- Practical activities support children's mathematical development well.
- A significant minority still cannot recognise numbers to five.

COMMENTARY

62. Most children make good progress from the well below average level on entry but some younger children have only one term in the Reception classes. They do not have time to make progress therefore their attainment remains well below the expected levels when they enter Year 1. More capable children attain standards that are above expectations. Overall, the quality of teaching and learning is good and children achieve well. However, on occasions the work given is over-challenging and lower capability and some average children do not make satisfactory progress.
63. Most children can count to ten and more capable children can count beyond. More capable children know numbers to 20, are able to count and to solve simple problems involving the use of vocabulary of 'one more than' and 'one less than'. They can add and subtract numbers to ten and can record accurately. However, a significant minority can only count but do not recognise numerals to ten and many are not able to recognise even up to five. Lessons in cooking allow children to learn through practical activities; they are learning concepts of measuring and weight and volume when they cook.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

MAIN STRENGTHS AND WEAKNESSES

- Planning provides practical experiences and good use of resources supports learning well.
- Children receive sufficient opportunities to select tools and use techniques and resources to develop designing and making.

COMMENTARY

64. Overall, the quality of teaching and learning is good and children's achievement is good. They learn about a variety of materials and are able to select tools and techniques when they make models using construction toys. Children watch caterpillars grow and plant seeds and discuss what they need. There are some missed opportunities to develop children's thinking. For example, when children were playing with bubbles, adults did not question as to why the flight of bubbles changed direction but just told them the reason.
65. Children have opportunities to buy and sell seeds and other equipment needed to grow plants in the 'potting shed'. However, the play is not well developed because of the lack

of children's vocabulary and language skills. Children need more adult support to develop learning in this area. When adults are present, many children answer with a nod or just 'yes'. Lack of language skills hinders learning in this area. Children attain standards that are well below the expected levels for their age by the time they join Year 1.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Children have access to a good range of tools to improve hand and eye co-ordination.
- Teaching is good and children learn to move with control and confidence.

COMMENTARY

66. The quality of teaching and learning is good overall and children's achievement is good. The staff allow children to be adventurous in climbing and balancing on and jumping off equipment without jeopardising safety or reducing challenge. Children learn to use the wheeled toys with confidence, negotiating space safely. They are taught well to use the space appropriately in their use of small equipment. Consequently, they are confident in controlling their movements.
67. Children have access to a good range of tools, different sized paintbrushes, pencils, felt tips, computer mouse, scissors and jigsaw puzzles. They hold a pencil correctly when they write and use scissors well to cut in straight lines. Children's attainment is in line with expectations by the end of the Reception Year.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

MAIN STRENGTHS AND WEAKNESSES

- There is good teaching about the ways in which a range of materials can be used and children achieve well.

COMMENTARY

68. The quality of teaching and learning is good overall and children achieve well. Children are introduced to a range of media, for example painting, song, dance and role-play. They learn to sing simple songs in numeracy and literacy lessons. Reception children join the school in assemblies and join in singing. Children draw, paint and make collages about animals. Children who have English as an additional language show good ability in using tools and making pictures. They experiment with paint and use their observations to create pleasing results. Children play in the role-play area but need more support to develop their skills. By the end of Reception Year standards are as expected for their age.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

MAIN STRENGTHS AND WEAKNESSES

- The achievement of pupils in Key Stage 2 is good, progressing from broadly average standards in literacy in Year 2 to above average by the end of Year 6.
- The more capable pupils make very good progress in their writing skills in Year 3.
- Good relationships and behaviour in every class mean that pupils are able to develop self-confidence in speaking and they listen well to teachers and one another.
- There are good opportunities for pupils to develop their speaking and listening skills and reading and writing skills in other subjects such as RE, history and geography.
- The development of joined-up handwriting is not given sufficient emphasis.
- Assessment and targeting is not consistently used to ensure that the most capable pupils achieve the higher levels in national tests at the end of Key Stage 1.

COMMENTARY

69. In 2003, results in national tests at the end of Year 6 were well above the national average. The standards of the current Year 6 are above average and the pupils are achieving well. This year the results are likely to be slightly lower because of the very high percentage of pupils with SEN. In 2003, the results of pupils in Year 2 were below average in reading and well below average in writing. The proportion of pupils reaching the higher level in reading was average and was below average in writing. The standards and achievements of the current Year 2 are average. Rising standards reflect the success of school improvement initiatives. Pupils with English as an additional language and from ethnic minorities achieve as well as their peers of similar capability.
70. Most children enter school with very low skills in speaking, listening, reading and writing. There is a good emphasis on speaking and listening skills throughout the school and good relationships encourage children to speak readily. By Year 6, most pupils have above average speaking and listening skills. Pupils make good progress in reading skills because the teachers share lots of stories and poems which interest and stimulate the children. By the end of Key Stage 1, the overall standards in reading and writing are broadly average. However, some more capable pupils do not make sufficient progress because of insufficient challenge. In Year 3, pupils progress very quickly, with the most capable pupils showing very rapid development of writing skills. The vast majority of pupils continue to make good progress in their literacy skills throughout Years 4, 5 and 6 so that by the end of Key Stage 2 standards are above average.
71. The quality of teaching and learning is satisfactory in Key Stage 1 and good in Key Stage 2. During most lessons pupils are encouraged to discuss their work with others, learning special vocabulary where appropriate. By the time the pupils reach Year 2, their speaking and listening skills have improved and most pupils are confident in talking, using satisfactory vocabulary. All teachers encourage pupils to listen carefully to adults and to each other.
72. Pupils demonstrate enjoyment of books and reading and listen with rapt attention when teachers read aloud. Teachers use good strategies to ensure pupils develop their knowledge of letter sounds and knowledge about books. By Year 2, the most capable pupils read with fluency, confidence and pleasure. Regular independent and guided reading sessions in every class and good partnership with parents, encouraging regular reading at home, mean that pupils of all capabilities make good progress. By Year 6, all pupils, including those with English as an additional language and those with SEN, are

familiar with a wide range of fiction and non-fiction and are knowledgeable about authors and illustrators. They can select and use reference books from the school library to help with other subjects.

73. The teaching of writing is well planned throughout the school and there are regular opportunities for pupils to learn spelling and practise handwriting. There are some inconsistencies in the teachers' expectations for pupils to apply handwriting skills rigorously in all writing. This means that many pupils do not use a joined-up style for their day-to-day writing, even though it is school policy to do so from Year 1. Pupils have good opportunities to draft writing on the computer.
74. Literacy lessons have good pace and lessons are well structured with clear learning intentions. In the best teaching the teachers have high expectations, create enthusiasm for reading and writing and provide very good challenge and support for pupils of all capabilities. For example, pupils in Year 3 discussed their ideas for a mystery story and were provided with structures for writing and word banks. This enabled them to set out the story with good understanding of the purpose of each section. The more capable pupils produced writing of a very high standard and all pupils, including those with SEN, achieved well.
75. Assessment is carried out regularly and teachers keep good records of pupils' progress and targets in literacy. Pupils know what their targets are and they are proud of their achievements. However, there are inconsistencies in the way in which teachers use assessment to plan specific development in pupils' skills and knowledge. Assessment results are not rigorously analysed to predict appropriate progress or to identify the next steps in learning for individuals or small groups of pupils and to plan lessons accordingly. Where teachers use assessment information to plan different activities for pupils of different capabilities the pupils make the best progress. This is more effective for pupils in Key Stage 2 but is not used in all classes to help the more capable pupils attain the higher levels.
76. The literacy co-ordinator provides satisfactory leadership, with good subject knowledge and a satisfactory understanding of standards of English in the school. The quality of provision and standards in English remain broadly similar to those found during the previous inspection.

LANGUAGE AND LITERACY ACROSS THE CURRICULUM

77. The integration of literacy objectives into other subjects is good. For example, pupils in Year 6 have good opportunities to use reference books to research information and write in a non-narrative style. They are given the opportunity to develop their note-making skills during RE lessons on the Christian gospels and letter writing skills during a unit of work on Judaism. History provides good opportunity for pupils to write for different purposes, such as non-narrative writing about evacuation during a World War II study and descriptive writing about the Tudors. Opportunities are missed in science, where the use of worksheets limits opportunities for pupils' independent writing.

MATHEMATICS

Provision in mathematics is **satisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- A lack of challenge means that more capable pupils are not achieving as well as expected in Key Stage 1.
- Test results at Key Stage 2 have steadily improved and were well above average in 2003.
- Teachers' marking is not always informative and pupils do not always know how to improve.
- The target-setting process lacks rigour and the tracking of pupils' progress through each year is not robust enough.
- Pupils with SEN are well supported and achieve well.
- Assessment data is not used effectively to raise standards.

COMMENTARY

78. In 2003, results in national tests at the end of Year 6 were well above the national average. The standards of the current Year 6 are average. The difference in standards reflects the comparatively low starting points of the present cohort. In 2003, the proportion of pupils in Year 2 reaching expected levels was below average in national tests. The proportion of pupils reaching the higher levels was well below average. The standards of the current Year 2 are below average and the proportion of pupils reaching higher levels remains stubbornly low.
79. Standards have been consistently below average in Years 1 and 2 for the last four years in National Curriculum tests. Evidence from the inspection indicates that more capable pupils are not given sufficient challenge. However, Year 6 results show a steady improvement which has brought pupils well above the national average in some years. There is no evidence of differences in achievement between girls and boys in lessons, though in tests girls tend to perform better than boys. Pupils with SEN are carefully planned for and well supported. They achieve well compared with their prior attainment. Pupils with English as an additional language and those from ethnic minorities achieve as well as peers of similar capability.
80. Pupils achieve satisfactorily at Key Stage 1 and their achievement is good in Key Stage 2. However, there are a significant number of more capable pupils who are not having their needs met because work, particularly in Years 1 and 2, is insufficiently challenging. The co-ordinator has instigated assessment procedures to analyse the strengths and weaknesses of Years 3 to 6 but has yet to complete this task for Years 1 and 2. However, because of a lack of time for monitoring teachers' planning and visiting classrooms, her expertise is not used effectively. She is unable to ensure that each year group is building on strengths and addressing weaknesses. There are no predictions made for individual pupil performance and this is affecting target setting and its use in raising standards.
81. The quality of teaching and learning is good overall. It is good in Key Stage 2 and satisfactory in Key Stage 1. The National Numeracy Strategy is well established and the time given to mathematics each day means that pupils' learning is built upon systematically. The correct use of mathematical vocabulary is emphasised. Mental number work is particularly well taught. For example, Year 1 pupils responded very well to the games used to aid counting and sequencing in threes. All pupils were fully engaged using a range of cues to reach their answers. Older pupils' ability to use their

mental knowledge was well tested and demonstrated in a lesson which challenged pupils to calculate all numbers using only seven and ten. It supported their learning well and enabled them to work out complex problems. The level of challenge was appropriate and tasks consistently met the needs of all pupils. It demanded that they worked and tried hard and resulted in a high output of good quality. However, when looking at pupils' prior work, there were very few examples of using mathematics to solve problems and, in the younger years, there is a reliance on worksheets. This leads to insufficient opportunities for them to try out different approaches and to practise their own strategies.

82. Teachers' very good behaviour management ensures a calm productive atmosphere in classrooms. Relationships between teachers and pupils are very good and as a result pupils are confident, attentive and work hard. In Years 3 to 6, pupils produce a large quantity of work with a high standard of presentation. Teachers provide suitable tasks and learning materials for pupils with SEN. These pupils are then given very good support by teachers and teaching assistants which enables them to take a full part in lessons and achieve well in relation to their capabilities and prior learning. Homework is used satisfactorily to support pupils' learning, although there are inconsistencies between some parallel classes. Teachers mark pupils' work conscientiously, but there are too few comments to pupils addressing how they can improve. As a result, pupils are not learning from their mistakes.
83. Leadership and management of the subject are satisfactory in Years 3 to 6 but unsatisfactory in Years 1 and 2. This is because there have been insufficient opportunities to monitor and observe teachers and a failure to address the lack of challenge for more capable pupils in these years. The school has already identified the need to improve some of the points made above. Overall, there has been satisfactory improvement since the last inspection.

MATHEMATICS ACROSS THE CURRICULUM

84. The development of numeracy in other subjects is satisfactory. There are some good opportunities taken for applying numeracy in ICT, science, history and design and technology. For example, pupils use their number skills when constructing spreadsheets in ICT; they practise measuring carefully in design and technology; they accurately read and record temperatures in science and make use of time lines in history.

SCIENCE

Provision in science is **satisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- More capable pupils are underachieving in Key Stage 1.
- The plans for improvement have not addressed underachievement in Key Stage 1.
- Pupils achieve well in Key Stage 2 and standards have been above the national average for the last three years.
- Numeracy skills are used well in science.

COMMENTARY

85. In 2003, results in national tests at the end of Year 6 were well above the national average. The standards of the current Year 6 are in line with the national average and the pupils are achieving well. The starting points of this group were very low and 45 per cent have special needs. The results of teacher assessments at the end of Year 2 were well below the national average. The standards of the current Year 2 are well below average and their achievement is unsatisfactory. More capable pupils are underachieving and consequently a very small proportion reaches above average standards. The results at the end of Year 6 have shown a consistent pattern of improvement since the last inspection. Results have fallen in Key Stage 1.
86. Pupils in Year 2 have basic skills, knowledge and understanding across the different areas of science. Very few reach above average levels. They can describe differences between plant and animals, features of different materials and know about sources of sounds in the environment. They have difficulty giving reasons for phenomena such as why certain materials are suitable for particular purposes. Some pupils are beginning to understand that for tests to be fair some variables need to be constant so that comparisons can be made. Pupils in Year 6 use scientific vocabulary well and can design their own investigations. They have sound knowledge across the different strands of science. Lower attaining pupils have difficulty drawing conclusions from their investigations.
87. Pupils in Year 6 have great enthusiasm for science; the science club is particularly successful in promoting a love of the subject. Pupils in infant classes work diligently in lessons. Pupils with SEN achieve well in Key Stage 2 and satisfactorily in Key Stage 1. The few pupils with English as an additional language and pupils from ethnic minorities achieve as well as peers of similar capability. More capable pupils achieve well at Key Stage 2 but unsatisfactorily at Key Stage 1.
88. The quality of teaching is unsatisfactory at Key Stage 1 and good at Key Stage 2. It is very good in Year 6. Expectations are notably high in this year group. The best teaching provides intellectual challenge and promotes use of scientific language. Expectations are too low in one class in Year 5, with consequent low achievement. The scrutiny of work shows little match of task to capability in Key Stage 1. However, this is not exclusive to these year groups. Whilst lower and middle attaining pupils are satisfactorily taught, there is little challenge for pupils capable of more. Worksheets provide evidence that work has been done but they punctuate lessons with low-level tasks which do not serve learning well. Lessons are pitched at one level and questions do not tease out

more advanced thinking. However, teachers welcome points for improvement and are eager to improve. Across the school, resources are used well to promote understanding but schemes of work and national guidance are not sufficiently adapted to meet the needs of different groups of pupils. Nor does marking consistently help pupils to improve. The quality of display in most classes enhances pupils' attitudes to the subject. Numeracy skills are developed well in science. Pupils use a variety of graphs to make data meaningful.

89. The subject is well led and managed at Key Stage 2 but unsatisfactorily so at Key Stage 1. The co-ordinator provides a good model of teaching. Monitoring by scrutiny of work has correctly identified the need to develop the use of ICT, the match of task to pupils' capabilities and the pupils' skills in drawing scientific conclusions in Key Stage 2. However, the low achievement, particularly of more capable pupils in science in Key Stage 1, has not been addressed. Greater emphasis has been given to scientific enquiry this year and this process remains a necessary part of action plans for improvement. The subject is well resourced.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- Teachers are confident to teach all aspects of the subject.
- The computer suite enables the teaching of skills to small groups but is not large enough to make effective use of teacher time.
- Standards are now in line with national expectations at the end of Years 2 and 6.

COMMENTARY

90. There has been an all-round improvement in the school's provision since the last inspection and, because of this, pupils are now achieving satisfactorily and reaching the expected standards in all aspects of the subject by the end of Years 2 and 6. Pupils with SEN are supported well and they are fully included in all sessions. The school has worked hard to raise the profile of the subject by increasing the number of computers through the school and creating a computer suite. At present, the suite is too small for whole-class teaching. It is not an effective use of teachers' time because the class teacher may well hold two identical lessons to teach a particular skill to all pupils in a class. The school is aware of this and has saved money to create a new computer suite.
91. The quality of teaching and learning is satisfactory in Key Stages 1 and 2. Teachers now have greater confidence and knowledge to teach the subject effectively because of the carefully planned in-service training received since the last inspection. Teachers' questioning in group sessions challenges pupils' learning and shows sound subject knowledge. The questioning not only develops pupils' skills for the moment but also shows a clear understanding of how the skills being taught will be further developed in the future. For example, a Year 3 class who were using their email addresses to communicate with their teacher, logged on using the school's own Internet site. The opportunity was taken to explain the future use of this site.

92. The management of the subject is satisfactory. The curriculum for ICT is well planned to ensure that pupils build steadily on their computer skills as they progress through the school. However, the co-ordinator has insufficient opportunity to monitor teaching and learning or to work alongside colleagues and this is constraining development. The use of assessment to inform planning and to track pupils' progress is unsatisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY ACROSS THE CURRICULUM

93. Pupils use word processing to publish their work, for example in English, geography and history. There is good use of labeling for displays and some use is made of graphs in mathematics and science. However, overall, insufficient use is made of ICT across the curriculum and it is not co-ordinated. Planning in other subjects does not identify the use of ICT.

HUMANITIES

One lesson was seen in history and geography. There is insufficient evidence to judge overall provision in these subjects, which were not the focus of the inspection.

94. Scrutiny of pupils' work and teachers' planning for **geography** indicate that standards are broadly in line with national expectations at the end of Years 2 and 6 as they were during the last inspection.
95. There is a satisfactory scheme of work and planning to ensure that pupils are taught the required geographical skills. Work is planned in units providing an appropriate range of geographical knowledge about the local environment and contrasting environments. Good opportunities are planned to develop speaking, listening, reading and writing skills during geography lessons and links are made with art and design and ICT. The needs of pupils of different capabilities are particularly well met in Year 6, where pupils of above average capability carry out independent research. However, there is no systematic system for assessing pupils' work against the attainment levels and work is generally not matched to different levels of ability across the school.
96. In the lesson observed in **history**, pupils worked at the levels expected for their age. They compared old and new household objects such as a washboard, soap, tin opener and an iron. Very good use of objects had a positive impact on pupils' learning. Very effective displays of pupils' study of changes in the last 100 years enhance pupils' understanding of chronology and impact of changes on the societies of different decades. Some good links are established with design and technology when pupils make Tudor and Celtic houses.
97. National Curriculum requirements are met. The curriculum is enhanced by visitors to school and through visits to places of historical interest. Talk in assembly about life of children who were evacuated enriches pupils' knowledge and understanding of life during the World War II . Pupils in Year 3 to Year 6 classes use their literacy skills well to write accounts on topics such as the life of poor, Victorian children and compare it with their own life.

RELIGIOUS EDUCATION

Provision in religious education is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Teaching of RE helps pupils learn respect for the beliefs of the main religions of the world.
- Pupils are encouraged to reflect on common aspects of religious and moral teaching and consider their relevance to their own lives.

COMMENTARY

98. Standards in RE are in line with the locally agreed syllabus at the end of Years 2 and 6, as they were during the last inspection. By the end of Key Stage 1, pupils have acquired satisfactory knowledge about the Christian festivals of Christmas and Easter and have some idea of the importance of religion in people's lives. There is little recording of RE

in Key Stage 1 because most teaching and learning is oral, often through storytelling. By Year 6, the pupils have acquired satisfactory knowledge and understanding about the six major religions of the world and have very good respect for different religions.

99. Teaching and learning in RE across the school are good, with the lessons having good pace and engaging the pupils' interest. Consequently, pupils, including those with SEN and English as an additional language achieve well. For example, in a lesson in Year 2 the pupils were helped to understand the relevance of the parable of the Lost Sheep by first of all searching for a toy sheep in the classroom. The very good use of artefacts such as a Qu'ran in a lesson on Islam in a Year 3 class and a scroll in a lesson on Judaism in Year 6 helped pupils develop appropriate respect for holy books. Teachers plan well to provide good speaking and listening opportunities in RE and in Key Stage 2 good opportunities are found to develop pupils' skills in writing for different purposes. In very good lessons the pupils were given tasks matched to their ability so that the most capable pupils can attain very high levels of knowledge and understanding. Assessment is not used well to identify the levels of attainment in pupils' work although most teachers require the pupils to evaluate their own learning at the end of a unit of work.
100. Pupils show a high level of interest in RE lessons and when teaching is good or very good they have a high level of knowledge. For example, pupils in Year 6 knew that the Torah is the name of the Holy Book in Judaism. They were able to recall the name of the instrument used to prevent defiling the Holy Scriptures and knew that the language was Hebrew. They were able to decipher some words and phrases of Hebrew text using a key.
101. Leadership in RE is satisfactory, with the coordinator having good knowledge about the subject and its attainment targets. However, the monitoring of standards by the coordinator is weak, as she has had no opportunity to observe lessons and is unaware of the strengths and weaknesses in teaching. She is able to advise colleagues on planning and resources for the subject.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No lessons were observed in design and technology. Two lessons were observed in music and physical education. One lesson was observed in art and design. There is insufficient evidence to judge provision in these subjects, which were not the focus of the inspection.

102. Judging from the quality of work in **art and design** displayed around the school and scrutiny of samples of pupils' work, standards appear to be slightly above national expectations by the end of Year 6, as they were at the last inspection. Standards are in line at the end of Year 2.
103. Pupils have good opportunities to develop skills such as drawing and painting and to master the use of a variety of media such as pastels, paint and charcoal. Works by famous artists are used well to inspire pupils and encourage them to develop techniques. In Reception and Year 1, pupils are able to mix paint well to produce a variety of skin tones in order to produce copies of Andy Warhol's portrait of the Queen. By Year 5, pupils are able to use pastels, showing good understanding of the smudging qualities of this medium to produce Picasso-style portraits. Good cross-curricular links are made with other subjects. Art and design provides good opportunities to appreciate the culture of other societies. Sketchbooks show increasing confidence in pupils' use of charcoal,

pencil, paint and pastels. In the best examples, pupils are encouraged to comment on their likes and dislikes of pieces of art, such as the design on a Grecian vase. The most capable pupils show good awareness of shadow, line, form and texture in their sketches and are beginning to show willingness to refine their work. All pupils show development of good observational skills in plant drawings and by Year 6 the plant drawings and paintings show carefully observed and drawn detail and skilful mixing and application of colour. Pupils develop good knowledge about the work of artists including Monet, Rennie McIntosh, William Morris and Picasso. The high quality of display of pupils' work and that of famous artists around the school enhances the status of this subject.

104. The scrutiny of models made in **design and technology**, displays and school documentation show the subject meets requirements and time allocation is appropriate. At the time of the last inspection standards were below average and progress unsatisfactory in designing skills. The work sample indicates that standards are now in line with expectations. The curriculum now includes interesting design tasks which successfully build pupils' design and evaluation skills from year to year.
105. **Music** is taught by a music specialist who provides each class with 30 minutes every fortnight, often in the hall. Cross-curricular links are covered by class teachers. Standards are in line with expectations at the end of Years 2 and 6. By the end of Key Stage 2, pupils' compositional skills are very well developed, with more capable pupils using texture, dynamics and pitch very effectively. The acoustics in the halls are poor, which means lessons are easily disturbed by people passing through. Despite this, pupils work with enthusiasm and are not distracted. The length of lessons limits the impact of potentially very good teaching and learning, for example by restricting time for discussion and evaluation. There is a good range of multicultural instruments. The link governor provides knowledgeable support.
106. No judgement is made on standards in **physical education** as only two games lessons were observed. These did not represent all elements of the subject. The co-ordinator was interviewed and discussions were held with teachers and pupils. Pupils appreciate all of the physical aspects of the curriculum, especially the many clubs and are eager and willing participants. From the subject files and other documentation, PE is shown as a particular strength of the school. All aspects of PE are taught to pupils, including games, gymnastics, dance, athletics, swimming and outdoor and adventurous activities. By Year 6, the great majority of pupils can reach the national standards for swimming. The recommended time allocation of two hours a week of physical education is met.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

One lesson was observed in personal, social and health education. It is not possible to make a judgement about provision.

107. The school's planned curriculum for teaching personal, social and health education is good. All teachers plan weekly sessions carefully to support the needs of the pupils. It is taught discretely as a subject and through other subjects of the curriculum, circle times and assemblies. In the lesson observed, teaching and learning were good. The teacher planned the lesson well, building on the previous learning and pupils were given good opportunities to describe the qualities of their friends and how they would improve their behaviour to become better friends. The school's very good ethos and assemblies contribute positively to pupils' development as effective citizens, as well as to their

personal and social education. Relationships in the school are very good. The provision for developing a healthy life style is good. Pupils learn about good eating habits and importance of exercise in science lessons.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
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	3

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	4
The school's links with other schools and colleges	2

The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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