

INSPECTION REPORT

FIVE ELMS PRIMARY SCHOOL

Dagenham

LEA area: Barking and Dagenham

Unique reference number: 101228

Headteacher: Ms L Laidler

Lead inspector: Joy Richardson

Dates of inspection: 13-15 June 2005

Inspection number: 266828

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:	447
School address:	Wood Lane Dagenham Essex
Postcode:	RM9 5TB
Telephone number:	020 8270 4909
Fax number:	020 8270 4908
Appropriate authority:	Governing Body
Name of chair of governors:	Mr J Hagger
Date of previous inspection:	8 February 1999

CHARACTERISTICS OF THE SCHOOL

The school has 395 pupils from Reception to Year 6, and 52 children attend part-time in the Nursery. Most pupils come from the Beacontree Heath housing estate and can walk to school. Indicators show that the area is socially and economically disadvantaged and few adults have had access to higher education. While many families have lived in the local community for several generations, the level of mobility amongst pupils is growing and is now above the national average. There is increasing diversity in pupils' ethnic and language backgrounds. Around 75 per cent of the pupils are white British. About 20 per cent are black, mainly of African heritage, and about 5 per cent have Asian heritage. The number of pupils who speak English as an additional language is higher than in most schools. There are fifteen pupils at an early stage of learning to speak English. Pupils within the school speak eighteen mother tongue languages other than English. The proportion of pupils with special educational needs is above the national figure. The number of pupils with statements of special educational needs is very high reflecting the fact that the school has a specialist resource base for pupils who are deaf. There are places for 16 pupils in this 'Additional Resource Provision' (ARP) and 4 places (mornings only) in the nursery resource base (NARP). Deaf children are fully integrated within the school but the provision is centrally managed through the local education authority's service for deaf children. The range of special educational needs catered throughout the school is wide and increasing, and a significant minority of pupils has social, emotional and behavioural difficulties. The school gained an Investor in People award in 2003, and received school School Achievement awards for its results in 2001 and 2002. Attainment on entry is well below average overall.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
6676	Joy Richardson	Lead inspector	
9614	Carolyn Webb	Lay inspector	
16930	Jeffery Plumb	Team inspector	Information and communication technology Special educational needs English as an additional language Additional resource provision for deaf children
8139	Barbara Johnstone	Team inspector	Foundation Stage Personal social and health education Music Religious education
22180	Clive Lewis	Team Inspector	Mathematics Science Physical education
11190	Winifred Burke	Team Inspector	English Art and design Design and technology

The inspection contractor was:

Open Book Inspections

6 East Point
High Street
Seal
Sevenoaks
Kent
TN15 0EG

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good and improving school which does well by its pupils. They achieve well because of good teaching, reaching standards close to those expected for their age by the time they leave. The school is very well led and managed to ensure that individual pupils, whatever their needs, receive a good education. The school gives good value for money.

The school's main strengths and weaknesses are:

- Pupils make good progress in English, mathematics and science.
- Teaching is thorough and well planned, across a broad and interesting curriculum.
- The school is led with vision and determination to raise standards.
- The management of behaviour is very good.
- Care for all pupils, and links with parents, are very good.
- Good provision is made for deaf children.
- Language and writing skills require further attention.
- Pupils often lack motivation and self-discipline when working on their own.
- Able pupils are not achieving as well as they could in mathematics.
- Despite the school's efforts, attendance is below average and pupils are often late.

The school's improvement since the previous inspection in 1999 has been good. Standards have risen, particularly in the older years. Behaviour is managed better and teaching and learning have improved. Very good systems have been put in place for planning work, monitoring how well pupils are doing and taking action where it is needed this means that the school is continuing to improve.

STANDARDS ACHIEVED

Achievement is good throughout the school. In nursery and reception children make good progress, often from a low base. However, many children do not reach the goals set nationally for the end of reception, in personal, social and emotional development, in communication, language and literacy and in mathematical development. In knowledge and understanding of the world, and in creative and physical development, children broadly reach the goals for the end of reception. In Years 1 and 2, standards in the work seen are well below average overall in English and below average in mathematics. There is little high attainment. However, the school is taking action to raise attainment in these years and standards are beginning to improve. In Years 3 to 6, standards are below average in speaking and writing, but broadly average in reading and also in science. In mathematics, most pupils are keeping up with the expectation for their age, but few pupils are achieving beyond this.

In information and communication technology standards throughout the school are broadly in line with those expected nationally. Pupils meet the expectations of the locally agreed syllabus in religious education. Other subjects were sampled but not reported on fully by the inspection. The work seen shows that pupils are achieving well across a broad curriculum.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	B	C	D	A
mathematics	C	D	D	B
science	A	A	C	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.*

The results of tests in 2004 showed that pupils did very well by the end of Year 6 in comparison with their attainment by the end of Year 2. The school has taken effective action to raise standards in the older years. This is reflected in a trend in results in recent years, which is above the national trend.

The school carefully monitors the progress of all groups of pupils. Deaf pupils achieve well. Pupils with special educational needs make good progress towards the clear targets which are set for them. Pupils who speak English as an additional language achieve as well as other pupils.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are good. The school works very hard to help pupils develop as people and as learners. Behaviour is satisfactory and very well managed by the school. Pupils have positive attitudes to school, although often needing encouragement and support to persist in learning. Despite the school's best efforts, attendance is well below the national average, and unauthorised absence is high because of holidays taken in term-time. Pupils are often late.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching is good overall throughout the school. Teaching is thorough and work is well planned. Basic skills are taught effectively. Teachers manage classes well to provide a good atmosphere for learning and to help pupils develop their skills in thinking, concentrating, speaking and listening. The school recognises that weaknesses in language and in writing skills often hold pupils back, and that its work to secure improvement in these areas must be sustained. Pupils learn well within a group but sometimes lack motivation when working independently. Assessment is used well to guide teaching, but pupils are not routinely given clear and simple goals to work towards. The challenge for able pupils is not always great enough, particularly in mathematics. The curriculum is good, with a strong focus on literacy and numeracy and wide opportunities for creativity, performance and investigation. The quality of all-round care for pupils is very good, and the school pays close careful attention to the needs of individuals. The provision for deaf pupils is good, within the resource base and when they join their classes. The school provides well for pupils with special educational needs in learning or behaviour. The school reaches out to parents very effectively to help them in supporting their children's education.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The leadership of the headteacher and senior staff is very effective in setting sights high and supporting the whole team in working for improvement. Management is very good. The school has very effective systems for monitoring pupils' progress and the quality of teaching and learning, and this leads to action to raise standards. Governance is good, ensuring that statutory requirements are met. The school uses its resources well and gives good value for money.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are generally well satisfied with the school, and appreciate the way that the school works with them to help their children. Pupils like the school, and have good relationships with their teachers. Pupils recognise that they have a contribution to make to the school community and feel that their views are taken into account.

IMPROVEMENTS NEEDED

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

- continue to focus on the development of language and writing skills;
- clarify expectations and provide clearer targets for pupils' own work;
- raise sights further for pupils in mathematics;

- build on procedures to reduce absence and lateness.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is good in nursery and reception, in Years 1 and 2, and in Years 3 to 6. Standards are below average in the core subjects at the end of Year 2, and close to the average at the end of Year 6.

Main strengths and weaknesses

- Standards in Year 6 have risen in recent years.
- The percentage of pupils reaching expectations for their age is increasing.
- Speaking and listening skills have improved but weaknesses often restrict learning.
- There is little high attainment in the younger years, or in mathematics through the school.
- Pupils are slow to develop skills in writing accurately and independently.

Commentary

1. Children's attainment when they start in the nursery is generally well below average, particularly in communication and social skills. They achieve well in nursery and reception. By the end of reception, many children are not yet attaining the early learning goals in personal, social and emotional development, in communication language and literacy, and in mathematical development. In knowledge and understanding of the world, creative development and physical development, children broadly reach the goals set for the end of reception.
2. Results at the end of Year 2 in 2004 were well below the average nationally in reading, writing, and mathematics, and lower than in the previous year. The school is taking determined action to reverse this trend. The provisional results for 2005 show more pupils achieving in line with the expectation for their age, particularly in mathematics. However, few pupils at the end of Year 2 are reaching a high level for their age. The school is also working to address the very low standards, particularly in literacy, which are evident in Year 1, in order to prevent pupils from falling further behind. These initiatives are beginning to bear fruit, but there is more to be done to ensure that writing skills, in particular, are well established in the younger years.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	12.9 (13.9)	15.8 (15.7)
writing	12.1 (12.9)	14.6 (14.6)
mathematics	13.7 (15.3)	16.2 (16.3)

There were 59 pupils in the year group. Figures in brackets are for the previous year

3. The school has been very successful, since the last inspection, in raising standards by the end of Year 6. Standards seen in the current year 6 are below average in English overall, but close to the average in reading. Speaking and listening and writing are below average, but improving. In mathematics, standards are broadly average. Most pupils are achieving in line with expectations for their age, although few are achieving beyond this. In science, standards are broadly average.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
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English	26.4 (27.1)	26.9 (26.8)
mathematics	26.0 (26.4)	27.0 (26.8)
science	28.8 (30.3)	28.6 (28.6)

There were 57 pupils in the year group. Figures in brackets are for the previous year

4. The focus on raising achievement is now being pursued consistently across the school, with the result that more pupils in each year group are attaining in line with their age, as seen, for example, in Year 4. The school analyses pupils' progress with great care, monitoring the achievement of individuals and groups.
5. The achievement of deaf pupils across the school is good. They are supported well and make rapid gains in communication and interaction with their peers. A significant number arrive having been diagnosed late and make good, and sometimes very good, progress in communication using speech and signing. A number of deaf children have additional complex needs such as motor skills difficulties, visual impairment and emotional and behavioural difficulties. Because of the good quality teaching and support these pupils receive, in the resource base and throughout the school, they make good progress and achieve well.
6. Pupils with special educational needs make good progress in reading because of the good support they receive within lessons. Targeted support, in withdrawal sessions for small groups of pupils with complex learning needs, is effective in developing early reading skills. Pupils who are learning English as an additional language achieve well and attain some of the highest standards in the school. The school identifies and encourages pupils with specific talents, for example in art and music, and some able pupils are invited to participate in science activities during the summer at a local secondary school. However, the school recognises that its provision for gifted and talented pupils is an area for further development.
7. In information and communication technology (ICT), achievement is satisfactory and standards at the end of Year 2, and the end of Year 6, are in line with national expectations. Pupils achieve well in religious education, fully meeting the requirements of the locally agreed syllabus. Other subjects were sampled during the inspection. The work seen indicated that pupils are achieving well across all areas of the curriculum.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes are good and behaviour is satisfactory. Pupils' spiritual, moral, social and cultural development is good overall. Attendance is unsatisfactory.

Main strengths and weaknesses

- The school works effectively to build positive attitudes to learning.
- Behaviour is very well managed so that it is satisfactory overall, and continuing to improve.
- A number of parents do not ensure that pupils attend regularly and on time.

Commentary

8. Pupils enjoy coming to school and most show a good level of interest in school life and the range of learning opportunities provided for them. The majority willingly accept responsibility in contributing to the community, as demonstrated, for example, by the well-established school council. The school works hard to develop good learning habits and to help pupils gain confidence as learners. Pupils generally take pride in their school and are polite and friendly.
9. No bullying, racism or other forms of harassment were evident during the inspection. Pupils and parents are confident that any untoward incidents will be dealt with quickly and effectively. The school is very clear about its expectations of behaviour and shares these very effectively with parents and pupils. The management of behaviour has improved significantly since the previous inspection. The school now has an orderly atmosphere and the previously high level of pupil exclusions has been reduced; there have been no exclusions in recent years.

10. The school recognises that many pupils need a lot of help to overcome social, emotional and behavioural barriers to learning. A number of initiatives are in hand to help pupils develop more belief in their own abilities and greater self-control. These are beginning to show some positive results. However, teachers often have to work very hard in lessons to motivate pupils and to manage the challenging behaviour of a minority. Although pupils usually behave well when working together as a class, some lack self-discipline in settling down to work on their own.
11. The school makes very good arrangements for playtimes and lunchtimes, encouraging pupils to play together constructively. Staff act as play leaders, teaching playground games. Pupils adapt these in making up their own games and they enjoy the equipment provided. They collaborate well and play is energetic but usually harmonious. The provision of supervised indoor activities for those who find playtimes difficult helps to defuse potential problems.
12. The school cultivates pupils' spiritual, moral, social and cultural development well. It helps pupils to develop self-awareness, for example in talking about how they learn, or about their feelings and experiences. Pupils learn to respect others and to accept differences. This is evident in the way that deaf children are included in playtime activities, and in the shared use of signing by deaf and hearing children. School assemblies, with their weekly themes, reinforce the school's values and encourage pupils to take pride in their achievements. The school promotes interest and understanding of the diversity of cultural tradition and religious faith represented in the local community and in the wider world.
13. The deaf pupils are enthusiastic learners and respond well to the individual support they are given. Their good behaviour, when included with their peers in mainstream classes, helps them to learn effectively. Pupils who have been diagnosed as being deaf late in their childhood often arrive at school with challenging behaviour born of frustration from not understanding what has been going on around them in their lives. Skilful behaviour management in the resource base for the deaf builds their self-esteem and confidence and they soon become keen to learn.
14. There are a significant number of pupils whose challenging behaviour is related to their special educational needs. They are admirably supported by a wide range of suitable behaviour management strategies. Those who are angry benefit greatly from an anger management programme. As they begin to feel valued and believe in themselves their attitude to learning improves. Other pupils who are withdrawn and feel miserable about themselves benefit from focused sessions to promote good self-esteem and they begin to express their feelings with confidence.
15. The majority of pupils who are learning English as an additional language are very enthusiastic learners who work hard, behave well and want to achieve their best. Some, however, have challenging behaviour which is related to their special educational needs. These pupils are supported well. A few deaf pupils are learning English as an additional language and they are well supported to meet their particular needs.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.9	School data	1.1
National data	5.1	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year (2003-2004).

16. Pupils like school and the majority arrive on or before time in the morning. Very good procedures to promote and monitor attendance have helped the school towards meeting its target of 93 per cent attendance. Parents and pupils are frequently reminded of the importance of coming to school regularly and on time. However, attendance is still well below

the national median and the punctuality of a significant minority is a concern. Some parents take their children on more than one holiday during term-time. The Admissions and Attendance officer currently monitors a number of pupils whose attendance has fallen below 85 per cent, and is involved with their families where appropriate.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good.

Teaching and learning

Teaching is good overall, across the school and in the resource base for deaf children. Pupils learn well as a result. Assessment is good, contributing to pupils' progress in learning.

Main strengths and weaknesses

- Teaching is thorough and well planned.
- Teachers generally manage their classes very well.
- Teaching is skilful in developing pupils' speaking and listening.
- In some lessons, able pupils are not fully challenged.
- Good learning is not always sustained when pupils are working on their own.
- Teachers and assistants work well together in support of pupils' learning.

Commentary

Summary of teaching observed during the inspection in 51 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	11 (22%)	24 (47%)	15 (29%)	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.

- Teaching and learning have improved since the previous inspection. In recent years, stability in staffing has improved. The school now has a strong team of permanent teachers and support staff who are committed to the long-term improvement of the school. New teachers are inducted and supported well. The monitoring of teaching, planning and pupils' work across all subjects leads to a shared understanding of areas for development. Strong teamwork and consistency of expectation are helping pupils to become better learners. Teachers, classroom assistants and special support assistants work well together in taking learning forward, and teaching by all staff is well planned. Support staff contribute well to targeted teaching, for example in Year 1, for pupils who are falling behind.
- Teachers generally manage their classes very well, particularly when working with all the pupils together. They use effective strategies to keep an orderly atmosphere and to help pupils focus on what they are learning. Many pupils find it hard to concentrate and they are supported well by clear routines and expectations with regard to behaviour. In some lessons, however, teachers have to work very hard to maintain pace and motivation, and their efforts are not always rewarded.
- The school recognises the need to develop pupils' skills in speaking and listening. In many lessons teachers are highly skilled in encouraging pupils to explain their ideas, and in ensuring that pupils listen to others. Pupils are encouraged to speak out and they gain confidence in doing so. The use of 'talk partners' gives pupils the opportunity to talk through their ideas and this helps to reinforce their learning. Weaknesses in vocabulary and grammatical expression,

in speaking and in writing, affect learning in other subjects and teachers work to remedy this, for example, by the careful teaching of subject terminology.

20. The school has been involved in a 'learning project' to help pupils develop greater awareness of their own learning, and to gain more control of the process. This is having an impact, although many pupils find it difficult to sustain a line of enquiry for themselves, or to work independently, for any length of time. Pupils are encouraged to do the homework which is set regularly, but many find it difficult to work in the home environment. The school helps pupils in learning to find out information for themselves. It nurtures their interest and independence in carrying out individual projects in school and at home, for example about a country of their choice.
21. In the best lessons, teachers explain very clearly what pupils are expected to do on their own and check regularly on their progress, intervening to correct any misunderstanding. They motivate pupils by challenging them to complete work in a given time. Sometimes however, work is explained, for example while pupils are sitting on the carpet, and pupils are not then supported enough in the transition to working on their own. This can lead to deterioration in behaviour, or to a lack of quality in pupils' work. In writing, for example, expectations are not always followed through to ensure that pupils apply what they have learned about handwriting, spelling and punctuation in the course of their own work.
22. Teachers ask questions well, checking understanding and focusing thinking. In many lessons, however, there is insufficient exploration of how far the more able can go. This means that able pupils are not challenged enough and this is particularly evident in mathematics. Teachers follow the agreed scheme of work closely, which ensures that all pupils cover the necessary ground. Although teachers plan for three ability groups, extension activities are not always developed well. At times, classes are re-grouped to provide 'booster' work for different abilities and this appears to be a successful arrangement.
23. Assessment is good overall, particularly in literacy and numeracy. Teachers mark work thoroughly and assess pupils' progress regularly, setting targets for progress over the year. The school is building on this strong framework to provide curriculum targets for pupils. Pupils are broadly aware of areas for improvement in their work. However, they do not have clear and measurable goals to motivate them to greater effort, for example in learning common words, number bonds or multiplication tables. Assessment in nursery and reception is thorough and helps the planning of the next steps towards the early learning goals. However, this information is not yet being pulled together in a way which informs teaching in Year 1 and the monitoring of progress and 'value added' over time. Assessment in the foundation subjects is not yet strongly established across the school.
24. The quality of teaching for deaf pupils is good. Tailor-made programmes taught by specialist teachers in the resource base ensure that pupils make good progress in communication and interaction with each other and in the development of their numeracy skills. They are also prepared well in other subjects before being included with their peers in mainstream classes. Skilful teaching and positioning develops pupils' listening skills well. This was seen, for example, when a teacher positioned herself behind a pupil with severe loss and used her voice effectively to encourage precise listening. As appropriate, British Sign Language is used effectively to augment communication. Careful consideration is given to positioning when these pupils are included in classes with their peers and they are well supported by communicators. Radio aids are used effectively by teachers. The assessment of deaf pupils is satisfactory, but recognised as an area for improvement. There is a need for a secure baseline assessment of each pupil against which to measure the progress made over time. Currently, assessment is not sufficiently refined to demonstrate the small gains in pupils' learning within a level, or to show that they are moving forward, albeit in small steps.
25. Pupils with special educational needs benefit from good teaching. Teachers, classroom assistants and special support assistants work effectively together and plan flexibly to meet the needs of pupils. They use the specific targets on pupils' individual education plans to guide

their teaching. The staff make good use of computer programs to develop pupils' literacy and numeracy skills, and make good use of tactile resources, for example in helping pupils to count. Special funding is used effectively to provide small-group work in literacy for those who are falling behind. Pupils' needs are identified well and assessment is used to inform individual education plans.

26. The teaching of pupils who are learning English as an additional language is good and pupils learn well. Teachers are well supported and trained by an external teacher who also provides a very good initial assessment of pupils' skills, in their mother tongue as well as in English. From this assessment, individual targets are drawn up to support each pupil. The criteria used for assessment are clear. There is no risk of a need in relation to learning English being confused with a learning difficulty. The progress of pupils over time is monitored well.

The curriculum

The curriculum is good, and enriched well by extra activities. The school has good accommodation and resources.

Main strengths and weaknesses

- All groups of pupils have full access to a well-planned and innovative curriculum.
- The curriculum is much enriched by clubs, visits and special events.
- The school recognises provision in ICT as an area for improvement.

Commentary

27. Good improvements have been made to the curriculum since the previous inspection. The planning of the curriculum is now much better so that schemes of work ensure continuity and progression and statutory requirements are met in full.
28. Whilst high priority is given to the provision for English and mathematics, all subjects of the National Curriculum, and religious education, are regularly taught and allocated appropriate time. The planning and delivery of the personal, social and health education programme are appropriate for the needs of this age group. The curriculum in nursery and reception is well planned to include all the required areas. Very good outdoor provision adds richly to children's learning.
29. The school is intent on extending opportunities for pupils and raising their sights. Visits for each year group build on work in lessons and provide first-hand experiences which bring learning to life. A residential visit for pupils in Year 6 adds to pupils' learning and their social development. For many, this is their first experience of staying away from home. Clubs, mainly for pupils from Year 3 to Year 6, are well attended by pupils and well supported by staff. Sport, drama, dance and music activities extend pupils' skills and enrich their lives. Pupils relish the chance to perform, as in an annual performing arts week at the school, and in drama and music festivals. Many pupils learn to play a musical instrument. The school is committed to providing opportunities for all, for example providing instrumental tuition for all pupils in Year 4.
30. The school is well staffed with a good mix of experienced teachers and teachers new to the profession. Teachers are well supported by classroom assistants and special support assistants who are well trained for their roles. The school is well resourced overall, and has good supplies of books. However, resources for ICT are identified as needing improvement, both in the specialist room and in classrooms. The accommodation is generous, clean and cared for well. Playground areas have been planned very well to allow for quiet areas and different kinds of games.

31. Deaf pupils have access to the full curriculum. Where appropriate, it is suitably modified to meet their needs. Good communication programmes, drawn up by a specialist speech therapist, are used effectively to promote good speaking and signing for deaf pupils, thus enabling them to become independent learners. The specialist teachers, communicators and special needs assistants who work with deaf pupils are highly skilled and make a very valuable contribution to the learning and inclusion of deaf pupils in all aspects of school life. The resource base is well equipped to meet pupils' varied physical and learning needs.
32. The curriculum is supplemented with programmes to meet the needs of pupils with special educational needs. These include intervention programmes in literacy, as well as anger management and self-esteem building programmes. Cultural sensitivity is built into the programmes for pupils with English as an additional language. These pupils are encouraged to shine, using their mother tongue alongside English.

Care, guidance and support

The school's provision for the health, safety and welfare of all pupils is very good. Pupils are given good support, advice and guidance, and there are good arrangements to consult them about school life.

Main strengths and weaknesses

- The school provides high quality care for pupils, matched to their individual needs.
- Induction and support for deaf pupils are very good.
- Pupils have very good relationships with adults.

Commentary

33. The health, safety and welfare of all pupils are very high priorities for the school. Regular risk assessments and security reviews are undertaken. Arrangements to ensure health and safety are carefully considered. Trained personnel administer first aid. The school ensures that all staff receive child protection training and know what to do should a child protection issue arise.
34. The school is very inclusive and makes every effort to ensure that each pupil can benefit to the full from the education it provides. The school has a very good knowledge and understanding of pupils' circumstances and difficulties. It works closely with external agencies and specialists to provide high-quality care, taking careful account of the needs of each individual. The school is very alert to the needs of pupils in public care, and their progress and well-being are closely monitored.
35. The care for deaf pupils is very good. There is well co-ordinated thinking and working together by health and education to support these pupils. The quality of speech therapy input for these pupils is good. Effective partnership with the educational psychologist ensures that those with behavioural and emotional difficulties are well supported. There is very good support for pupils with specific physical and medical needs. The audiological equipment provided for deaf pupils is regularly checked to ensure its efficient functioning. Procedures for emergency evacuation take full account of those who are deaf.
36. Special needs assistants have been trained in the safe administration and storage of necessary medicines for pupils with specific physical needs. Very good links with the educational psychology service, the behaviour development team, the child and family consultation service and paediatric psychiatry ensure that pupils with special educational needs are cared for very well. There is a special educational needs co-ordinator with responsibility for pupils with behavioural difficulties, and much is being done to develop further the support for these pupils.

37. Pupils and parents of all backgrounds say that they are welcomed, provided with clear information and helped to settle quickly. There are notices and posters in a range of languages to support pupils for whom English is an additional language. Considerable thought is given to providing a welcoming and culturally sensitive environment for all pupils.
38. Disability access is generally good. Ramps facilitate wheelchair access and all rooms are on the ground floor. Assessments are made regularly, and action taken where necessary to ensure the best possible access to all areas for individuals who have difficulties in mobility.
39. Because of the very good relationships with staff, all pupils all have someone to whom they can talk about their worries, confident that these will be resolved swiftly. 'Circle times' and personal, social and health education lessons are used well to air issues and concerns.
40. Pupils are given targets to work towards, and they have some understanding of what they must do to improve their work. They find teachers' comments helpful in class, and when their work is marked. However targets are only set and reviewed once a term, and they are not always sharp or specific enough to motivate pupils and to give them clear goals.
41. The school has good procedures to consult with pupils. This happens informally on a daily basis when pupils are encouraged to articulate their views, and readily do so. There is also an annual questionnaire, and a democratically elected school council. Council members feel their ideas are taken seriously. They are particularly proud that their choice of name, 'The Happy, Chatty Garden', was adopted for the newly created quiet area in the playground.

Partnership with parents, other schools and the community

The school has established very good links with parents. Links with the community and other schools are good.

Main strengths and weaknesses

- The information provided for parents is excellent.
- The school supports parents in helping their children to learn.
- The school is pursuing valuable links with other schools to improve teaching and learning.

Commentary

42. The school works successfully in partnership with parents, and does much to help them support their children's learning. It seeks their views through annual questionnaires. It provides for their needs by arranging curriculum events and family learning sessions. The school also offers workshops such as 'Managing Your Children's Behaviour'. Parents are pleased with these opportunities, and with the education their children receive.
43. The headteacher is a visible presence in the playground every morning and parents appreciate the ready availability of staff should there be a concern. Parents' attendance at consultation meetings, class assemblies and school productions is very good. There is an enthusiastic parent group which organises many enjoyable and successful fund-raising events and also provides a forum for discussion.
44. The school goes out of its way to keep parents well informed and to explain what it is doing. There is a prospectus for each stage and a 'Home/School Book' is produced and modified each year in the light of parents' comments. These books provide information about reading, homework and pupils' targets, and give clear guidance about the school's policies and expectations. For example, codes of conduct are explained and illustrated, and advice is included on what to do in case of bullying. Parents say that they find these books very useful. A special educational needs leaflet, a year group newsletter once a term, plus newsletters from the headteacher and parent group, all contribute to the excellent information parents are given.

Children's annual reports are clearly written, although judgements about progress are not always included for the 'foundation subjects'. The school ensures that all parents understand communications, providing interpreters in meetings when necessary for those who first language is not English, or for any who are deaf.

45. Good community links include supportive neighbours, pupils' visits to local shops and historical heritage buildings, and links with the local church, where the Christmas carol concert is held. The vicar and churchwarden talk to Year 6 pupils about what it means to be a Christian, as part of the religious education syllabus.
46. The headteacher has taken the initiative in developing a 'network learning community' for training and research with other schools. Its focus is on raising standards in mathematics through the development of problem solving skills. There is close liaison with senior staff and special educational needs co-ordinators from secondary schools. Transfer procedures are good and pupils have no fear of the next stage of their education. Work experience students and trainee nursery nurses and teachers enjoy their placements at the school and benefit from good mentoring and teamwork.
47. Partnership with the parents of deaf pupils is very good. They are kept well informed and are actively involved in the annual review of their children's progress. The parents of all pupils with special educational needs are fully involved in the target-setting process for their children.
48. Transition arrangements for deaf pupils and others with special educational needs into secondary schools is good, ensuring a smooth transition. Links with the parents of pupils who are learning English as an additional language are very good. They are involved at the stage of assessment and kept well informed, in their heritage language, of the progress their children make.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good overall. Leadership is very good, providing a clear vision for improvement. Very good management underpins the effectiveness of the school's endeavours. Governance is good, and all statutory requirements are met.

Main strengths and weaknesses

- The headteacher provides visionary and determined leadership.
- Senior staff and subject leaders contribute purposefully to innovation and improvement.
- The school's programme of monitoring, evaluation and review is very effective.
- Governors support the school well and provide strong links with parents.

Commentary

49. The school's leadership is purposeful and clear-sighted in mapping out pathways for the school's development, and building teamwork in pursuit of its educational aims. The headteacher is well supported by two deputies, two special educational needs co-ordinators, and by phase and subject leaders. Roles and responsibilities are clearly defined. The impact of subject leadership has developed well since the previous inspection. Subject leaders are active in contributing to the school improvement plan and in securing value for money in the use of their budgets.
50. The resource base for deaf pupils is part of the local education authority's service for the deaf and the teacher in charge is managed by this service. However, the headteacher has developed an effective partnership with the local education authority in the management of the provision for deaf pupils educated within her school. She has achieved an action plan which dovetails with the school improvement plan and negotiated a draft service level agreement with the local education authority. Following a successful review of the provision, there is an action

plan to develop the monitoring of teaching and the tracking of pupils' progress in line with the school's procedures. The day-to-day management of the provision by the teacher in charge is good and funding is used effectively.

51. There are two special educational needs co-ordinators, for pupils with behavioural difficulties and for pupils with learning difficulties. They work together effectively, with the support of the school's leadership. Many new initiatives are in hand in response to the demands of an increasingly complex profile of special educational needs within the school. The special support assistants are well managed and make a valuable contribution to the inclusion and learning of pupils with special educational needs. Provision for pupils with English as an additional language is well managed by the headteacher.
52. The school is very effective in taking stock of its own performance and working out how it could do better. This drive for improvement is powered by a strong programme of monitoring, evaluation and review. This includes observation of teaching, scrutiny of planning and pupils' work performance management and the setting of targets. All of this feeds into the school improvement plan which clearly sets out priorities and action to be taken.
53. Induction for new staff, and continuing professional development for all, underpin the school's endeavours. The school draws on external expertise within the local education authority to audit areas of its work and to guide improvement. It makes use of research and works with other schools to share good practice.
54. Pupils' progress is tracked through the school and all class teachers are involved in setting and reviewing targets for their class. This is a thorough process, which is shortly to be computerised to reduce the workload and to ease the process of evaluating the 'value added' from year to year. Assessment in the nursery and reception does not yet feed in sufficiently to the subsequent tracking of progress through the school.
55. The governors oversee the school to good effect and ensure that all statutory requirements are met. Governors are well informed and regularly evaluate progress against priorities in the school improvement plan. They keep in close touch with parents and actively seek training for themselves to help them govern the school effectively. The school is very well run, and lines of communication are very strong. The school's finances are managed very well, to produce a balanced budget. Money carried forward has been put to good use in replacing the school's boiler, and is also being used for the maintenance of staffing levels. Expenditure per pupil is broadly average and, in the light of its achievements, the school gives good value for money.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	1,247,234
Total expenditure	1,294,598
Expenditure per pupil	2,858

Balances (£)	
Balance from previous year	93,209
Balance carried forward to the next	45,845

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Overall provision in the Foundation Stage is good. Children enter the nursery with skills which are well below average but they make good progress and achieve well in all the areas of learning. Teaching is good overall and often very good. Good leadership and management secure effective planning and teamwork. The teachers and support staff work well together in helping children to learn. Good assessment and observations on a day-to-day basis take stock of children's learning and help in planning the next steps. However, the tracking of children's progress towards the early learning goals is not sufficiently accurate in all areas. The outcomes of the Foundation Stage Profiles, completed for each child, are not pulled together to pinpoint strengths and weaknesses across the group and to help in setting sights for pupils as they move into Year 1. Very good links are made with parents from the start. They receive full and helpful information about arrangements in the nursery and reception. Parents and carers are involved discussions with teachers and they are regularly informed of their child's progress. The nursery resource base for deaf children (NARP) provides intensive and effective support in language, communication and social interaction, laying good foundations for learning. The provision for outdoor learning has improved since the previous inspection and this is now a significant strength.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- A caring and supportive atmosphere enables children to feel secure.
- Activities are well planned so that children learn to share, take turns and work together.
- Staff know the children very well and help them to gain confidence.

Commentary

56. Children quickly settle into the routines of the nursery and reception classes and feel secure. They learn to co-operate with adults and with each other, and enjoy joining in. However, many children start with poorly developed personal and social skills. They are reluctant to share and find difficulty in making decisions about what they would like to do. They are very reliant on adults to help them. Staff work sensitively with children in helping them to develop independence and awareness of others. They regularly praise children and this results in children feeling confident to try things out and to express their own ideas. The valuable contribution from support staff helps children to mix together and to develop social skills. The very good outdoor provision provides many opportunities for children to play purposefully, sharing equipment and interacting with others. Children make good progress overall, because of good teaching, although many will not have fully achieved the early learning goals for the end of reception by the time they start in Year 1.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Skills in speaking and listening are developed well.
- Children enjoy books and are eager to talk about the words and pictures in stories.
- Some children make a slow start in reading and writing independently.

Commentary

57. Teaching is good in this area of learning. Most children readily talk to the staff and each other and are encouraged to do so. However, a number of children have a limited vocabulary which restricts them in trying to express their ideas. Children listen well in class and enjoy hearing stories read by adults. There is a strong emphasis on helping children to communicate. This benefits deaf and hearing children, and those who are learning English as an additional language. Foundations are well laid in literacy. Children are introduced to the sounds of letters and to common words. By the end of reception a minority of children are reading simple texts with some fluency and they talk well about what they are reading. Other children, however, show a limited knowledge of the initial and final sounds of words and struggle to identify the same word when it occurs again in the text. Most children show satisfactory pencil control and begin to form correct letter shapes, although some are very tentative about this and are not guided consistently enough. Most children are able to copy words to make a sentence but only a few children are beginning to write independently. By the end of the reception year most children are not yet reaching the early learning goals in communication, language and literacy, although they achieve well in working towards them.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Good provision is made for children to play games which develop their understanding.
- Teachers explain work carefully to ensure that children understand.
- Good use is made of resources to reinforce learning.

Commentary

58. Teaching and learning are good. Children enjoy number rhymes and counting games. In the nursery, for example, children roll dice and count the spots. Reception children count the number of objects in a circle and make up sums to show how many toy cars are in two circles. They count aloud to ten and some children count confidently beyond this, for example counting up to 28 during registration in a reception class. However, some children are not yet confident in counting or recognising numbers beyond five. Children begin to use mathematical vocabulary such as 'bigger than' and 'smaller than'. They recognise and name some shapes and coins. Children's work is carefully marked and good support is given to individual children to help them make progress. Resources are readily available in classrooms and the outdoor provision is used well as an additional learning resource. Children make good progress in their mathematical development although many do not fully reach the early learning goals by the end of reception.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children learn much from visitors, and visits in the locality.
- Very good use is made of the outdoor provision to extend learning.
- Detailed planning ensures that good links are made between areas of learning.

Commentary

59. Teaching is good overall and often very good in extending children's knowledge and understanding of the world. Children learn about plants and animals and are fascinated by them. The children know that animals need food and water. Their knowledge is extended greatly when animals from a city farm, including a cow, a pony and chickens, are brought into the school on an annual visit. Out-of-school visits are used well to develop children's understanding. Pupils learn to use the computer and they handle the mouse well. Achievement is good in this area of learning and most children are on course to meet the early learning goals by the end of reception.

PHYSICAL DEVELOPMENT

Provision in physical development is **very good**.

Main strengths and weaknesses

- The very good outdoor provision is used well to develop children's physical skills.
- Teachers ensure that children are given appropriate physical challenges.
- Good attention is given to the health and safety of children.

Commentary

60. Children show skill at moving their bodies in different ways. They crawl, hop, skip and walk around the hall and are careful not to bump into each other. They move parts of their body to music well. They play sensibly with the large outdoor wheeled equipment and show an ability to steer in the right direction. Teaching and learning are good overall and often very good. Teachers present challenging tasks to children which make them think more carefully about the way their bodies move. Children enjoy testing their skills and are eager to participate in physical activities. Children develop skills in handling tools and materials. They learn about healthy eating. Children achieve well and by the end of reception, most are on course to reach the early learning goals in their physical development.

CREATIVE DEVELOPMENT

Provision in creative development is **very good**.

Main strengths and weaknesses

- The resources and activities provided stimulate children's imagination.
- Very good use is made of role-play to extend learning.

Commentary

61. Children enjoy exploring material and using them creatively, for example making use of different textured materials and paints to make animal masks. Children enjoy music, sing number songs from memory and begin to clap in time to the music. Teaching and learning are good overall and often very good. Activities are very well planned; support staff contribute very effectively to children's learning. Children achieve well and most are on course to meet the early learning goals by the end of the year.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Most pupils enjoy reading and achieve well because of good teaching.
- Speaking and writing are acknowledged weaknesses.
- New strategies for raising standards in Year 1 and Year 6 are working well.

Commentary

62. Standards in the work seen are well below average overall in English in Year 2. However, there is evidence of improvement, after several years of a downward trend. The school has focused effectively, with support from the local education authority, on ways of raising attainment in reading and writing in Year 2. As a result, more pupils this year than last are securely reaching the level expected, although few pupils are attaining highly for their age. In Year 6, an upward trend in standards in reading and writing is continuing. Achievement is good throughout the school.
63. Many pupils have special educational needs related to communication. Some pupils start in Year 1 with low self-esteem and have little confidence to answer questions or offer opinions. The regular use of strategies such as 'talk partners' and 'signing' encourage the sharing of ideas. By Year 2, many pupils are contributing well to class discussion. Active learning strategies such as role-play and 'hot seating' are giving older pupils more opportunities to adapt their speaking for different purposes. The use of drama is being developed and is proving a useful tool in developing the expression of ideas. Pupils enjoy performing, and this helps them to project themselves confidently.
64. Pupils make good progress in reading. Younger pupils are proud owners of books bought from the book fair. Many talk with pleasure about sharing books at home and in school. There are good opportunities during the school day for pupils to engage in group, paired and silent reading. Most pupils are clear about the strategies that they need to use in reading unfamiliar words and readily apply their knowledge of sounds. Guided reading reinforces and extends pupils' skills in reading books, which are well matched to their abilities. The library is well used, although pupils are not always confident about how to go about finding information, or the distinction between fiction and non-fiction.
65. The school recognises writing as a weak area. It has focused recently on working with low attaining pupils in Year 1, and this is beginning to raise attainment in writing in the early stages. There has also been a focus on extending higher attainment in writing in Year 6 and this has also been successful. Across the school, however, there are often weaknesses in vocabulary and sentence structure. Handwriting, spelling and punctuation are systematically taught, but there is not always enough insistence on accuracy when pupils are writing on their own. In a lesson of excellent quality, the teacher modelled good practice and filled the gaps in learning which had been identified in pupils' previous writing.
66. Teaching is good overall, ranging from excellent to satisfactory in the lessons seen. Teachers' involvement in the 'learning project' has led to better planning for different groups of learners.
67. The best teaching identifies the necessary small steps in learning from the pupils' point of view and shows pupils clearly how to improve, whether in reading with expression or communicating clearly when writing. Sometimes, lessons objectives and targets for pupils are not explained simply enough to help pupils forward. Teaching is purposeful and classes are usually managed well. However, pupils do not always get down to work quickly when asked to do so. Sometimes, explanations given while younger pupils are sitting on the carpet are forgotten by the time pupils reach their tables.
68. Deaf pupils and those who have special educational needs are well supported, and staff has a good understanding of the needs of pupils who are learning English as an additional language. The school's emphasis on building communication skills benefits all pupils.

69. Leadership and management are very good. The subject leader has a very clear view of what needs to be improved and has worked tirelessly with staff to put appropriate strategies into practice. Feedback from the monitoring of lessons, plans and pupils' work, and the analysis of assessment information has enabled teachers to identify strengths and weaknesses in learning and to take action. Pupils' progress is tracked closely, and groups are targeted for additional support according to their needs. The standards reached in English by the time pupil's leave have risen significantly since the previous inspection.

Language and literacy across the curriculum

70. Many pupils are disadvantaged in other subjects because of weaknesses in their language and writing skills. Year group teams are planning together and working closely with subject leaders in continuing to address these issues. Opportunities for speaking, reading and writing are included across the curriculum. Pupils enjoy reading information books to extend their knowledge. The range of writing in other subjects has improved since the last inspection.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Most pupils attain in line with expectations for their age.
- Teaching is thorough, building learning step by step.
- Sights are not set high enough for some pupils.
- The school is working to improve pupils' skills in solving problems.

Commentary

71. Pupils achieve well throughout the school, from a low base. They make good progress in Years 1 and 2. Standards are below average overall at the end of Year 2, but improving as a result of recent initiatives to strengthen pupils' use of mathematical skills. In Year 2, a good proportion of pupils are reaching broadly the standard expected for their age, though very few reach a higher standard. In Year 6, standards are close to those expected at this age, although the extent of higher attainment is significantly less than in reading. Assessment indicates that standards are improving through the school so that, for example, pupils in Year 4 are doing better for their age than has previously been the case.
72. Teaching is good overall, ranging from satisfactory to very good. Teachers demonstrate good subject knowledge. The school follows a published scheme of work for mathematics which provides teachers with detailed lesson plans for every lesson. This leads to thorough and systematic teaching and learning. At times, however, too little allowance is made for the wide range of abilities within each class. Lower-attaining pupils and those with special needs are generally well supported by support staff, and assisted in understanding and completing the set task. However, higher-attaining pupils are not always challenged sufficiently beyond being expected to do more, faster. There is little questioning to explore their understanding and to extend its boundaries. Occasionally, where teaching is very good, pupils of all abilities are challenged appropriately.
73. Teachers manage classes well, particularly in their introductory teaching of the whole class. They insist that pupils pay attention and involve them in making and checking calculations. They use resources well to provide visual support for pupils' learning, and explain mathematical vocabulary well, helping pupils to use it correctly. Teachers sometimes have to work very hard to motivate and interest pupils, particularly when pupils are working independently. In a few lessons, the pace of learning was slow as a result of pupils' inattention. Pupils with special educational needs are very well included and supported, by teachers and support staff, so that they succeed in learning. 'Booster groups' are used for part

of the year to raise attainment in Year 6 and also in Year 2. The results show that pupils benefit from these sessions where they are grouped according to ability so that their needs can be focused on more closely.

74. Assessment is used well to monitor pupils' progress and to identify weaknesses in pupils' learning. The school has recognised, for example, that pupils have difficulty in interpreting what they have to do when reading a mathematical problem because of weaknesses in their language skills. It is now focusing on helping pupils to develop independent thinking in pursuing investigations. The school is working with a 'learning network' of other schools to enhance teaching and learning in mathematics through the development of problem-solving skills.
75. The subject leader provides good leadership and management. The school improvement plan includes a two-year focus on raising standards in mathematics, and this is beginning to bear fruit. The standards reached by the time pupils leave are better than at the time of the previous inspection. There has also been improvement in planning and assessment, and in the leadership of the subject.

Mathematics across the curriculum

76. Pupils make appropriate use of their mathematical skills in subjects such as science and design technology. Some use is made of information and communication technology to support learning in mathematics, including the use of programs for the practice of numeracy skills.

SCIENCE

Provision in science is **good**.

Main	strengths	and	weaknesses
	<ul style="list-style-type: none">• Pupils' skills in practical investigation and enquiry are developing well.• The curriculum is covered thoroughly and scientific vocabulary is well taught.• There has been steady year-on-year improvement in standards.		

Commentary

77. Standards are below average in Year 2, and broadly in line with the national average in Year 6. By the time pupils leave, as shown in National Curriculum test results in recent years, most reach at least the level expected for their age, and a good proportion attain beyond this. Achievement is good throughout the school and pupils make good progress in relation to their skills and knowledge on entry. Deaf pupils, pupils with special educational needs, and pupils who are learning English as an additional language are all supported well in science to ensure that they understand and make progress.
78. The quality of teaching is good overall, ranging from satisfactory to very good in the lessons seen. Teachers plan their lessons well and have good subject knowledge. Many teachers demonstrate very good classroom and behaviour management skills in ensuring a good environment for learning, although they often have to spend time in reminding pupils about appropriate behaviour.
79. Teachers follow a scheme of work which provides full lesson plans for each session. This ensures continuity and progression in learning and full coverage of the curriculum at an appropriate level. In addition, the school has focused on developing opportunities for practical investigations, encouraging teachers to move away from worksheet-led lessons to a more practical activity-based approach. This is having an impact, as shown in displays of work about science investigations in each year group. Pupils remember what they have done, for

example in testing whether the heating of materials produces 'reversible' or 'irreversible' changes, or in building an electrical circuit. Pupils think ahead in predicting outcomes, and suggest reasons for what they observe. Pupils in Year 6 have posed their own questions and organised investigations to find the answers. The school is continuing to develop its resources to support practical investigations, and to provide training for teachers. It recognises the need to thread investigative work more consistently throughout the curriculum, and to foster pupils' independence in following through their enquiries.

80. Weaknesses in language and vocabulary are a barrier to pupils' learning which teachers work hard to overcome. Teachers constantly reinforce subject vocabulary to extend pupils' knowledge and to help them explain their ideas and remember what they have learned. This helps pupils to consolidate their learning and to gain confidence in their own knowledge.
81. The subject is well led and managed, with a focus on building pupils' skills and teachers' expertise in scientific investigation. Weaknesses in learning are identified and addressed in 'booster' sessions in Year 6. Standards have improved significantly since the previous inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Teaches' confidence in using ICT is improving.
- Computers are old and sometimes let teachers down in lessons.
- Deaf pupils are well included in lessons because of the targeted support they receive.

Commentary

82. Attainment by Year 2 and by Year 6 is broadly in line with national expectations. Achievement is satisfactory overall.
83. The school's computers are outdated and often go wrong, sometimes interrupting learning as a result. The school does not have ready access to technical support. Teachers' confidence in the subject is variable and this too impedes learning on occasions. However, the situation is improving because the school has a five-year plan for the improvement of resources which is now being implemented. The confidence of staff is increasing because of the training available and the support and guidance being provided by the subject leader.
84. By Year 2 pupils can access a website independently and complete a simple research task. Their key board skills are a little slow but they can save their work and close down the computer independently. Their control of the mouse in clicking on the icon to access the Internet is satisfactory. Year 6 pupils are able to put together a PowerPoint presentation combining sound and graphics. Their modelling skills are satisfactory, as shown in their spreadsheet work. Their use of the computer for the development of skills in control technology is satisfactory, but limited software currently impedes further development of this aspect of ICT. This weakness has been identified by the subject leader and there is an action plan to improve provision in this area.
85. Overall, the quality of teaching and learning are satisfactory and improving. Through supportive yet robust monitoring of teaching by the subject leader with the support of the school's leadership, areas for improvement have been identified. Teachers have been given excellent advice on how to improve their teaching. Teachers' confidence, and the extent of good teaching, are growing as a result. Sometimes, however, teachers' good planning is thwarted by computer faults which take time to sort out. In some lessons, pupils need considerable support to help them over difficulties and the teacher is not able to get round

quickly enough to help everyone in a large class. Pupils' learning suffers as a result. In the best lessons, the teacher has secure subject knowledge and demonstrates procedures clearly before pupils are sent off to work in pairs on the computers. The mistakes which pupils' make are then used very skilfully as the basis for further teaching. Deaf pupils achieve as well as other pupils because of the targeted support they receive from special support assistants.

86. Leadership and management are good. Planning is good and an initiative to involve pupils in self-assessment during lessons is developing well. The school has a clear vision of what needs to be done to improve the subject. There is a good action plan to manage change and bring about improvement, and funding has been allocated for the updating of resources. The subject leader is making a good contribution in encouraging teachers to become more adventurous in their teaching, and in identifying how to move forward. Overall, improvement since the last inspection is good.

Information and communication technology across the curriculum

87. The use of computers and the development of pupils' ICT skills across the curriculum are satisfactory. The school timetables sessions in the computer suite for all classes, both for the development of skills in ICT, and for the use of ICT to support other subjects. In addition, classroom computers are used to support work in lessons, and to practise skills, for example in literacy and numeracy. Pupils learn to use computers for finding out information. The use of ICT, including data logging, the school's Intranet, spreadsheets and art and design programs, contributes to learning in a range of subjects. There are good programs to support pupils with special educational needs in their spelling and number work.

HUMANITIES

88. The school's provision in geography and history was sampled, but no overall judgements were reached.
89. The school follows national guidance in planning for the full National Curriculum in geography and history. This is evident in good quality displays of pupils' work around the school. Pupils use their literacy and ICT skills effectively in both subjects. Excellent use is made of fieldwork and visits to museums to develop pupils' interest in these subjects and to promote the development of their enquiry skills.
90. Work in **geography** makes a valuable contribution to raising pupils' awareness of cultural diversity. Pupils are interested, for example, in marking a wide range of countries on a world map with which they have family connections. Closer to home, Year 4 pupils have engaged in good data logging work as part of a project aimed at making a decision about the best place in the school's grounds to have a picnic. The only geography lesson seen was well planned, and teaching and learning were satisfactory. Pupils worked hard to produce relevant questions to include on a questionnaire.
91. In **history**, two lessons were seen during the inspection. The teaching and learning were good in both lessons. In Year 2, pupils used some good descriptive words to describe conditions during the Crimean War. Pupils in Year 6 enjoyed discussing with each other the differences between the types of entertainment common in the 1930s, and the forms of entertainment they enjoy today. Their teacher made skilful use of her subject knowledge to extend pupils' thinking as she gathered up the ideas they had on this subject. A visit to support the history curriculum for Year 6 pupils successfully extended pupils' understanding of what it was like to be an evacuee during the Second World War.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- The curriculum is enriched by visits to local places of worship.
- Lessons are planned well and provide opportunities for pupils to offer their own ideas.

Commentary

92. Standards in Years 2 and 6 are in line with those expected in following the locally agreed syllabus. Achievement is good.
93. By Year 2 pupils know some of the stories associated with different world religions. They understand that each religion has its own special symbols and ceremonies and appreciate that religious books should be handled with care. Pupils learn about the celebration of Diwali and Christmas. Pupils in Year 6 understand some of the important aspects of the Jewish faith. They also write accounts of the ceremonies found in a Christian church and offer their own views about God as a loving father. They understand the importance of love and friendship.
94. Teaching and learning are good. Teachers make effective use of questioning to extend pupils' learning, and they use resources well. They ensure that pupils' language and literacy skills are developed by providing a range of reading, writing and speaking opportunities.
95. Leadership and management are good, and focused on continuing to enhance provision. Assessment procedures are satisfactory and are being developed further by the subject leader. The resources are very good and used well by pupils. Visits to churches, temple and synagogue extend pupils' understanding of the importance of religion in the lives of people who belong to different faith groups. School assemblies and the regular visits of the local vicar further increase pupils' knowledge. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. Improvement since the last inspection is good. The quality of teaching and the provision for developing pupils' literacy skills have improved, and assessment procedures are now in place.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

96. Art and design, design and technology, music and physical education were sampled but no overall judgements were made.
97. In **art and design**, three lessons were observed and a sample of work was seen. The scheme of work followed fully covers the requirements of the National Curriculum. Teaching and learning, in lessons seen, ranged from satisfactory to very good. Pupils enjoy working practically. However, a number of pupils in Year 2 lack confidence and require a lot of encouragement before they will try something new. Good achievement is evident in printmaking by pupils in Year 2, in the abstract designs produced by Year 4, and in the clay work using imprinted designs by pupils in Year 5. The art club, started for sixteen pupils identified as talented in art, is a good initiative. The school identifies work in three-dimensions and the use of ICT in art and design as areas for further development. Strengths in art have been maintained since the previous inspection.
98. No lessons were seen in **design and technology**. However, planning and pupils' work show that provision has improved since the previous inspection, and now meets the requirements of the National Curriculum. Planning is more systematic and teachers are now more confident. The school, with help from the local education authority, monitors the quality of teaching and learning and provides feedback. Resources are carefully selected and used well.
99. In **music**, the school makes good provision for the development of pupils' skills in performing. Lessons are provided in a range of instruments by peripatetic staff from the community music service, and many pupils learn an instrument in school. The 'Wider Opportunities in Music' programme, which is available to all Year 4 pupils, provides very good opportunities for pupils

to increase their musical awareness and to develop instrumental and vocal skills. The school-based guitar group, and the provision for pupils to sing and listen to music in assemblies, further promote interest and enjoyment of music. Pupils in Years 5 and 6 have taken part in a performance of 'The Tower of Babel' and pupils have performed in the primary schools' music festival. Instrumental teachers have visited the school to play to pupils. The school strongly encourages pupils to enjoy and participate in music and this adds to the quality of their education.

100. In **physical education** all the required strands of the curriculum are taught. In a Year 6 outdoor games lesson, pupils demonstrated satisfactory ball skills. Pupils enjoy dance, as seen in a lesson in Year 2, although a number of pupils were not able to participate because they had forgotten their kit. All pupils from Year 2 upwards visit the local swimming pool weekly for a part of each year and, as a result, most can swim by the time they leave. The subject leader is involved in a national Sports Council initiative, and has made links with specialist secondary teachers of the subject. A good range of clubs is available to pupils. Pupils participate in the dance club with verve and enthusiasm. The popular football and netball clubs offer opportunities to develop skills and to compete in teams. Pupils can also learn Pilates.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship is **good**.

Main strengths and weaknesses

- Good opportunity is provided for pupils to talk about their own experiences.
- The school develops awareness of healthy living.
- Visitors to the school enrich pupils' learning.
- The subject leader provides clear guidance in developing the subject.

Commentary

101. Pupils develop a good understanding of living in a community. They discuss important aspects of their lives in class and gain further understanding during assemblies, when issues such as friendship are discussed. Pupils learn to appreciate others for who they are, and to look beyond physical appearance. They understand that people have different views and opinions and that they should be tolerant of others. They learn about community life, and the school council gives pupils an insight into the democratic process, and how decisions are taken.
102. The school is pursuing recognition as a 'Healthy School'. An initial audit has been carried out and an action plan has been developed. Pupils are made aware of the need to eat healthily and the importance of keeping themselves safe. The school makes appropriate provision for sex and relationships education and drugs education. Pupils understand how family situations can change, for example, when a new baby enters the family. Sensitive teaching helps pupils to reflect on their own experiences and feelings, and to understand themselves and others better as a result.
103. The subject leader is well trained and qualified, and is recognised as a 'lead teacher' for the subject. He has developed the school's scheme of work, and raised the profile of the subject. He monitors provision and identifies areas for improvement. The school makes good use of visitors to support its work. These have included theatre companies, health professionals and members of the local community.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

