

INSPECTION REPORT

HOGARTH PRIMARY SCHOOL

Brentwood

LEA area: Essex

Unique reference number: 115018

Headteacher: Mr J Howells

Lead inspector: Mr M Carter

Dates of inspection: 22-24 November 2004

Inspection number: 267033

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 – 11

Gender of pupils: Mixed

Number on roll: 213

School address: Hogarth Primary School
Riseway
Off Hogarth Avenue
Brentwood
Essex

Postcode: CM15 8BG

Telephone number: 01277 212216

Fax number: 01277 203779

Appropriate authority: Governing Body

Name of chair of
governors: Mr D Sargood

Date of previous
inspection: 11 January 1999

CHARACTERISTICS OF THE SCHOOL

The school is of average primary school size. It has 213 pupils, organised into seven classes. It accepts children into the Reception class in the September before they are five, with the younger children on a part-time basis. By the beginning of the spring term they all attend full-time. About a quarter of the pupils are eligible for a free school meal and this is broadly average. Overall, however, the socioeconomic circumstances of the immediate locality are below the average. About a quarter of the pupils come from mixed or minority ethnic backgrounds, including Pakistani, Indian, Black African and Chinese, of whom around six per cent speak English as an additional language. None of these pupils are at the early stages of acquiring spoken English. The proportion of pupils with special educational needs is above average. Their needs include dyslexia, moderate and severe learning difficulties, speech and communication, and autism. The proportion with statements is broadly the same as other schools. The attainment of children on entry to the school is below average. The school has 'Investors in People' status and a School Achievement Award for 2001. It is working towards recognition for the 'Healthy Schools' Award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20714	Mr M Carter	Lead inspector	Science Art and design Music Foundation Stage Physical education English as an additional language Citizenship
32741	Mr I Stewart	Lay inspector	
14732	Mrs E Korn	Team inspector	English Special educational needs Design and technology Religious education
2759	Mr Sleightholme D	Team inspector	Mathematics Information and communication technology Geography History

The inspection contractor was:

PBM Brookbridge & Bedford Ltd
13A Market Place
Uttoxeter
Staffordshire
ST14 8HY

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an **effective school** that gives **good value for money**. The leadership and management are good. The headteacher's supportive leadership sets a positive tone for the good relationships that are in evidence throughout the school. The caring nature of the school is reflected in the innovative support for the lower ability pupils and for those with specific learning difficulties. The higher ability pupils are not always appropriately supported. The training of members of staff is good. The good quality of the teaching identified at the last inspection has been maintained. Most pupils make good progress and they achieve well for their abilities. Some aspects of the school's checking systems are not undertaken with sufficient rigour.

The school's main strengths and weaknesses are;

- the achievement of lower attaining pupils and those with special educational needs is very good;
- the teaching and learning in the school are good; the pupils make good efforts, feeling the school supports them well and therefore the pupils achieve well;
- by Year 6 the pupils are mature, sensible and responsible due to the good support and guidance they have received;
- the curriculum is enriched well providing an interesting and varied range of activities;
- the behaviour of the pupils is good and the school rules are well known;
- the provision for the most capable pupils is not always well matched to their needs;
- some statutory duties and some aspects of the school's work are not undertaken fully.

There has been good improvement since the last inspection. Standards have risen at least in line with the national trend. In relation to information and communication technology standards are now average. The planning for design and technology, art and design and religious education is now appropriate. The teachers' marking is more informative but is not yet consistent enough between classes. The provision for swimming has improved but is restricted to a few weeks a year and not all pupils attain the required standards. The monitoring skills of the subject co-ordinators have improved but still require further development. The match of work for the low ability pupils is considerably improved, but not that for the higher ability pupils.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	C	C	A	B
Mathematics	E	C	A	C
Science	C	D	B	C

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.

By Year 6, the achievement of the pupils is good. Attainment on entry varies and is usually low. The differences on entry are reflected in the fluctuations in standards at Years 2 and 6. Last year, the Year 2 pupils, whose attainment on entry had been average, achieved around average standards in the national tests. The current Year 2 had a low

starting point. The majority of these pupils are achieving well and attain average standards in mathematics; standards remain below average in reading and writing. The most capable Year 2 pupils make less progress in reading and writing than that expected of these pupils. Last year in Year 6, the pupils achieved well in English and satisfactorily in mathematics and science from their starting points in Year 3. The current Year 6 includes a much smaller proportion of higher attaining pupils and more pupils of lower prior attainment than that in the previous year. Their achievement is similar. In the current Year 6, standards are average in English and science but below average in mathematics. Achievement is good in information and communication technology and in religious education. Standards in these subjects are average. Over a period of time, standards have risen higher than the national trend in Years 3 to 6.

Provision for the pupils' personal development is good. The pupils' spiritual, moral, social and cultural development is good. Attitudes to school and to learning are good and are supported well by the pupils' good sense of responsibility and self-esteem. Behaviour in the lessons seen and around the school is good. Relationships are good. Pupils show a very good interest in school life and the range of activities provided. Attendance is satisfactory.

QUALITY OF EDUCATION

The school provides a **good quality of education**. Teaching and learning are good throughout the school. Teachers employ effective teaching methods where resources are used well. Lessons progress quickly and they interest the pupils who work productively. The good teaching and support for pupils with low capability helps most to achieve average standards. In some lessons, the needs of the more capable pupils are not planned for sufficiently well. The curriculum is expanded by a good enrichment programme, including an appealing range of extracurricular activities that stimulate the pupils' interest in learning. Recent improvements in the accommodation and resources, particularly for information and communication technology, have significantly contributed to the rise in standards. The school's links with the community and partnership with parents are good and the parents support their children's learning well. The relationship between adults and pupils is good. The school involves the pupils, seeking their views and this develops the pupils' good commitment to their learning.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. There has been good improvement in both key and minor weaknesses reported in the previous inspection. The governance of the school is **satisfactory** and the governors know its strengths and weaknesses well, however, they have not ensured that all the statutory duties are complied with. The headteacher has presided through a period of good standards but some management issues merit attention.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The majority of parents have positive views of the school. The parents with pupils who have special educational needs are very positive. The pupils like coming to school and their views are very positive.

IMPROVEMENTS NEEDED

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

- the monitoring of the teaching for the most capable pupils;

- the rigour of monitoring and school self evaluation;

and, to meet statutory requirements:

- include all the required information in the prospectus and in the annual report to parents;
- ensure that a daily act of collective worship takes place.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

The achievement of the pupils is **good** overall. The majority of the pupils achieve well but there are variations between the subjects, the year groups and the ability ranges. The majority of the pupils are making good progress in English and satisfactory progress in mathematics and science. The pupils for whom English is a second language and the pupils from ethnic minority groups make similar progress to their peers within each class. From a starting point that was lower than the majority of schools, current standards in Year 2 are average in mathematics and below average in reading and writing. The current Year 6 includes a much smaller proportion of higher attaining pupils and more pupils of lower prior attainment than that in the previous year. In Year 6, current standards are average in English and science and below average in mathematics. The rate of improvement in standards in Years 3 to 6 over the last few years has been greater than the national trend.

Main strengths and weaknesses

- The lower ability groups and those with special educational needs achieve very well, frequently progressing further than predicted.
- The higher ability pupils make less progress than expected by Year 2 in reading and writing, based on their attainment on entry.
- Standards in the national tests of 2004 were well above the national average in English and mathematics and above the average in science. This represents good achievement in English and satisfactory achievement in mathematics and science from their starting points in Year 3.

Commentary

1. There are many intervention programmes, each of which makes a major contribution to the good achievement of the average and below average ability pupils. There are effective programmes for mathematics, English and spelling, which are raising standards in these subjects. Specific groups of pupils who are identified as under-achieving are provided with targeted support; for example, a group of girls were seen to be under-achieving because of a lack of confidence. Following this, they were taught in a small group situation and achieved well. There are a number of less conventional but effective programmes for under-achieving pupils who have difficulties with co-ordination or with their concentration.
2. The lower ability pupils and those with special educational needs are very well supported and they achieve very well. It is significant to note that in the 2004 standard assessment tasks, two thirds of the pupils with special educational needs achieved the nationally expected standards in English, mathematics and science. This good support accounts for the low numbers of under-achieving pupils in English in the current Year 6. Pupils with statements of educational needs are supported according to their specifications very well and they frequently exceed expectations, due to the wide and, at times, innovative range of support provided.
3. The higher attaining pupils and those gifted academically achieve satisfactorily. The number of pupils who are attaining higher standards in English and in mathematics in the current Year 6 is smaller than other schools but this is mainly because fewer pupils this year have potential for high attainment. Higher ability pupils who are not shown to be under achieving on the school's monitoring systems receive considerably

less direct teaching and adult support than the other ability groups. In most year groups, they are frequently provided with work that is similar to that of the middle ability pupils and therefore there are times when they are not sufficiently extended. The school's records show that in reading and in writing, the high ability girls make less than expected progress up to Year 2, but by Year 6 their achievement is satisfactory. In mathematics, the higher ability pupils are not making sufficient progress within the Years 3 to 6. There is an insignificant difference in attainment by gender by Year 6.

- The table below shows that in the 2004 National Curriculum tests in Year 2, standards were around the average in reading, writing and in mathematics. In this year, attainment on entry was around the average. In comparison to similar schools, standards were well above the average for reading and above the average for writing and mathematics. However, as a group, the higher ability pupils achieved less well than the other groups of pupils.

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

Standards in:	School results	National results
reading	16.2 (16.1)	15.8 (15.7)
writing	14.5 (14.4)	14.6 (14.6)
mathematics	16.2 (15.3)	16.2 (16.3)

There were 26 pupils in the year group. Figures in brackets are for the previous year

- Over the past four years, standards in Year 6 have risen quicker than the national trend in each of the three core subjects. Results in English and in mathematics were much higher in 2004 than in previous years. In the National Curriculum tests, depicted in the table below, 94 per cent of the pupils attained or exceeded the nationally expected standards in English, mathematics and science, which was above the national average in English, well above in mathematics and around the average in science. The percentage of pupils attaining the higher standards was above the national picture. Nearly half the pupils (46 per cent) exceeded the national expectations in English and this was well above the average. In mathematics and science the percentages were above the average. In mathematics 34 per cent exceeded the nationally expected standard and in science, 51 per cent exceeded the national expected standard.
- The various measures of educational value added are all positive and better than the typical picture nationally. There are variations between the subjects. Compared to their starting points in Year 3, all the pupil groups achieved well in 2004 in English and satisfactorily in science. In mathematics, the picture is more complex. The lower and middle ability pupils achieved very well but the achievement of the higher ability pupils was below the average.

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

Standards in:	School results	National results
English	29.2 (27.2)	26.9 (26.9)
mathematics	28.7 (26.7)	27.0 (26.8)
science	29.7 (28.3)	28.6 (28.6)

There were 35 pupils in the year group. Figures in brackets are for the previous year

- The school has 14 pupils for whom English is an additional language. They represent six different home languages but none is at an early stage of acquiring spoken

English. The progress of each pupil is tracked and there are no differences in their attainment to that of other pupils. Support and staff training is available but seldom needed to help these pupils.

8. There are variations in attainment on entry to the Reception year, which are reflected in the standards by Year 2 in particular and are still evident in Year 6. Compared to the Year 2 group in 2004, the present Year 2 had lower attainment on entry to the school and, because of this, their current standards are below average in speaking, listening, reading and writing. The progress of the current Year 6 class has fluctuated during their years in the school. In Year 3 they made almost no progress in writing and very little in reading or mathematics. This was compensated for by the very good progress made by these pupils when they were in Year 5 in reading and writing, although less so in mathematics. Standards in information and communication technology are average at Year 2 and Year 6 and the pupils achieve well. In religious education the pupils achieve well. Standards are below those expected in the locally agreed syllabus at Year 2 but they are around those expected by Year 6.

Pupils' attitudes, values and other personal qualities

Provision for the pupils' personal development is **good**. Their behaviour and attitudes to school and to learning are **good** and these are supported well by their good sense of responsibility and self-esteem. Pupils' spiritual, moral, social and cultural development is **good**. Attendance is **satisfactory**.

Main strengths and weaknesses

- The pupils' attitudes to school and learning are good.
- They gain a strong sense of involvement and belonging, through the class and school councils. They have a very good degree of interest in school life and good attendance at extra-curricular activities.
- A good number of lessons help the pupils' to gain self-esteem, social skills and empathy with others. Some also increase their sense of self-knowledge and their spiritual awareness.
- Behaviour in the lessons seen and around the school was good. However, recording systems to track any incidents are weak.
- Not enough is done to recognise the minority cultural backgrounds of pupils in the school.

Commentary

9. Members of staff work hard to promote personal development. There are many systems in place that help to foster maturity, self-esteem, and which also enable the school to take good account of pupils' views. Taken together these systems are effective in promoting good attitudes, which are shown through the pupils' views of school, and even the care with which most complete their work.
10. The school's induction arrangements are very effective and the children are able to start school happily and settle in quickly. While on entry, many children have below average social and personal skills, most achieve the nationally recognised early learning goals by the time they leave the Reception class. The children are supported well but are also strongly encouraged to become independent as well as caring for others. Snack-time provides a good opportunity for the children to begin to talk socially with each other, and there are many other opportunities planned and available.
11. In the rest of the school, the pupils show, through their work and enthusiasm, that they want to learn and are generally proud of their achievements. By Year 6, they

have a good deal of pride in their school and are keen to offer help to other pupils. Such attitudes are promoted well through assemblies and class lessons in which achievement is celebrated. Pupils' views are regularly sought through class and school councils. This gives the pupils a good sense of responsibility and they gain good ideas about citizenship. Visits, for example, to the District Council offices, widen this experience to the community. The school offers a very good number of responsibilities to the pupils, which they take on conscientiously adding further to their maturity and self-esteem. The attitudes of the pupils with special educational needs are very good when working in the withdrawal groups. In the class situation their attitudes are good.

12. In the large majority of lessons behaviour is good and around the school most pupils are purposeful, abide by the well-known rules and are polite to adults. Parents agree that any bullying is quickly dealt with and the headteacher is prominent in maintaining good relationships and supporting caring behaviour. There have been a few incidents of racial name-calling and these are also sensitively dealt with. However, such incidents are not recorded carefully enough and systems for monitoring behaviour provide little opportunity to check the efficacy of policies and their implementation.
13. The school has established clear provision for the pupils' personal, social and health education. Planning provides for discussion lessons weekly and issues are also planned within the topics taught in other subjects. Older pupils often care for younger ones and the playground "friendship stop" is thought to be helpful by parents. The school is working towards the award of "Healthy Schools" and, for example, makes a point of providing well-cooked meals and has recently written a new policy for sex education and relationships.
14. In a good number of lessons, the pupils are helped to reflect on their own existence and, through assemblies and discussion sessions, they develop a good sense of spirituality, incorporating ideas from stories from the Bible told in religious education lessons. This aspect has improved since the previous inspection. For example, in a good lesson Year 2 pupils were able to explain about the people that were "special" to them and why. They were able to share and later collaborated well in gaining empathy for others. Moral development is supported well through the school's strong ethos of respect and care for others. The school's code of conduct is understood well and because the pupils have contributed, most adhere to it well, understanding how their actions can affect others.
15. The pupils' social development is also good and promoted well. The pupils are taught to be polite both to adults and each other. Relationships are good and there are good opportunities for pupils to learn social skills. Cultural development is promoted well through a number of subjects, such as music, where instruments and the music of different cultures are explored. However, the cultures of the minority of pupils from minority-ethnic groups are not specifically reflected in the school's activities. Nor is the nature of living in a multi-cultural society promoted sufficiently. Nevertheless, a "multicultural week" is provided in which visitors and other activities provide insights to aspects of different cultures. The pupils have a good knowledge and respect for these.

Attendance in the latest complete reporting year (%)

Authorised absence	Unauthorised absence
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School data	5.3
National data	5.1

School data	0.0
National data	0.4

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

16. Attendance is satisfactory and there is little lateness. Last year there was no unauthorised absence, although the rate of authorised absence was a little higher than average. Parents say they are clear about procedures concerning absence and the school quickly contacts the homes of pupils who have not arrived for school. Registers are mostly completed correctly but the systems for checking them are not sufficiently rigorous to avoid occasional mistakes or omissions.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of the education provided for the pupils is good. The teaching and learning for the children in the Reception class, in Years 1 and 2 and in Years 3 to 6 is good. The school prioritised developing the provision for the pupils with special educational needs and the lower ability pupils and is very successfully providing for these pupils, through a very extensive support programme, where the teaching and learning for the pupils in the Year 1 through to Year 6 is primarily very good. The needs of the high ability pupils have not been similarly prioritised and this is reflected in the mixed support they are given within the teaching.

Teaching and learning

Teaching and learning are **good**. Assessment is **satisfactory**.

Main strengths and weaknesses

- The good teaching is leading to good progress that helps pupils to achieve well.
- Teaching and support for pupils with low ability effectively helps most to achieve average standards.
- In a few lessons there is not enough challenge for pupils of high ability.
- While improved since the previous inspection, marking and homework are not consistent enough.

Commentary

17. Overall, good teaching is leading to good learning and the pupils make good progress. This is resulting in standards that are better than might be expected, given the pupils' attainment on entry. Teaching is good overall in the Foundation Stage where the children are taught by one teacher for part of each week and another for the rest. These children's work shows that they make rapid progress from attainment on entry that is below average. In most areas of learning they are on course to meet the national goals for early learning, although many are unlikely to reach these in reading and writing. In Years 1 and 2, teaching is good and helps most pupils to achieve the nationally expected standard by the end of Year 2. Occasionally, lessons are not planned at a high enough level for those pupils of higher ability. In Years 3 to 6, teaching is also good and helps the pupils to achieve well. By Year 6, the pupils have gained good habits in learning, because the teaching helps them gain this independence.

Summary of teaching observed during the inspection in 33 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	2 (6%)	17(52%)	13 (39%)	1 (3%)	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. There was a small amount of very good teaching in Years 2 and 6 and this provides the school with some strong exemplars. There was also a very small amount of unsatisfactory teaching, one lesson, which is not representative of normal practice in the school. In over 60 per cent of the pupils' work that was sampled, there was better progress than that usually shown over several months. The other 40 per cent made expected progress. This indicates that teaching is having a positive impact and pupils are learning well.
19. Pupils with special educational needs and those with low attainment are strongly supported with a good number of additional sessions. Their work is often set to match their needs closely and consequently they make good progress, most achieving the expected level for their age. This is a considerable improvement on the provision found at the time of the last inspection. Their progress is closely checked and pupils with any difficulty are identified at an early point. The school has identified a number of pupils with particular capabilities. Currently, it is left to class teachers to challenge and support these gifted pupils, although there was little evidence of this during the inspection. The school does not check the progress of groups of pupils, such as those for whom English is an additional language, the progress of boys and girls, or those who entered the school with above average attainment. However, every pupil's progress is tracked individually in English and mathematics.
20. The small proportion of pupils with higher capability attain at least the expected level for their age and some do better, however occasionally teachers do not set challenging enough work for these pupils. In just under a third of the lessons seen, the expectations for these pupils were too low. For example, in a lesson where a science experiment was taking place, the pupils were weighing objects in and out of water. They found that generally the water affects the gravitational force measured in Newtons. However, more capable pupils were not challenged to generalise, or explain this to any greater depth than others in the class. While, in many lessons, the challenge for pupils was sufficient, these lessons did not clearly identify higher levels of learning for the most capable pupils. This is reflected in these pupils' past work, which was no harder than it was for others. National test results are sometimes lower than they could be because of the lack of high attainment.
21. There are rigorous systems in place to track the progress of individual pupils in English and mathematics, which use the results of a range of tests and checks. Those for science are not as advanced and for other subjects there are often no whole-school systems. Teachers regularly review their lessons and the learning children have gained. They use such information to check that the pupils have understood the lessons' objectives. However, seldom do they use this information to plan work at a higher level for those whose past learning was good. Marking plays a significant part in assessment and particularly for Year 6 it is of good quality. However, in other years

it is more variable in its impact on helping pupils to improve their work. Homework is set regularly and sometimes contributes to the pupils' learning well. However, the amount set is not always consistent with the school's policy and a few parents find it variable. While there is an effective system for checking teaching quality in English and mathematics, for other subjects, and for issues like compliance with the homework policy, the degree of consistency is not known. Many pupils profit from withdrawal sessions. However, the degree of disruption this causes or the amount of lost learning for those withdrawn is not carefully checked.

THE CURRICULUM

The curriculum provision is satisfactory overall and good in the Foundation Stage. It is broad, balanced and there is a good enrichment programme. Accommodation and resources are good.

Main strengths and weaknesses

- The curriculum provision for pupils who have special educational needs is very good.
- There is a good enrichment programme including an appealing range of extra-curricular activities.
- The school provides good accommodation particularly for the teaching of information and communication technology.
- Resources for learning are good and enhanced through a regular programme of school visits.
- The statutory requirement to provide a daily act of collective worship is not always fully met.

Commentary

22. The school has successfully remedied the weaknesses in the planning, identified in the previous inspection and all subjects are now taught to an appropriate scheme of work. There are effective links between subjects. The provision for personal social and health education is good and this is formally planned for each year group. The pupils assemble together every day, at times to sing hymns, but these gatherings do not always include a planned act of Collective Worship.
23. The provision for the pupils with special educational needs has improved since the last inspection and is now very good. The special needs code of practice is implemented well. Pupils with special educational needs have clear targets and a carefully prescribed set of activities or programmes to meet them. The pupils are usually withdrawn from the classrooms when these are taught. These programmes are effective and many are innovative. They are all taught well or very well by the schools good number of learning support assistants or by the special needs co-ordinator. The support for the pupils with special educational needs within the classrooms is good.
24. Equal opportunities and inclusion are satisfactory. The school provides for a large number of additional activities and support groups that take the pupils out of the classroom. While these are all worthwhile, the impact of these is not sufficiently well monitored to identify how much of the basic curriculum is being missed by these pupils.
25. The school provides a good range of extracurricular activities that are popular with pupils. Pupils can learn games skills, musical skills, information and communication technology skills

or French. Pupils speak highly of the variety of opportunities available to them and participation levels are good.

26. The school has made good improvements to the premises, including a new classroom and outer area for the Reception Year and a very good computer suite. Good use is made of these facilities. The resources for learning in most subjects are good; they are very good for information and communication technology. The pupils' knowledge and understanding is enriched through a comprehensive programme of school visits and visitors coming to the school and an annual residential visit to a field study centre.

Care, guidance and support

Provision for ensuring pupils' care, welfare, health and safety are **good**, whilst the involvement of pupils through seeking, valuing and acting on their views is **very good**. The support advice and guidance, based upon the monitoring of the pupils' achievements and personal development is **satisfactory**.

Main strengths and weaknesses

- There are well-managed arrangements and procedures relating to child protection.
- Relationships between pupils and between pupils and adults are very good.
- Pupils' involvement with the school, through the school seeking their views, is very good.
- Arrangements for making pupils welcome into school, whenever they arrive, are very good although obtaining records of pupils from a minority of feeder groups is sometimes a problem.
- Parents and pupils state that all members of staff are very approachable and helpful.

Commentary

27. The school provides good care for its pupils. Child protection arrangements remain secure. The headteacher is the designated officer and is properly trained to carry out the duties associated with this role. All members of the staff are familiar with the procedures and routines in place. The speed with which the school can enlist the help of specialist agencies, for pupils designated as needing help, has been improved. Suitable health and safety procedures are in place and are followed well. Risk assessments are done thoroughly for all events and tasks and are reviewed regularly. The school has been careful in ensuring that Internet security has been addressed fully. Written parental permission has been sought and the school is linked into the local authority system for preventing access to unsuitable websites.
28. Arrangements for the support and guidance of pupils are effective. Teachers know their pupils very well and have very good relationships with them. Consequently, pupils find it very easy to approach staff and are confident enough to discuss any problems or concerns with them. Pupils are made to feel very welcome when they join the school, whenever they arrive, due to the very good induction arrangements, although obtaining records of pupils from a minority of pre-school groups is sometimes a problem.
29. Special educational needs provision in the school is very good overall. These pupils are identified quickly and pupils and parents help to create their individual education

plans. The monitoring process in English and mathematics is good, but in other subjects this process is at the early stages of development. Praise and rewards are used well, to encourage effort. Achievements inside and outside school are celebrated in assembly each week. Pupils' opinions about school are sought regularly through questionnaires and pupils express their opinions readily. The class and school councils play an important role in the running of the school and in helping pupils to build confidence and maturity. Pupils' access to well informed and caring support, advice and guidance such as in relation to school transfer at age 11 is good.

Partnership with parents, other schools and the community

The school has **good** links with parents and with the local community. Its links with other schools are **satisfactory**.

Main strengths and weaknesses

- The school's partnership with parents and the support that most parents provide for their children's learning is a major strength.
- The general quality of information to parents is good, although the prospectus and the governors' report to parents do not meet statutory requirements fully.
- Links with the community are good and support a range of opportunities for the enrichment of learning.
- There are satisfactory links with other schools.

Commentary

30. The school enjoys a good relationship with parents. Many take a keen interest in their children's education and provide support for their learning at home. A number of parents regularly support teachers in lessons where they provide valuable assistance to pupils' learning. The school has a strong parents' association which supports various fund raising events and activities to improve the quality of the school's provision. There are good communications with parents through newsletters, questionnaires and the parent governor contact takes account of parents' views. However, the governors' annual report to parents and the school prospectus do not provide all the information to parents that they should.
31. Overall, parents receive good information about their children's progress and other aspects of school life. Pupils' annual reports are thorough, give a clear picture of achievements and identify future targets for learning. The school has a clear complaints procedure and an 'open door' policy that enables parents to feel comfortable about raising concerns or complaints, with the expectation that they will be dealt with sensitively and quickly.
32. Good links exist with the local community with the school providing facilities for a wide range of community activities. Pupils are encouraged to mix with the elderly at school open events and festivities which broadens their views and teaches respect. Links with other schools are satisfactory with the transfer arrangements to secondary schools operating smoothly.

LEADERSHIP AND MANAGEMENT

Leadership by the headteacher is **good**. The leadership by key staff is **satisfactory**. The governance of the school is **satisfactory**. The effectiveness of management is **good** overall, although some checking systems lack rigour. There has been good improvement by taking action to overcome both key and minor weaknesses reported in the previous inspection.

Main strengths and weaknesses

- Although the headteacher has presided through a period of good standards and promoted a strong ethos, some management issues require more rigour, particularly the monitoring of performance.
- There are good arrangements for reviewing staff performance and good support for staff development.
- Governors know the school well but some statutory requirements are not met securely.

Commentary

33. The headteacher's leadership has effectively created a caring, secure supportive and tolerant school community where everyone feels accepted, respected and valued. His supportive leadership style sets a positive tone for the good relationships that are evident throughout the school. This is mirrored in the good role models provided by other staff to pupils. Good efforts by the headteacher, supported by staff and governors, have resulted in a school ethos that most parents view positively.
34. Under the clear direction of the headteacher, most of the weaknesses identified at the time of the previous inspection have been remedied. Improvement has been particularly successful in relation to; provision for information and communication technology; staff appraisal through performance management; and in support for lower attaining pupils. Improvement has been satisfactory in relation to; improving the marking of pupils' work; provision of schemes of work to cover all subjects; and swimming provision for Years 3 to 6. There has also been satisfactory progress in developing the monitoring skills of subject leaders.
35. Overall, governance is satisfactory. The governors are actively involved in the school with their good contacts through the role each plays in oversight of a class and a subject. They gain a good knowledge of the school's daily work. Subject coordinators periodically present a review of their subject to the governors' curriculum committee. Very few governors have had sufficient training to interpret the annual report about test results and similar schools. Senior staff help with this but, together with uncertainty about future numbers, the governing body finds it hard to make long-term financial predictions. Training for governors does not take place locally and some governors attend that which is provided for staff. For example, they meet with teachers to help plan the school's next developments. The official school prospectus and the annual report to parents have several omissions of statutory information. For example, the school prospectus lacks sufficient information for parents about attendance and the national comparisons for test results Years 2 and 6.
36. The school development plan is satisfactorily compiled from a series of discussions with those most involved and has led to clear prioritisation. Important government initiatives are acknowledged, such as the introduction of 'Workforce Reform', where satisfactory preparations are being made for the changes required in 2005. Although success criteria for

each action point have been identified, the justification for the actions for each subject is not currently based on formal subject audits.

37. The headteacher and senior managers have analysed test results comparing them to national standards and the results of similar schools. One outcome of this approach has been to identify a target to improve the attainment of the 20 per cent least able pupils. Inspection evidence has found this aim to be successfully promoted through the very good provision for pupils who have special educational needs. Other groupings represented in the school, are not so carefully checked. There is a lack of rigour in comparing trends in results of particular groups of pupils, such as those of higher attainment, minority groups and boys and girls. Insufficient attention is given to the consideration of trends over time, or by comparing year groups.
38. Currently, the monitoring of teaching is a responsibility of the headteacher and senior staff. Most of the subject coordinators have not yet observed others teach their subject. This weakness is recognised by the headteacher as an area for improvement and wisely written into the current school development plan. Most of the monitoring has been in English and mathematics. This has been partly organised within the good performance management arrangements where there are good arrangements for assessing teachers' performance. The current monitoring arrangements have not led to improvements in some of the weaker aspects of provision such as; the challenge provided for the higher ability pupils; the use of computers in the classrooms; the allocation of homework; and the daily assessments teachers make in order to help their lesson planning.
39. The impact of other key staff is satisfactory and their role as coordinators is developing, although, apart from in English and mathematics, subject coordinators do not have sufficient means to check standards in their subjects. The coordinator with responsibility for history and music has made considered evaluations based on secure evidence and has devised approaches for assessment. The leadership of the special educational needs co-ordinator is very good. Innovative approaches are included within the provision when traditional methods are not proven to be successful. Staff are well organised into an effective team. The management is good, with careful recording systems, but the data is insufficiently analysed. The school's checking and recording systems for incidents of poor behaviour and the monitoring of the impact of the various withdrawal groups lack appropriate rigour. Good training opportunities are provided to develop the skills of all staff. The retention of staff is good. Statutory requirements are not securely met for the daily provision of collective worship and the checks carried out on the completion of registers lack thoroughness.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	643,086	Balance from previous year	41,950
Total expenditure (206 pupils)	622,676	Balance carried forward to the next	62,360
Expenditure per pupil	3,021		

40. The school's finances are prudently managed and there are secure systems to provide financial propriety. Budget up-dates are regularly provided for governors, whose finance and general purposes committee oversee major expenditure and endeavour to secure best value. This is partly done through the employment of a bursar who also works with other local schools and compares expenditure trends, obtaining best value indications. A very high carry-forward was spent to provide new early years facilities but it is still above that recommended. Governors are anxious about future staffing costs. The cost per pupil is about average and because the school has good effectiveness, it provides good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

41. Children are admitted to the Reception class at the beginning of the school year in which they will be five, with the youngest starting part-time. Procedures for children starting school are good. The accommodation has been improved significantly since the previous inspection with a new building and a secure outdoor area with facilities for play activities. Resources have also been improved. The Reception class is led by one of the two teachers who share the teaching. Much is done to enable good communication and links between these teachers and largely this is effective.
42. Teaching is good overall and supports a good level of achievement. There are good systems to check what the children have learnt and records are passed easily between staff. However, on some occasions these are not used to make the most of a child's next task. The Reception class is well staffed with other support and assistants and there are frequently parents who help as well. The attainment of the children on entry is generally below average. There is considerable variation from year to year. However, over the last six years, the proportion of children with above average attainment on entry has been usually much less than half. Nevertheless, most pupils achieve the nationally recognised early learning goals, although several are unlikely to do so in reading and writing skills this year.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision is good.

Main strengths and weaknesses

- The children achieve well from a low level of skills on entry.
- The good systems to help them start school enable them to settle in quickly.
- Teaching is good.

Commentary

43. On entry to the school, many children have skills and attitudes that are below those typical for their age. The procedures for starting school are effective and this helps the children to quickly settle in and become secure and happy. They adopt the classroom systems readily and begin to become more independent. For example, they are expected to prepare themselves for physical activities and by late November most could do so. Sometimes, children request help and while first encouraging independence, members of staff offer such help. Occasionally, adults do the task for the child unnecessarily. There are sound resources for the children to role-play both in and out-side. These are helpful in providing for the pupils' social development. Although there were few observed examples of adults joining in these activities and providing a role model, the children make good progress and most are on course to meet the nationally recognised early learning objectives. Children are taught good manners but occasionally a child will be possessive or noisy. This is dealt with well and overall the classroom is calm and the pupils well behaved. The children's

achievement is good in this area of learning and encouraged by good teaching overall.

COMMUNICATION LANGUAGE AND LITERACY

Provision is good overall.

Main strengths and weaknesses

- Standards are below average.
- The children make satisfactory progress from a low level of skill for their age.
- Children with difficulties are helped well.

Commentary

44. The children start at the school with very varied attainment. For example, while a few can read to a level well beyond their age, most have only very early skills concerning books and are below average in these. Some do not clearly recognise their own names in print. Many are unlikely to meet the national goals for early learning by the end of Reception. Teaching is good because of the close attention paid to individual children and to using many opportunities to remind children of letters, sounds and words. In writing, a minority do not control a crayon or pencil well enough to draw a shape or letters recognisably. A few can write their own names as well as several other words. Most of the children are making satisfactory progress and those with fewer skills are given good help to succeed. Overall achievement is satisfactory for this area of learning. Children's speaking skills are somewhat better than those for reading and writing. The majority of children talk confidently, putting together phrases and reacting appropriately to others. Their standards in speaking and listening are typical for their age. Snack time provides one of many opportunities that encourage the children to talk with adults and each other.

MATHEMATICAL DEVELOPMENT

Provision is good.

Main strengths and weaknesses

- Teaching is good and the children's progress is tracked well.
- There are some missed opportunities to extend the learning of pupils with higher ability.
- Most pupils achieve well and are on course to attain the national goals for early learning by the end of Reception year.

Commentary

45. Although varied, attainment on entry is below what is typical for the age. However, because of good teaching, most pupils learn well and by the end of Reception, most achieve the early learning goals. Lessons are planned well and often they take account of the children's previous learning. There are, however, a few pupils with higher skills and their needs are not always sufficiently recognised. Most children in the class do not yet write simple numbers correctly and they reverse several of them. Their counting to ten is sometimes inaccurate and does not match the number of

objects. A few children have higher skills and they can, for example, count correctly to 27; occasionally, these children are not challenged enough. Very few children have sufficient maturity to form a repeated pattern of more than three components. Most pupils use simple positional words such as "next to" correctly and about half the class remember the names of simple shapes such as "cube" and "cylinder".

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision is satisfactory.

Main strengths and weaknesses

- Good progress is made by most children because teaching is good overall.
- A good range of well-planned activities is provided.

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Commentary

46. The children enter Reception with attainment generally below the typical level for their age, but the majority should attain the learning goals for this aspect of the curriculum by the end of the Reception year. Teaching is at predominantly satisfactory and at times good and the children achieve well. In one lesson, the children were able to select from a large variety of wrappings and cardboard boxes. They used these to make a model of a baby's toy that they had planned by drawing. Staff helped children on an individual basis to overcome their limited cutting and gluing skills. Because of this, the end products were successful and several children expressed a good sense of pride. When using computers, the children's capability varies considerably, but most understand basic methods of controlling a program and many use a mouse and a few can type in their names unaided. The teaching of computer skills is good. In the classroom, the children are given much individual support in such work, although more capable ones could learn more while less capable ones need to be shown more often how to do tasks. In the computer suite the pupils consolidated their knowledge of colours as well as gaining computing skills. In the lesson seen, the more capable children were challenged and succeeded to write the name of an animal into a text box to add to their pattern. Within the classroom, there are a good range of activities to promote the pupils' knowledge and understanding of the world, but the opportunities in the outdoor area are more limited.

CREATIVE DEVELOPMENT

47. Little was seen of the children's learning in this area and judgements cannot be made. The Reception classroom has much to interest and stimulate children. Their past work shows that while some have good skills in colouring and drawing, the majority are at early stages of representing things on paper and some find controlling a crayon hard.

PHYSICAL DEVELOPMENT

Provision for physical development is satisfactory.

Main strengths and weaknesses

- Children make good progress, particularly in their large body movements and control.
- Skills in small finger control are not as well developed.
- There are too few closely taught examples of how to manipulate tools and writing implements.

Commentary

48. In a lesson in the hall, the children learnt quickly how to respond and make different movements, when prompted by a recorded radio programme. Most could zigzag, jump and skip well with good balance and control. On the playground the children run and ride wheeled vehicles appropriately for their age. The teaching and provision for children to develop the control of their bodies is effective. However, the children's skills in controlling small movements and tools with their fingers are not as well advanced. Several find using a pencil difficult and some do not use scissors successfully. The children know what to do but need practice and clear examples of the detailed movements required for success in using such tools. Most children are reasonably adept at dressing themselves, although a minority has difficulty with zips and buttons, etc. The outdoor area provides for a range of physical activities and indoors there are opportunities to use pencils, crayons and several tools needing careful movements to use them effectively. Most pupils enter the school with below average attainment in this area and make good progress in their control of large body movements. They are on course to meet the early learning goals by the end of Reception. Teaching is satisfactory overall.

ENGLISH

The provision for English is **good**. The provision for the lower ability and special needs pupils is **very good**. The quality of the teaching is good and overall and the pupils achieve well. The leadership has been good.

Main strengths and weaknesses

- The pupils' attitudes are very positive.
- The pupils with special educational needs are very well supported in the withdrawal groups.
- The pupils' cultural development is good, due to their introduction to a wide range of literature.
- The teaching of drama is underdeveloped.

Commentary

49. Standards in Year 2 are below the national average. Standards in Year 6 are average. The pupils' achievement is good and they have done well from their below average starting point: The current Year 6 includes a much smaller proportion of higher attaining pupils and more pupils of lower prior attainment than that in the previous year. Standards have risen considerably over the past four years.

50. Throughout the school, the pupils with special educational needs are given very effective support within withdrawal groups. This is very carefully targeted to their needs and they make very good progress. For example, in 2004, the majority of these pupils attained the nationally expected standards by Year 6. By being taught in small groups and because they are successful the self-esteem and the attitudes of these pupils are very good. The needs of the most capable pupils are not similarly well targeted. In two thirds of the lessons seen, these pupils received little direct adult intervention as they worked.

51. The vast majority of the pupils attain the nationally expected standards in speaking and listening skills and the pupils achievement by Year 6 is good. The higher achievers are mature and articulate. Very few pupils in Year 2 are exceeding the expected standards in speaking. Overall, the pupils' listening skills are more advanced than their speaking skills. The teaching

in the Years 1 and 2 is good and these teachers provide the pupils with many good opportunities to develop speaking and listening skills. They also encourage the pupils to speak in front of the class thereby developing confidence and expression. In the Years 3 to 6, teachers provide some opportunities for pupils to answer questions and to explain their learning but the teachers rarely use methods such as drama and role-play to improve the pupils' speaking skills or extending their vocabulary.

52. Standards in reading in Year 2 and in Year 6 are below average. In Year 2, there are a very much smaller number of pupils who exceed the expected levels than in the majority of schools. In Year 6, the standard of the middle ability pupils is currently lower than that expected for pupils of this age. The very frequent additional support provided for the lower ability pupils throughout the school is very effective and by Year 6 they achieve very well. Within the literacy lessons, the pupils are introduced to a wide range of literature that they find interesting. Together with the school's established reading system this has successfully instilled within the pupils an enjoyment of reading and familiarity with many authors. In the youngest classes, the reading system is being supplemented by a formally structured reading scheme that is more suited to the needs of the increasing number of pupils who have low attainment on entry. Throughout the school, the teachers read to the pupils with expression and by Year 2, the higher achievers have acquired this skill. The basic skills of reading with comprehension are taught well, but at times the high ability pupils are required to answer too many simple questions before they can tackle those that require higher level skills of inference and deduction. Dictionary skills are taught effectively from Year 1 and, by Year 4 most pupils use a thesaurus securely. The library for the younger pupils is well stocked and that for the older pupils contains many reference books, but apart from novels there is a limited range of reading books to extend the tastes and broaden the experiences of the older most able readers.
53. Standards in writing are below the average in Year 2. In Year 6, standards are average and the majority of the pupils are attaining the nationally expected level for their age. The number of pupils working below this level is lower than those found in most schools. This is a reflection of the school's very good provision for pupils with special educational needs and for the low ability pupils. There are fewer numbers of pupils attaining the higher level than is usually found. The teaching of writing skills is good. Younger pupils are given good training in letter formation and, throughout the school, the pupils practise handwriting. Teachers do not encourage these standards in all subjects and therefore overall standards of presentation and of handwriting are only satisfactory. The youngest pupils are taught the basic structures of spelling and writing a sentence well, but they lack opportunities for emergent independent writing. In Year 2, the pupils make very good progress due to very good teaching, that is very well matched to their ability. These pupils read their targets carefully before starting to write and this guides them well. They use dictionaries and the many word cards on display. Spelling skills are good. Spelling is taught particularly well to the lower ability pupils in the withdrawal groups. The teachers in the Years 3 to 6 follow the National Literacy Strategy effectively with an emphasis on developing skills of spelling, grammar and punctuation and sentence formation. The texts they use in these lessons are interesting to the pupils and, consequently the pupils work hard and learn well. By Year 6, the majority of the pupils can write accurately, with well-punctuated speech in the past or the present tense and they are starting to organise their work into paragraphs.
54. The good quality of the teaching identified in the previous inspection has been maintained. Standards in the school are lower, reflecting variations in attainment on entry rather than loss of effectiveness in the teaching. There has been an improvement in the pupils' research skills and in the use of dictionaries and a thesaurus in the younger classes in particular. The marking has improved and is now frequently good, with informative comments to guide the pupils. Assessments are used well to set the pupils' targets for their writing. The priorities for development are appropriate.

Language and literacy across the curriculum

55. Drama is under used within the subjects of the curriculum. The opportunities for the pupils to develop their literacy skills in other subjects of the curriculum are good and the pupils write narratives, descriptions and make notes in many subjects.

MATHEMATICS

Provision in mathematics is **good**. The teaching is **good**. Subject leadership is **good**.

Main strengths and weaknesses

- Standards are average in Year 2 but below average in Year 6.
- From their starting points, the current pupils' in year 2 have achieved well and those in Year 6 have achieved satisfactorily.
- Although teaching is mostly good it does not always address the needs of more able pupils.

Commentary

56. Standards fluctuate from year to year and have risen slightly by Year 6 over the last four years. Standards in all aspects of mathematics are average in Year 2 but below average in Year 6. Checks on the pupils attainment on entry shows the attainment of pupils currently in Year 2 was below the average expected for the pupils' age. They have achieved well to reach average standards by the age of seven. Pupils currently in Year 6 were below average when in Year 2; they have achieved satisfactorily and made the expected rate of progress. The current Year 6 includes a much smaller proportion of higher attaining pupils and more pupils of lower prior attainment than that in the previous year.
57. Although there has been satisfactory improvement overall in mathematics provision, standards are slightly lower than those reported at the time of the previous inspection. This relates directly to the variation from one year to another in the spread of attainment of individual year groups.
58. The good provision reported in this inspection can be traced to good overall teaching of mathematics throughout the school. This is based on secure delivery and adaptation of the National Numeracy Strategy through engaging methods that promote good learning of basic skills and good use of resources. Teachers are using marking to make useful comments to guide pupils towards improvement; this has satisfactorily addressed a previous inspection weakness in this aspect of teaching.
59. Teaching successfully provides for the needs of most pupils by giving priority to teaching the basic skills of number calculation and problem solving approaches. There is good support that is provided sensitively by the teaching assistants for the lower attaining pupils and those with special educational needs. They are often provided with more elementary work and given effective small group and individual support. Although the inspection revealed examples of good and at times very good teaching that did cater successfully for the full ability range, pupils' past work shows that more

able pupils have too often been provided with similar work to those of average attainment.

60. In the one very good lesson seen, in Year 6, the lively, brisk and engaging teaching challenged pupils to think quickly, three levels of task being provided throughout. The pupils were shown how to avoid easily made mistakes that happen regularly in test situations. All pupils achieved very well compared to their prior attainment and by the end of the lesson lower attaining pupils were working at the former level of more able pupils. Higher attaining pupils' competency with larger numbers had been advanced at a rate appropriate to their understanding. Homework reflected the varying ability range in the class with higher attaining pupils expected to cover more work.
61. The coordinator has regularly observed teaching and sampled pupils' work to identify action points for improvement. The actions taken have impacted positively on mathematics provision throughout the school. Data analysis and lesson observations in both infant and junior classes have led to training in order to address weaknesses.

Mathematics across the curriculum

62. There are regular opportunities for pupils to practice their number skills through work in other subjects. Year 5 pupils consolidated their understanding of addition, subtraction, multiplication and division when they constructed formulae on an information and computer technology spreadsheet to carry out these processes. In a history topic on London, pupils recorded climate statistics such as annual rainfall as graphs on a computer. When they discussed famous landmarks they used their knowledge of measurement to calculate the height of the London Eye.

SCIENCE

Provision is satisfactory. The teaching is **satisfactory** and the achievement of the pupils is **satisfactory**.

Main strengths and weaknesses

- The teachers have good subject knowledge.
- More capable pupils are not challenged enough.
- Systems for assessment are not strong enough to track pupils' progress over time.
- The quality of teaching in Year 6 helps pupils to progress quickly.
- Pupils' understanding of investigative and experimental methods is weak.

Commentary

63. Standards are average in Year 2 and Year 6. While only a few pupils do not reach the expected level for their age, the few more capable pupils could do more. The results of the 2004 Year 6 national tests showed that standards were above average and that the results exceeded the average for schools having a similar intake. The current Year 6 includes a much smaller proportion of higher attaining pupils and more pupils of lower prior attainment than that in the previous year. The pupils generally work hard and their past work generally shows satisfactory progress and achievement.

64. Pupils with special educational needs and those of lower attainment are well supported and most are able to achieve the expected level for their age. However, the minority with high capability are seldom challenged beyond the rest of their class and consequently could achieve higher. While teachers often direct questions specifically for higher attainers, the work they are set is seldom at a higher level.
65. The systems used to check what the pupils have learnt are helpful but do not provide teachers with enough detailed information to amend the plans for future lessons sufficiently well to plan work specifically for higher attainers. Nor do they provide the school with a means of tracking the progress of each pupil. However, the marking system is helpful in supporting the pupils' improvement although there are some inconsistencies in the quality of marking.
66. Teaching is satisfactory throughout the school. The teaching in Year 6 promotes good progress and the pupils quickly learn, gaining knowledge, understanding and skills of the subject well. Throughout the school, teaching places a good emphasis on the pupils learning the correct vocabulary to go with what they are learning and teachers have generally good knowledge of the subject. The emphasis placed on pupils gaining skills of investigative work is less strong and does not show the same progression through the programme of study. In one lesson the teaching did not help the pupils to learn enough and was unsatisfactory, but this was not characteristic.
67. Co-ordination is satisfactory and while systems for assessment and provision for the higher attainers are not sufficiently rigorous, there are plans to improve the provision and for systems to track pupils' progress.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology is **good**. This represents good improvement in addressing almost all of the weaknesses identified at the time of the previous inspection. Achievement is good throughout. Standards are average in Year 2 and Year 6. Leadership is good.

Main strengths and weaknesses

- Good teaching using the very good facilities and resources of the new information and communication technology suite has led to an improvement in standards since the previous inspection.
- Pupils throughout the school achieve well as they acquire a satisfactory range of skills.
- Pupils' understanding of control is under-emphasised.
- The subject is regularly used to support pupils' learning in other subjects.
- Class based computers are under used.

Commentary

68. At the time of the previous inspection there were significant weaknesses in the provision for information and communication technology. The school lacked a coherent scheme of work and standards were below those expected for the pupils' age. Standards are now average in Years 2 and 6.
69. The purpose built information and communication technology suite, new workstations loaded with a very good range of software and Internet access have contributed to the improvements made. More importantly, teachers now provide two lessons of information and communication technology each week. These are mostly taught confidently and incorporate engaging topics that pupils enjoy. They are based on a topic programme that reflects national guidance. There were very few lessons in this inspection where the teacher planned the use of information and communication technology to extend or consolidate the learning of an individual or small group of pupils by using the workstations in the classrooms.
70. By Year 2, most pupils have learned to use a satisfactory range of information and communication technology skills including controlling a mouse, responding to on screen prompts and making choices through keyboard and toolbar commands. Pupils in Year 2 have started to learn how to enter text through simple word processing techniques and to drag images across the screen. They use drawing software that allows them to produce artistic patterns and self-portraits and toolbars to select colours and change effects.
71. By Year 6, most pupils can word process passages and they improve the visual appeal of their work by adding attractive borders or organising their work into columns in the reporting style of a daily newspaper. Pupils know how to construct simple formula by using a spreadsheet and they have learned how to represent numerical data such as rainfall by constructing graphs and charts. Whereas these experiences are contributing to a much-improved information and communication technology curriculum that embraces other subjects, opportunities for pupils to learn about control remain limited. Although software to help gain these skills has been installed,

pupils do not have sufficient opportunities to plan how to control the movement of an object by learning how to write a series of commands that can then be tested.

72. Teachers make the work interesting. Most pupils enjoy information and communication technology and find the lessons appealing. They are keen to try out the techniques that the software provides. In a good lesson, the teacher created good opportunities for the pupils to develop their information and communication technology skills through effective partner work, making sure the pupils exchanged roles regularly to share the information and communication technology experiences. In other lessons there is less equality of opportunity with one partner having the dominant role throughout.
73. Good subject leadership by an enthusiastic coordinator has impacted positively on the speed of improvement made in information and communication technology provision. The co-ordinator has led well on the drafting of a policy and scheme of work, of establishing rules for pupils when using the Internet or sending e-mails and in providing practical guidance to staff colleagues. The co-ordinator has regularly provided training including use of interactive boards. The monitoring tasks have helped the coordinator identify areas to develop particularly the control aspect of the curriculum.

Information and communication technology across the curriculum

74. Information and communication technology lessons in the computer suite are used well to develop the pupils' learning in other subjects such as mathematics, reading, geography and history and art but class based computers are not used enough to support learning in other subjects. Overall, the use of information and communication technology across the curriculum is satisfactory.

HUMANITIES

Religious education

The provision for religious education is **satisfactory**. The teaching and learning are **good** and the pupils achieve well. Standards are around those expected by Year 6.

Main strengths and weaknesses

- The subject makes a very good contribution to the pupils' spiritual, moral, social and cultural development.
- There are strong messages within the provision to help the pupils reflect upon their own lives and values.
- The attitudes of the pupils are very good.

Commentary

75. Standards in Year 2 are below those expected in the locally agreed syllabus. By Year 6, standards are close to those expected for the age. The curriculum is an improvement on that used in the previous inspection.
76. As a start to their learning about Christmas, the pupils in Year 1 learn about the special nature of babies and in particular of the baby Jesus. The teaching in this year is good, with poetry

and music used to good effect to create a spiritual dimension to the learning. Year 2 pupils are excited about appearing in the school nativity play and through this activity they learn about the story of Christmas.

77. In the Years 5 and 6, the pupils are asked to reflect and to compare the actions of Jesus and of David the shepherd and psalmist, to their own lives. This challenges the pupils well. It helps them to establish their own code of conduct and to understand how faith can support people. Through the parables and the teachings of Jesus, they identify how they should be caring and thoughtful to each other. In their study of Judaism they have considered how faith groups view God as a shepherd who supports them. In their study of Diwali, the pupils considered how the Goddess Lakshmi symbolises good fortune to Hindus. The pupils are very interested in the subject and their good attitudes are evident in the quality of their illustrations.
78. The teaching is good overall and the pupils recall their learning well. Artefacts are used to good effect, as in a lesson on Hanukka in Year 6. Literacy skills are practised and developed, such as the pupils writing a diary of David the shepherd. The pupils visit the local Christian church and cathedral but insufficient use is made of the internet and of CDs to compensate for the lack of visits to the places of worship of the other religions studied. There are too few visitors, posters and library books to help the pupils understand how religion influences the daily life of members of the faith groups. Assessment procedures are not yet developed. The co-ordinator is new and has not had time to make an impact.
79. No lessons in **history** or **geography** were observed during this inspection. There is insufficient evidence to make secure judgments about teaching, learning and pupils' achievement. Scrutiny of displays and pupils' topic books shows that standards of work are broadly average. The school visit programme is used well to support pupils' learning in the humanities. For example a visit to Hampton Court helped them to understand the construction of Tudor houses. Pupils' research into historical and geographical themes provides them with good opportunities to improve their literacy and numeracy skills. Pupils have prepared fact sheets and reports on how London has changed over time. They have learned about the concept of scale through map work and the height of the London Eye when discussing metric measures.
80. Pupils in Years 1 and 2 follow a satisfactory two-year topic plan covering themes that feature science, geography and history. During recent work on the theme of "Ourselves" pupils have learned about their homes and they have planned a route to school. They discussed the features they pass on the way such as the woods, the railway and the play area. Pupils have written about their lives from birth to school age. They have noted key events such as walking for the first time and they have decided what job they would like when they grow up. This work has provided them with a satisfactory sense of chronology.
81. In Year 6 pupils learn about London from both past and present perspectives. They have researched information about well-known London locations and the city's transport system. They have learned how the profile of the landscape was an important factor when the location of London was selected and how the city changed during different historical periods, from the time of the Romans to the Tudor period. Most pupils can show features such as the Forum on their maps of London at the time of the Romans.
82. Subject leadership in history is good. The co-ordinator provides guidance to teachers about the skills and understanding that are promoted in the National Curriculum

programme of study. A nationally recognised scheme of work together with other school planning, provide teachers with a clear overview of what should be taught. Periods in history are taught chronologically in Years 3 to 6. There are no whole school systems to check standards but teachers evaluate at the ends of topics and the co-ordinator samples pieces of pupils' work that are reviewed against National Curriculum Levels. The subject is enriched well with visits and visitors.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

83. No lessons in **art and design** were seen and judgements cannot be made. Since the last inspection when standards were satisfactory, a nationally recognised scheme of work has been adopted and materials from another have been recently introduced. The current impact of these has yet to be evaluated. There are pictures available to help teachers to see how work in other subjects may be linked to art and design; however, there is no current means by which the coordinator can assess standards in the school. Work on display shows a good range of techniques and the appraisal of famous artists' works. This has been supported by the purchase of a good number of resources.
84. **Design and technology** was not a focus for the inspection and no judgement on teaching or of standards can be made. The curriculum has improved since the last inspection, although there is still insufficient emphasis upon the evaluation aspect of the design process. The curriculum contributes well to the pupils' cultural development and it is frequently planned to link to other subjects. There are no assessment systems or methods of evaluating standards. A good enrichment activity is the design and technology focus week that involves parents. Parents also lead regular sewing and cooking activities.
85. Only one class lesson was seen in **music**, and overall judgements cannot be made. However, from this lesson, a hymn practice and discussions with pupils and the co-ordinator, there are indications that the subject has a high profile in the school. In the lesson seen, standards were satisfactory and the teaching was extremely knowledgeable. This lesson of largely recorder tuition was taught by the co-ordinator who has very high level of expertise. It also incorporated elements of the programme of study and successfully helped the Year 2 pupils to judge pitch, appraise performance and learn about instruments.
86. The subject is well planned and there is good guidance for teachers with less expertise. The school's emphasis is on instrumental performance and there are good opportunities for learning orchestral instruments and for performance. Resources and accommodation are good and the subject provides well for the pupils' spiritual and cultural development. Coordination is good and there are growing systems to review standards.

PHYSICAL EDUCATION

Provision is **satisfactory**. Teaching is **good**. Leadership is **satisfactory**.

Main strengths and weaknesses

- There is a strong emphasis placed on gaining skills for team games.
- The subject is enriched well with extra-curricular activities.

- Teaching is good because staff have good knowledge of what they teach.
- Provision for swimming has improved but still does not meet national expectations.

Commentary

87. Three lessons were seen, all of which were in Years 3 to 6 and involved learning skills in team games. Standards at Year 6 are satisfactory and the pupils achieve well because they make good efforts and are aware how skills support their competitive chances in team games. Standards at Year 2 could not be judged. Since the previous inspection, standards have been maintained, a new scheme of work introduced, the range of activities widened and swimming re-introduced. While many pupils learn to swim over the recommended 25m distance, the school currently does not extend swimming lessons to promote a distance of over 15m.
88. In the lessons seen, the teaching was largely of good quality because detailed skills were taught and practised. This helped the pupils to learn skills and tactics in team games well. Pupils are taught well about health and safety issues and the effect that energetic exercise has on the body. The pupils are keen and make good efforts because of the enthusiastic teaching. The school's facilities and resources are good and enable the pupils to experience a wide range of different sports. The scheme of work promotes the teaching of all elements of the National Curriculum programme of study, although, during the week of inspection, only team games were taught. The school employs some specialist teaching of sports and this provides additional expertise, both in lessons and for some extra-curricular activities.
89. The co-ordinator checks teachers' planning and is preparing a checklist of skills by which the pupils' attainment may be checked. However, currently there is no whole school system to check progress, although teachers often record evaluations of their lessons. The school has growing links with other schools, and those to which pupils transfer, that support the subject.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

90. Only one lesson was seen and overall judgements cannot be made. However, from the lesson, discussions with pupils and the co-ordinator, and other observations of the pupils, it is clear that the good provision and pupils' development found in the last inspection have been maintained, at least. The class and school councils help the pupils to gain a good sense of responsibility and learn about living in a society. Each class has a period for class discussion each week. These are carefully planned from a scheme of work and they enable topical issues to be raised. The pupils are used to speaking in turn and, in the lesson seen, were able to reflect on people that are important to them. They gained a good sense of understanding, for example, about how smiling can promote happiness and how empathy promotes respect for others. The co-ordinator is aware how this aspect interacts with the school's ethos and permeates other subjects. Consequently, there is clear guidance for teachers about using opportunities in subjects such as history within the school's plan of topics. A number of whole school events also promote development, such as "friendship" and "moving-on" sessions. The school is currently working towards recognition as a "Healthy School" and this is evident from the beginning through the healthy snacks provided for the Reception children. A review of children's and parents' views has led

to the re-writing of the guidance for sex and relationships education. A peaceful garden of remembrance for a former pupil provides a spiritual place for reflection.

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	4
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	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	3

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