

INSPECTION REPORT

LADBROOKE PRIMARY SCHOOL

Potters Bar

LEA area: Hertfordshire

Unique reference number: 117370

Headteacher: Mr D Elliott

Lead inspector: Mrs R S Rodger

Dates of inspection: 31 January - 2 February 2005

Inspection number: 267163

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: 206

School address: Watkins Rise
Potters Bar
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Postcode: EN6 1QB

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Appropriate authority: The Governing Body
Name of chair of Mrs L Gawen
governors:

Date of previous 24 February 2003
inspection:

CHARACTERISTICS OF THE SCHOOL

The school is situated in Potters Bar close the town centre. There are 206 full time pupils on roll and 25 children attend the Nursery in the mornings only. The school is over-subscribed. The area from which the school draws its pupils predominantly comprises privately owned housing. Generally the area is advantaged socially and economically. Attainment on entry to the Nursery is above average. There are 30 pupils with minority ethnic backgrounds, some of whom speak English as an additional language, but are generally fluent in spoken English; this proportion is high. Ten per cent of the pupils have special educational needs, which is a below average proportion, including four pupils with a Statement of Special Educational Need ranging from cognition and learning, communication and interaction to behaviour, social and emotional development difficulties. The school was awarded Investors in People status in 2004. The school was designated as a having serious weaknesses at the last inspection.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|----------------|----------------|---|
| 10347 | Mrs R S Rodger | Lead inspector | English Information and communication technology History Geography Educational inclusion and racial equality English as an additional language |
| 32697 | Mr D Smith | Lay inspector | |
| 20714 | Mr M Carter | Team inspector | Foundation Stage Art and design Music Religious education Special educational needs. |
| 19897 | Mr A Evans | Team inspector | Mathematics Science Design and technology Physical education. |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The effectiveness of this school is **satisfactory** with some good features. Standards are well above average in mathematics and science and average in English by Year 6. All pupils, irrespective of their gender, ability or ethnicity achieve equally satisfactorily. The quality of teaching is satisfactory. The school provides satisfactory value for money. The unstable staffing situation is a barrier to achievement.

The school's main strengths and weaknesses are:

- well above average standards in mathematics and science by Year 6;
- the good curriculum is effectively enriched by visits and visitors;
- provision for information and communication technology is good;
- the instability of staffing is a barrier to learning in some classes and pupils in these classes achieve unsatisfactorily as a result;
- there is underachievement in writing in Years 3 to 6;
- achievement in the Reception class is unsatisfactory;
- links with parents are unsatisfactory;
- the assessment of pupils with English as an additional language is unsatisfactory.

The school has achieved a steady and sustained improvement in significant aspects of its work since the last inspection and is no longer categorised as a school with serious weaknesses. Improvement overall is satisfactory. Weaknesses in provision, especially in teaching and learning have been tackled and although there is room for further improvement the leadership is well focused on raising standards. Parents are rightly very concerned about the underachievement in some classes. Notwithstanding this, standards continue to be very good in mathematics and science by Year 6 and have improved considerably in information and communication technology.

STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Achievement is **satisfactory** overall, but varies throughout the school because of the disruptions in the teaching caused by the unstable staffing situation. Pupils with special educational needs and pupils learning with English as an additional language achieve satisfactorily. Attainment on entry is above average. By the end of the Foundation Stage, standards are average and achievement is only just satisfactory. Standards in Year 2 were well above average in reading and writing and average in mathematics in the 2004 national tests. Standards in lessons in Year 2 are above average in reading and writing; this class had some disruption to their teaching in Year 1. Standards throughout the school are above average in speaking and listening. The results of the 2004 national tests in the table show that standards in Year 6 were well above average in mathematics and science but below average in English. Higher attaining pupils achieve well in mathematics and science and they are improving in English. Current standards in lessons in mathematics and science

match the national test results and they are now average in English. Achievement in Years 3 to 6 is satisfactory overall but there is underachievement in writing that the school is tackling. Standards in information and communication technology are above average throughout the school because of the good impact of the subject leader. Standards are average throughout the school in geography, religious education and physical education. They are above average in history by Year 2 and average in Year 6. By the end of the Reception year, the children are likely to meet the early learning goals but fewer are set to exceed them compared to their achievement in the Nursery.

The pupils' personal development, including their spiritual, moral, social and cultural development, is good. Pupils have good attitudes to learning and generally behave well. Attendance is above average and pupils arrive punctually.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory. Teaching and learning are satisfactory, although teaching in Year 2 is very good and it is good in the Nursery class and in mathematics because lessons are imaginative, well prepared and they build well on what pupils have done before. Planning overall is good, but unsatisfactory in the Reception class. Pupils' work is marked thoroughly, although reference to targets is inconsistent. Assessment is satisfactory with some good features, such as the analysis of test results by grouping pupils of similar ability, and it is used to provide additional support for pupils who are underachieving. Individual progress is carefully tracked and checked regularly, especially in Year 3. The good curriculum is enriched by visits and visitors and there is a wide range of out of school activities. The needs of all pupils are met equally, although despite the increasing numbers of pupils with English as an additional language, the school does not have robust systems to assess their language needs; this aspect of the school's work is not addressed well. The accommodation is good and the school is well resourced. The care, welfare and safety of pupils are given a high priority and are good. Links with the community and other schools and colleges are satisfactory. There are good procedures in place to gather the views of pupils; the school council is having a good impact. Links with parents are unsatisfactory.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory. The headteacher has worked hard to eradicate the causes of the serious weaknesses since the last inspection. Teamwork is good and he is well supported by a newly appointed deputy headteacher. Arrangements to monitor and evaluate the work of the school are satisfactory; subject leaders' roles have developed satisfactorily, although there are several subjects that do not have a leader. Governors have a satisfactory understanding of the school's strengths and weaknesses and improved communication ensures they receive all the information they need to challenge as well as support the headteacher. All statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents express high levels of dissatisfaction in several aspects of the schools' work. They do not feel well informed about staff changes or about how well their children are progressing. However, they say their children are happy, treated fairly and encouraged to become mature and independent. Pupils are very happy in school and want it to stay the same. The inspection team agrees that parents do not have enough information about how well their children achieve.

IMPROVEMENTS NEEDED

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

- improve the communication with parents;

- raise standards in writing in Years 3 to 6;
- ensure that the older Foundation Stage children achieve well;
- eradicate the discontinuity in learning caused by frequent staff changes;
- assess the linguistic needs of pupils with English as an additional language.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is satisfactory throughout the school. All pupils, irrespective of their gender, ethnicity or special educational needs achieve equally well. Standards are above average in speaking and listening, above average in reading, writing, science and history and average in mathematics by Year 2. Standards are well above average in mathematics and science by Year 6; they are average in English.

Main strengths and weaknesses

- Achievement in mathematics and science by Year 6 is good because of good teaching and standards are well above average by Year 6; higher attaining pupils achieve well.
- Standards and achievement in information and communication technology have improved considerably since the last inspection and are above average.
- Children in the Reception class do not achieve their full potential.
- Standards in writing are not high enough by Year 6, although those of the higher attaining pupils are improving.

Commentary

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| reading | 17.3 (18.5) | 15.8 (15.7) |
| writing | 16.0 (17.6) | 14.6 (14.6) |
| mathematics | 16.4 (17.6) | 16.2 (16.3) |

There were 29 pupils in the year group. Figures in brackets are for the previous year

1. The results of the 2004 national teacher assessments in Year 2 were well above average compared to all schools nationally and above average compared to similar schools in reading and writing. All pupils achieved the level expected of Year 2 pupils in writing, although very few reached the higher levels. Attainment in mathematics was average compared to all schools and below average compared to similar schools. Standards in science were well above average. Standards in lessons are above average in reading and writing with a higher proportion of pupils achieving the higher levels in writing. They are average in mathematics. Overall the achievement of pupils, irrespective of their gender, ethnicity or special educational need is satisfactory. The overall trend in test results for the past four years has been in line with the national upward trend.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 26.2 (30.5) | 26.9 (26.8) |
| mathematics | 29.2 (30.5) | 27.0 (26.8) |

| | | |
|---------|-------------|-------------|
| science | 30.8 (31.3) | 28.6 (26.6) |
|---------|-------------|-------------|

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

2. The overall trend in the Year 6 national test results in the past five years has been below the national upward trend and the value-added between the pupils' levels of attainment when they were in Year 2 and by the time they reached Year 6 in 2004 was below average. However, action taken to improve mathematics, which was an area for improvement in the last inspection, has been good, standards are well above average and achievement is good. Standards in English fell dramatically last year. Reading standards were above average but only half of the pupils in Year 6 achieved the nationally expected Level 4 in writing. This is an area for improvement being tackled in the current year. Achievement in English is barely satisfactory overall.
3. The quality of writing is generally not as high as it should be based on the pupils' attainment on entry to the school. There is underachievement in Years 3 to 6. There are strategies in place to address this but they have not had a great enough impact so far. Discontinuity of teaching, current weaknesses in teaching and too much teaching that is only satisfactory are all partly responsible for this. Pupils in Years 3 to 6 do not complete enough independent writing in English and other subjects.
4. Standards in information and communication technology have improved since the last inspection because of the impact of the strong leadership and improvements to the provision of a suite of computers and a set of laptops that are used in all classrooms. Pupils are confident users of the Internet to carry out research and have developed information and communication technology skills above nationally expected levels in Years 2 and 6, although standards are in line with nationally expected levels elsewhere.
5. Children leave the Nursery well on course towards the nationally agreed early learning goals in all areas of learning. By the time they start in Year 1, however, many children have not progressed as well as they should. This is because there are weaknesses in the planning and provision for children in the Reception class. Planning does not pay enough attention to what children are expected to learn and there is a lack of challenge for the more able children. As a result they start in Year 1 with many of them meeting the early learning goals but fewer exceeding them.
6. Standards in history in Years 1 and 2 are above nationally expected levels. Standards in all other subjects, apart from design and technology and music for which there is too little evidence to make a judgement, are in line with nationally expected levels. There has been a fall in standards in geography which were judged to be above average in the previous inspection.
7. Pupils with special educational needs achieve satisfactorily throughout the school. This is because they are offered extra support through a number of programmes that sometimes result in their removal from the list of pupils needing support. In lessons, these pupils are often helped by assistants, who know their needs well and record their progress towards the targets in their individual education plans. Pupils with English as an additional language also achieve satisfactorily. A few pupils have weaknesses in their spoken and written language.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to learning are good and they behave well during the school day. Attendance and punctuality are good. Pupils' personal development, including their spiritual, moral, social and cultural development, is good.

Main strengths and weaknesses

- Relationships between pupils and with adults are very good and this creates an atmosphere that is conducive to learning.
- Pupils enjoy school life and the range of activities provided.
- Pupils learn to respect the feelings and values of others well; they have a good understanding of the responsibilities of living in a community.
- The school monitors attendance closely.

Commentary

8. Members of staff insist on high standards of behaviour and the majority of pupils willingly comply. They mix and play very well together and have a clear understanding of right and wrong. Relationships between teachers and pupils are warm and characterised by mutual trust, respect and consideration. Pupils say they like their teachers and enjoy their lessons. Rewards for achievement or effort are celebrated in school assemblies and through house points and the Class of the Week Cup.
9. Pupils enjoy a range of stimulating activities both during and after school. These include sports such as netball and football, French and music. Residential trips are celebrated in colourful displays around the school; they develop children's confidence and ability to get on with one another. A range of visits and visitors enriches pupils' time at school and increases their awareness of the world and the challenges they face. As a result, pupils are outgoing and keen to praise their school.
10. As pupils progress through the school their appreciation of the needs of others improves. In younger children this is seen in the way they greet others or hold back doors for their classmates or adults. Members of staff choose class and school monitors who have personal qualities that the school wishes to promote. Older pupils have greater responsibilities such as helping younger pupils at lunchtime and preparing the hall before and after assemblies. Pupils with special educational needs show good efforts and they are often supported well in lessons, helping them to gain in self-esteem and persevere with tasks.
11. The pupils' spiritual, moral, social and cultural developments are good overall. A daily assembly provides a good opportunity to reflect and to celebrate other cultural traditions. The school has a strong moral code that is fully understood and followed by the pupils. Pupils understand the difference between right and wrong. Children in the Foundation Stage exceed the early learning goals for personal, social and emotional development.
12. Attendance is above the national average and pupils arrive at school promptly in the morning. Registers are completed punctually, carefully maintained and monitored closely. The school reminds parents of the need for good punctuality and attendance and term time holidays are closely monitored. Parents respond well and, as a result, few pupils have time off school unnecessarily. There have been no exclusions.

Attendance in the latest complete reporting year (%)

| Authorised absence | |
|--------------------|-----|
| School data | 4.7 |
| National data | 5.1 |

| Unauthorised absence | |
|----------------------|-----|
| School data | 0.1 |
| National data | 0.4 |

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. Teaching and learning are satisfactory overall. There is some very good teaching in Year 2 and the teaching of mathematics is good. The curriculum is good and enhanced by a wide range of sporting activities and visits and visitors. Pupils are well cared for but links with parents are unsatisfactory. The school's involvement with the local community and with other schools and colleges is satisfactory.

Teaching and learning

The quality of teaching and learning is satisfactory. There is consistently good or better teaching in Year 2. Assessment is satisfactory overall.

Main strengths and weaknesses

- High expectations and a good level of challenge are features of the very good teaching in Year 2.
- Mathematics teaching is good throughout the school because of extensive support and training.
- Teaching in the Reception class is not good enough and pupils underachieve.

Commentary

Summary of teaching observed during the inspection in 43 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|-----------|--------------|----------------|------|-----------|
| 0 | 4 (9 %) | 17 (40 %) | 20 (46%) | 2 (5 %) | 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.

13. The table above shows that teaching is good or better in about half of the lessons. The good and better teaching is in Year 2, in the teaching of mathematics and in those classes where there are permanent members of staff who have taught the same year groups in the past. The quality of teaching and learning is better in Years 1 and 2 overall than in Years 3 to 6. Most of the temporary staff are teaching in Years 3 to 6. Features of the good or very good teaching are the same throughout the school.
14. Actions by the leadership of the school have had a good impact on improving teaching and learning. Pupils are encouraged to be involved in their learning by contributing in whole class sessions; this was a strong feature in the introductory oral and mental sessions in mathematics. Lessons are well planned and take account of the wide

range of abilities, teaching is brisk and purposeful and there are very good relationships between the pupils and their teacher. As a result, pupils work hard and achieve well for example, in Year 2, pupils persevered admirably as they ordered the events of Florence Nightingale's life on their laptops. Good understanding of how to explain and ask probing questions characterised very good teaching. The use of teaching assistants to support pupils requiring additional support in English is good because the groups are small, learning objectives are precise and shared with pupils at the start of the short, brisk sessions and are reviewed at the end of lessons to check what it is that the pupils have learned.

15. In lessons where teaching is unsatisfactory, and in some of the satisfactory lessons, pupils have to listen for too long and as a result they have too little time to complete the work. Planning does not build well enough on prior learning and expectations of what the children might achieve are too low. Temporary staff struggled to maintain control in one class and spent time disciplining a few disruptive pupils.
16. Teaching in the Reception class is not good enough. During the inspection, the children were taught satisfactorily by a supply teacher. However, planning prepared for her was unsatisfactory and the children were not learning as well as they should be, especially in the self-initiated activities. There has been a considerable amount of external support provided to improve the quality of education in the Reception class, especially in relation to organising and managing the children. Despite this, the children readily shout out and do not learn as effectively as they should.
17. The overall quality of assessment is satisfactory throughout the school. Much has been achieved in the past two years. A system to track individual pupils' progress shows actual and predicted levels of attainment in the national tests in reading, writing and mathematics. An analysis of the national test data in Years 2 and 6 has highlighted specific areas for improvement, especially in relation to weaknesses in writing. Pupils requiring additional support in English are well provided for in the booster classes, early literacy support, additional literacy support and further literacy support groups. Pupils are grouped in class on the basis of their prior attainment and some teachers build effectively on prior learning when planning their lessons. No systems are in place to track the progress of specific groups of pupils such as those who are bilingual and have English as an additional language. Recent developments to introduce targets for the pupils in writing and mathematics are progressing satisfactorily. The developments are good when marking refers to the targets achieved, as in Year 2, and individual progress towards pupils' targets are checked and annotated by the teacher. Small steps have been taken to involve the pupils in self-assessment by checking each other's work for strengths and points for development. In Year 6, this is not sharp enough to enable the partner pupil to know what they should be looking for.
18. In the Foundation Stage there are appropriate systems in place for recording the children's learning. For example, in the Reception class, small notes about individual pupils are regularly made and stored appropriately for later transfer in order to build up the nationally recommended pupil profile. In the Nursery class, a local education authority form is used to track the development of each child. While these systems are good, they are not used well enough in the Reception class to plan work that is sufficiently well matched to the needs of different ability groups.

The curriculum

The school offers a good, broad curriculum, which prepares the pupils well for secondary school. Provision for the enrichment of the curriculum and out of school activities is good. Accommodation and resources are good.

Main strengths and weaknesses

- Visitors, school visits and sports clubs enrich the pupils' learning.
- The progress of some pupils has been adversely affected by staff absences.
- Provision in the Reception class is unsatisfactory.

Commentary

19. The school offers a broad curriculum, which affords good preparation for secondary school. There is an appropriate emphasis on the teaching of literacy and numeracy, but more time is now devoted to other subjects than at the time of the previous inspection, where literacy and numeracy lessons were too long. There are good opportunities for the pupils to use their numeracy skills in other subjects. However, the contribution of literacy and of information and communication technology skills to other subjects is underdeveloped. There are opportunities for instrumental music tuition, but currently only a few pupils take advantage of this.
20. Provision in the Foundation Stage is good in the Nursery but unsatisfactory in the Reception class. Planning has improved since the last inspection and the policies and plans in the long and medium term promote progress towards the nationally recognised early learning goals well. Planning is completed collaboratively between staff, following themes and practices that are mostly similar in the two classes. However, the short term planning for the Reception class lacks clarity about what should be learnt and misses opportunities to extend the learning of the most able children.
21. The school meets statutory requirements for all subjects of the National Curriculum, and for religious education and collective worship which was not the case during the previous inspection. The teachers plan carefully for the work the pupils will do each term and each week. The school always looks for ways to develop the curriculum, for example, pupils in Year 6 learn French and the school is participating in the national physical education and school sport professional development programme.
22. The curriculum for pupils with special educational needs is appropriate. These pupils are included well and in most lessons they play a full part, sometimes with support. There are good links with external support agencies that respond quickly to pupils' needs and advise the school. Occasionally, the needs of pupils for whom English is an additional language are seen as being the same as special educational needs. The assessment systems in place do not identify the specific needs or check the progress of pupils who are bilingual.
23. The curriculum is effectively enriched by a wide range of sports clubs. School teams compete against local schools, often with considerable success. There are French clubs available to all the pupils. The pupils benefit from the knowledge and expertise of visitors and from visits. There are residential visits to Cuffley Camp and to North Norfolk for pupils in Years 4 and 6 respectively. Pupils' art work is displayed in the local arts exhibition and a number of gifted and talented pupils recently participated in

a local schools' history day. Last year, pupils in Years 4 and 6 entered a national poetry competition and some of their work was published.

24. There are sufficient teachers and teaching assistants to meet the requirements of the National Curriculum, although considerable staff absences have adversely affected the achievement of some pupils. During the inspection, three supply teachers were working in the school. The school is doing all it can to keep the amount of disruption to pupils' education to a minimum, but has been faced with an unprecedented level of staff absence in recent months. Administrative and premises staff provide effective support. The accommodation is good overall. Strengths include a well equipped, multi-purpose hall and easily accessible library, resource and practical areas. There is good access for the disabled. The information and communication technology suite, while a good resource, is small and seating is not adjustable to pupils' varying heights, which makes it difficult for younger pupils to reach the keyboards easily. Outside, there are extensive playgrounds and a large sports field, attractive adventure playgrounds and a wildlife area and pond, all of which provide a stimulating learning environment. There are sufficient resources to support teaching and learning in all subjects. The libraries contain a very wide range of fiction and non-fiction books.

Care, guidance and support

The provision for pupils' care, welfare, health and safety, and the support, advice and guidance they receive are good. Involvement of the pupils through seeking and acting on their views is good.

Main strengths and weaknesses

- The school looks after its pupils well; health and safety, and child protection procedures are comprehensive and effective.
- The school actively seeks pupils' views and accommodates their suggestions and preferences wherever possible.

Commentary

25. Child protection procedures are good and members of staff are fully aware of their individual responsibilities. Monitoring of health and safety is thorough, regularly overseen by governors and records are comprehensive. First aid procedures are carefully recorded and parents are promptly informed if a mishap occurs during the school day. The school knows its pupils well and this helps teachers to spot any emerging problems at an early stage. Pupils feel the school cares for them and they like and respect the adults around them in the school. They say that they would feel able to ask for help or advice if they needed it. This puts pupils in a good position to be able to settle down and to concentrate on their work.
26. Pupils are pleased with the way the school listens to their views and inspectors feel their confidence is well placed. Pupils have a voice in how the school is run and they know how to use it. The school council meets regularly and has achieved change in several areas of school life. For example, girls can now wear trousers and pupils are keen to improve the range of healthy foods available.
27. During discussions, pupils say they are well supported by their teachers. The school has a clear homework policy and pupils know what homework to expect and when. Work is marked promptly and pupils receive clear guidance on how well they are

doing in their work and how they can improve. This helps them to make the most of their time in lessons and encourages them to work hard and do their very best.

Partnership with parents, other schools and the community

The school's links with parents are unsatisfactory. Links with other schools and colleges and with the community are satisfactory.

Main strengths and weaknesses

- The school does not keep parents sufficiently informed about issues concerning their child's education.

Commentary

28. The school is insufficiently aware of the views of parents and their concerns and does not respond to these quickly enough. As a result, a significant minority of parents are dissatisfied with the information from the school and its response to their concerns. Reports to parents on pupils' progress lack clear information on how their child is doing. There are inconsistencies in the quality and quantity of information provided and targets, where they are set, lack clarity. Parents are not well informed about their children's progress, or how they can help them to improve.
29. Parents understand and welcome recent changes to how the school runs, for example in the management of behaviour. Some parents say they are well informed about settling in arrangements and are encouraged to help in school. Parents also have the opportunity to discuss individual concerns briefly with teachers at the end of the school day. The inspection team generally found that parents' views sought during the inspection were considerably more positive than they had been at the meeting held prior to the inspection and from the comments made by parents on the questionnaire. Nevertheless, some of the actions taken by the school have been too late and this has led to rumours and speculation by parents that have, on the whole, been less well founded than the parents believed. The inspection team agree that there is some disruption to pupils' learning in classes that have been taught by several teachers.
30. Links with the community are satisfactory. There are links with local sports groups and extensive use of the school for clubs and societies. There are good links with the local church and the vicar regularly leads assemblies. The school makes regular contributions to the local community newsletter. There are longstanding links with secondary schools that effectively smooth the transition for Year 6 pupils. The school makes good use of the expertise from a neighbouring school to enrich the curriculum for pupils through weekly French lessons.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The leadership of the headteacher is satisfactory; he is well supported by the deputy headteacher. Management is satisfactory with some good features. Subject leaders provide satisfactory leadership and management overall. Governance is satisfactory. The unstable staffing situation is a barrier to achievement.

Main strengths and weaknesses

- The systematic monitoring of teaching and learning by the headteacher, with support from the senior management team has enabled the school to have an accurate picture of its strengths and areas for improvement.
- Leadership of mathematics and information and communication technology are good.
- The unstable staffing situation is a barrier to learning in some classes and is hindering developments in some subjects.
- Good improvement in the actions to check the quality of teaching and learning since the previous inspection.

Commentary

31. A strong sense of commitment and determination characterises the headteacher's leadership and the way he has tackled the issues needed to improve the school. The recently appointed deputy headteacher is effective. She leads by the example of her very good teaching and takes responsibility. The senior leadership team share the headteacher's vision and there are examples of effective teamwork between staff. Roles and responsibilities are clearly defined. The procedures to analyse national test results and to use the information to target support to pupils with specific difficulties through booster classes and additional literacy groups are working well. The headteacher, with the support of key subject leaders, has carried out a systematic programme of monitoring teaching and learning by observing teaching and checking pupils' work. Improvement in this aspect of the school's work since the previous inspection has been good.
32. Communication between the governors and the school is satisfactory. Governors have been kept well informed by their representation on a working group to check on the progress of the action plan following the previous inspection. They have a satisfactory understanding of the strengths and weaknesses of the school, for example, the improvements in information and communication technology and the fall in English results in the 2004 national tests. They have not dodged tackling difficult staffing decisions in the recent past. Governors ensure the school meets all its statutory responsibilities and has clear aims and policies. Governors have been less effective in holding the headteacher to account for the lack of prompt information to parents about staff absences.
33. The leadership of mathematics and information and communication technology are good because actions taken are having a good impact on improving achievement. All subject leaders have produced realistic action plans that are part of the school improvement plan and have completed a self evaluation of their subjects to identify strengths and areas for development. The quality of these is very variable with some demonstrating little knowledge and understanding of the purpose of this task. A programme of training, especially in mathematics, has had a good impact on improving teachers' knowledge and understanding of the subject and on how to teach it most effectively. Currently there are subjects with no one co-ordinating them because of the unstable staffing situation.
34. Leadership of the provision for pupils with special educational needs is satisfactory and has improved since the last inspection. The requirements of the national Code of Practice are met. The support provided by assistants is satisfactory overall, but there is still variation that the school is unaware of. The co-ordinator currently has little time to check the provision or the pupils' progress because she is covering the teaching of an absent colleague. Consequently, teachers often write the individual education plans

for pupils, unassisted, resulting in variation in their quality and some lack of clarity about what needs to be done for individual pupils.

35. Leadership in the Foundation Stage is satisfactory. This is an improvement since the last inspection when there was no one with overall responsibility for this aspect of the school's work. There is more consistency in provision between the Nursery and Reception class. Teaching in the Reception class has been very well supported by the LEA through school- based training. However, there remain weaknesses in the provision for children in this class. There is insufficient challenge for the more able children and the time available for free choice and child-initiated learning lacks purpose and structure for many children.
36. The management of the school's finances is good. Governors understand the importance of achieving best value. Priorities are clear and focused on raising achievement and improving standards. Expenditure is carefully costed against the school priorities. The value for money provided by the school is satisfactory.

Financial information for the year April 2003 to March 2004

| Income and expenditure (£) | |
|----------------------------|---------|
| Total income | 628,657 |
| Total expenditure | 624,307 |
| Expenditure per pupil | 2,690 |

| Balances (£) | |
|-------------------------------------|--------|
| Balance from previous year | 32,666 |
| Balance carried forward to the next | 37,017 |

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

37. There is a part-time Nursery class that meets every morning and a full-time Reception class. Three-year-old pupils are admitted to the Nursery in September or January depending on their birth date. Currently, there are 25 part-time Nursery pupils and 30 in the Reception class. They are taught in adjoining classrooms. The part-time Nursery teacher coordinates the Foundation Stage and the Reception class was taught by a temporary teacher during the inspection. The classrooms provide adequate space and facilities, such as water and sinks, close at hand. There is an outdoor area specifically for pupils in these classes. The Nursery children have direct access but this is not so for the Reception children. Consequently, the Reception class uses the Nursery classroom every afternoon and this requires some readjustment of resources. There are unfulfilled plans for an external door to the outdoor facilities for the Reception class.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in this area of learning is satisfactory.

Main strengths and weaknesses

- The children are cooperative and helpful to each other.
- Standards are generally above average.
- Some members of staff do not help pupils to be independent enough.

Commentary

38. The children start in the Nursery with a generally good ability to cooperate and listen to instructions. They quickly become confident and feel secure. Most persist well at difficult tasks and are able to be independent, for example, in washing their hands and taking their coats off. The minority who are less capable are supported by staff although sometimes this support gives them too much help and prevents learning. In the Reception class, the children are confident and know school routines well. Many initiate conversations and role-play well. However, many have also learnt to shout when communicating and this leads to the Reception class being noisy. Occasionally, staff also use loud voices but the children quickly become quiet when the teacher makes her expectations of behaviour clear, using a good range of strategies. Most pupils have a positive self image and this is because they are all given equal opportunities and their views are valued by staff. Most pupils are on course to meet the early learning goals and a good number will exceed them. The quality of teaching and learning is satisfactory and children achieve satisfactorily overall.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in this area of learning is satisfactory.

Main strengths and weaknesses

- Teaching is good in the Nursery and is particularly helpful in promoting extended answers to questions.
- The children make good progress in the Nursery.
- Planning for children in the Reception does not sufficiently identify what they should learn.

Commentary

39. Standards in the Nursery are above average but they are average in the Reception class. There is underachievement by the Reception aged children. About half of the Reception children can identify rhymes easily. Most are well acquainted with conventions and purposes of books but few read a number of words easily. About half write their own name legibly but most can recognise it. In the Nursery, the children communicate confidently, although for some this is still in single words. Nearly all the children listen attentively. A large number of children throughout the Foundation Stage have good skills in speaking and listening. Teaching builds well on the children's good communication skills on entry to the Nursery. In the Reception class, the children often work in small groups led by the teacher or assistants. This work is effective but sometimes does not extend the most capable children, because the planning does not promote this. The majority of pupils are learning the sounds associated with letters and the most capable attempt to write sentences with full stops, and good handwriting. Teaching is good in the Nursery and satisfactory overall in the Reception class. The time planned for children to select their own activities is not always productive and there is a lack of challenge for the higher attainers particularly because their play is not extended by the support staff.

MATHEMATICAL DEVELOPMENT

Provision in this area of learning is satisfactory.

Main Strengths and weaknesses

- A small number of children achieve high standards.
- Resources are used well.
- Teaching in the Reception class is not planned to extend the higher attainers.

Commentary

40. The children are at least on course to meet the early learning goals with a small number who are already doing more advanced work. However, standards overall are average by the end of the Reception class. There is some underachievement in the Reception class. Most children can count to ten and back in songs such as "Ten in a Bed", About half the pupils use words associated with capacity such as 'full' and 'empty' accurately. A few Reception children have completed work beyond that expected for their age. For example, higher attainers can record sums such as $15 + 3 = 18$ correctly, although many do not yet know the days of the week. The work of some higher attainers is not systematically entered in their books, showing lack of progression in the planning for them. In both classes, resources are used well and a good variety is available appropriate to the theme of the lesson. The children in the Nursery use bricks and other apparatus well and many can say numbers to ten although few are accurate in matching these to numbers of objects yet. Most can sort objects in a number of ways and know the basic colours. They enjoy filling containers with water or sand and have effective notions of size. Their progress is recorded through the assessments that staff make. This is also so in the Reception class but here these records are not used so well in providing well matched tasks. Teaching is satisfactory in the Reception class and good in the Nursery.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision is satisfactory.

Main Strengths and Weaknesses

- A good range of activities is available.
- Planning in the Reception class takes too little account of the children's prior learning.
- Teaching and learning in adult-led, group activities is generally good.

Commentary

41. Standards in the Reception class are satisfactory and the children have, for example, good ideas about water and how it is used. They have typical skills in the use of the computer mouse and understanding how to control programs. They work with a partner on computers in the suite and share fairly. All the children get an equal chance. Chairs in the suite are too low for many pupils and this makes the task of finely controlling the mouse harder. Some tasks, such as swapping programs are very difficult and the planning does not identify this. Nevertheless, the children understand that they can form and amend pictures and most persevere well and succeed, often with good individual support. Children in the Nursery, are beginning to control programs on their computer using the mouse. They have completed work about Divali, know colours and a number of Nursery rhymes well. Some have successfully made rubbings of leaves and others know what cement is for and its use in buildings. They mix make-belief cement in the sand tray and know how it sets and bonds bricks together. Planning is good in the Nursery and follows the long term programme of themes. The outdoor area has facilities to extend the pupils' knowledge and understanding in a number of ways, although some opportunities are missed to promote this. In the Reception class, the short term planning does not always take sufficient account of the children's current stage and knowledge. Overall, teaching is satisfactory and the children achieve satisfactorily.

CREATIVE DEVELOPMENT

42. There were no direct observations made of this area of learning and judgements cannot be made. However, the children's work suggests that, throughout the Foundation Stage, a number of activities support learning satisfactorily. While the children's attempts at representational drawing are relatively immature, much of their work is neatly presented and the children generally have reasonable skills, for example, in colouring, cutting and gluing. In both classes such activities are often supported well by adults helping the children to gain such skills and to make choices of materials. In both classes the children sing Nursery rhymes with enthusiasm and listen attentively to well-told stories. There are opportunities for a number of creative activities both in classrooms and outside.

PHYSICAL DEVELOPMENT

Provision is good.

Main Strengths and weaknesses

- Standards are above average.
- The children get good individual support in handling tools such as crayons and scissors.
- Opportunities for some large physical activities are limited outdoors.

Commentary

43. Most children can control their movements and handle tools and writing implements well. They are likely to meet and exceed the early learning goals. Several were able to construct the shape of a well, handling small bricks carefully. They were keen to try again until they succeeded, even when working together. Outdoors, the children using large wheeled toys respected others' space and controlled their scooters to avoid collisions. Many ran and hopped, changing direction to travel around and under fixed items. Indoors, some children were keen to use the sand to make some very smooth areas or to fill a pump to provide a continuous supply of water. On occasions, the children collaborate well to produce an effect. There is good provision of activities and resources that encourage the pupils to take part. Members of staff encourage and sometimes show the children how to use tools and apparatus on an individual basis. Many children show good perseverance and make good efforts. Currently, there are no facilities for the children to climb or to balance outdoors although the hall and its gymnastic apparatus are used on occasions. Teaching is good and children achieve well.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is satisfactory.

Main strengths and weaknesses

- Standards in speaking and listening are above average throughout the school.
- Achievement in Year 2 is good in reading and writing; while achievement in reading is satisfactory in Years 3 to 6, there is underachievement in writing in these year groups among the more able.
- The impact of teaching assistants on pupils' learning is good.
- The identification and support provided for pupils with English as an additional language is unsatisfactory.
- Reading records are cursory and unhelpful to parents.
- The application of literacy skills is generally underdeveloped, but very good in Year 2.

Commentary

44. Pupils enter the Nursery with standards of attainment above average in communication, language and literacy. The above average attainment in speaking and listening is maintained throughout the school. Current standards in Year 2 and Year 6 in speaking and listening are above average. Standards in reading and writing are above average in Year 2. Standards in reading are above average in Years 3 to 6 but there is underachievement in writing. Pupils with special educational needs and lower attaining pupils are achieving satisfactorily but some of the many higher attaining pupils could do better. Not enough of them are attaining the standards above those expected for their age. Steps to tackle these weaknesses such as identifying which aspects of work needs to be improved, sharing targets for improvement with the pupils and improving the quality of teaching are beginning to have a good impact by Year 2 but less so in Years 3 to 6. Staff absence and many supply teachers in those classes have led to discontinuity and gaps in the pupils' learning. Standards by Year 6 have fallen since the previous inspection.

45. Achievement in Year 2 is good because the pupils are taught well and they learn very effectively as a result. For example, pupils learned how to write a vivid description of a snake using lively words and built well on prior learning as they included words from their earlier observations of a real snake as well as those read in a traditional story from a different culture. Achievement is satisfactory in reading in Years 3 to 6 but it is unsatisfactory in writing. The actions taken by the subject leader to improve attainment such as visiting other schools to observe good practice, analysing national tests results and using more effective teaching techniques are not yet having a strong enough impact on pupils' learning. Worksheets are used liberally in some classes and these limit the scope for independent writing.
46. The quality of teaching is satisfactory. There are significant strengths in Year 2 and the teaching assistant working with small groups providing additional and further literacy support is well trained, using praise to encourage good achievement. Planning overall is generally good and work is satisfactorily matched to the pupils' abilities, although pupils learning English as an additional language are not supported well enough. Pupils with special educational needs are appropriately supported and fully included in lessons. Marking is thorough and provides pupils with pointers to help improve their work, which is an improvement since the last inspection. Lessons are well managed and pupils generally behave well. The use of demonstrations, especially the modelling of writing is given too little attention in some classes. A planned lesson linked to geography on instructional writing in Year 3 was used well to apply the basic skill of remembering to use capital letters, but paid less attention to the features of instructional writing. Weaker teaching is characterised by long introductory sessions which results in pupils having too little time to complete work and plenary sessions that do not give a high priority to evaluating what the pupils have learned.
47. The school finds that the pupils with English as an additional language are all fluent in their spoken and written English language. However, there are indications in some classes that these pupils have additional needs that are not sufficiently recognised or acknowledged by the school, especially in their understanding of technical language and of more complex grammatical structures and conventions. There are no systems in place to assess their competence in spoken language when they start school, nor is their progress tracked separately from all other pupils in the school. There is an increasing number of pupils whose first language is not English in the classes for younger pupils.
48. All pupils have a daily guided or group reading session for 20 minutes. Currently, the use of this time is mixed and not as effectively used to teach and monitor the progress of pupils. In the good sessions, the planning includes appropriate reading related activities to engage the pupils independently, but the groups led by the teacher do not always identify what aspect of reading is being taught and records of progress usually comment on attitudes and not sufficiently on aspects of reading such as interpretation and response, grammatical awareness or word recognition. Reading records for parents are diligently completed but often the comments are very general and do not give parents sufficient guidance on what they need to do to help improve their child's reading.
49. Leadership is satisfactory with some good features. An analysis of the national tests results to identify weaknesses in writing and visits to other schools has given the subject leader good points for development that are beginning to have an impact

across the school. The overuse of worksheets, especially in Year 1, earlier in the year has impeded progress for many pupils.

50. The subject is well resourced with two well stocked libraries that the pupils enjoy using. Competence in using information and communication technology also means that pupils confidently gather information and develop their research skills further by using the Internet; this was a good feature in history

Language and literacy across the curriculum

51. The subject leader is aware that this is an area for development. There are some good examples of the use of discussion in lessons that have grabbed the pupils' interest, for example, the gruesome descriptions of snakes in Year 2. There are missed opportunities to challenge the more able pupils in Year 6 by expecting them to compose descriptions and recount the features of rivers in a geography topic instead of adding key words to a ready prepared piece of text.

MATHEMATICS

Provision in mathematics is good.

Main strengths and weaknesses

- Teaching is good and this leads to effective learning.
- There are good opportunities for the pupils to use their mathematical skills in other subjects.
- Subject leadership is good and is a significant factor in the well above standards by Year 6.

Commentary

52. By Year 2, achievement is broadly satisfactory and standards are average, which reflects the findings of the previous inspection. By Year 6 achievement is good and standards are well above average, which is a significant improvement since the previous inspection. Higher attaining pupils do particularly well by Year 6. Pupils with special educational needs make good progress. There is no significant difference in achievement between boys and girls.
53. Teaching is good and has improved since the previous inspection. As a result, the pupils achieve well in basic numeracy skills and in other areas of the subject. The teachers plan and organise their lessons well. There is a strong focus on developing the pupils' ability to make quick mental calculations. They use a variety of successful methods to achieve this. In a Year 4 lesson, for example, the teacher used a counting stick effectively to enable the pupils to count positive and negative numbers. In a Year 2 lesson, the teacher involved the pupils in an active place value aerobics session, which made learning fun and effective. The teachers encourage the pupils to explain how they arrived at their answers. This helps them to see that there is often more than one way of calculation and it also helps them to see where they have made mistakes.
54. The teachers use questioning well, in order to make the pupils think carefully, and they ensure that all pupils are fully included in learning. They encourage the pupils to use correct mathematical terms. In a Year 6 lesson, this helped the pupils in their understanding of square numbers, prime numbers and factors. Explanations are clear.

The teachers match work closely to the pupils' differing needs. They make effective use of available resources. The teacher's use of an overhead projector in a Year 6 lesson enhanced learning about acute and obtuse angles. There is evidence that when the pupils are in the information and communication technology suite, they use spreadsheets effectively to solve problems and they record data accurately by means of various graphs, but, during the inspection, no evidence was seen of information and communication technology being used in classrooms. Teaching assistants support groups of pupils well. The teachers have high expectations for the presentation of pupils' work and this aids effective learning.

55. There is a strong focus on developing the pupils' investigative and problem solving skills and this is a significant improvement since the previous inspection. In a Year 4 lesson, for example, the pupils investigated a general statement about familiar numbers by finding examples which satisfied it. Higher attaining pupils here were expected to investigate different ways in which numbers could be arranged to arrive at the same statement. In a Year 2 lesson, the pupils used partitioning and recombining to investigate which pairs of numbers, when added together, came closest to their target number. The teachers mark pupils' work regularly and positively, often offering helpful guidance as to how they might improve. The teachers use plenary sessions effectively to consolidate learning and to give pupils the opportunity to assess their own progress. There is regular homework for the older pupils.
56. Although the subject leader was absent during the inspection, there is evidence that leadership is good and is a significant factor in establishing high standards by the time the pupils leave the school. The subject leader monitors the quality of teaching and gains an overview of standards by monitoring samples of pupils' work. There are good procedures for assessing and tracking the pupils' progress. The teachers make good use of information gained from assessments and from a careful analysis of national test results to plan the next steps in learning. The teachers have benefited from recent training provided by the local education authority and this is having a positive impact on the quality of teaching.

Mathematics across the curriculum

57. There are good opportunities for the pupils to use their mathematical skills in other subjects. In science, for example, they produce accurate computer-generated pie charts and bar graphs of the temperature of cooling water, data on the planets and pupils' hair and eye colours. Pupils in Year 5 draw accurate line graphs and bar graphs of the lengths of shadows during the day. In design and technology, pupils in Year 2 make careful measurements in making the axles of model vehicles.

SCIENCE

Provision in science is good.

Main strengths and weaknesses

- The pupils' investigative skills are good.
- Teaching is good and enables all pupils to achieve well.

Commentary

58. The achievement of all groups of pupils is good. Standards are above average by Year 2 and well above average by Year 6, which reflects the findings of the previous inspection. Boys and girls achieve equally well.
59. Teaching is good and this is enabling the pupils to make good progress in developing their scientific knowledge and skills. Lessons are well planned and learning objectives are shared with the pupils. All pupils are fully included in learning. There is a strong focus on developing practical, investigative skills. During the inspection, the pupils were investigating pushes and pulls as forces, thermal insulation and electrical conductivity. The teachers emphasise the need for sensible predictions, fair testing and careful observation and recording. They use questioning well to make the pupils think carefully. The teachers meet pupils' varying needs by appropriate support and by the use of graded recording sheets. The teachers make useful links with other subjects, such as mathematics and design and technology. This was apparent in a Year 2 lesson, where the pupils carefully measured the distance travelled along a variety of surfaces by model vehicles which they had made.
60. The teachers prepare resources well. They ensure that investigations are not over-directed and that there is a good balance between explanations and independent enquiry. In a Year 6 lesson, the pupils used laptop computers confidently to generate line graphs which recorded the insulating effectiveness of different materials. Older pupils make satisfactory use of their literacy skills in recording some investigations in written form. The teachers mark the pupils' work regularly and positively, often suggesting ways in which improvements might be made.
61. The newly appointed subject leader was absent during the inspection and a colleague overseeing the subject temporarily was also absent. The coordination of the subject, including the monitoring of teaching, is underdeveloped.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is good.

Main strengths and weaknesses

- Leadership and management are good.
- Standards by Year 2 and Year 6 are above average.
- The use of information and communication technology to support learning in other subjects is inconsistent.

Commentary

62. The subject leader was appointed to the school after the previous inspection. She has worked diligently and with a good impact to improve provision and standards in the subject since then. A new suite has been created from two storerooms which, although small for a whole class to work in, is well used. A trolley of laptops is available for use in classes, although this is not used as widely as it could be in some classes, partly as a result of the succession of temporary staff unfamiliar with the hardware. A very comprehensive scheme of work is in place that includes an assessment on completion of specific units. The subject leader has introduced a good system to monitor the ways in which assessments are completed by sampling some from each class. Weaknesses in the use of information and communication technology to support learning across the curriculum has been identified as an area

for development by the subject leader. Her use of information and communication technology to extend learning in history provides a good model to be shared throughout the school.

63. Standards are above average in Years 2 and Year 6. All pupils, especially, the higher attainers and those with learning difficulties achieve well. Higher attaining Year 2 pupils accessed the intranet to gather information about Florence Nightingale and other pupils learned how to drag text boxes up and down a page. The basic skills of mouse use and opening, saving and closing files are secure. Pupils in Year 6 have designed multi-media pages to include sounds. High levels of challenge and a very good understanding by the teacher in her explanations enabled pupils to reach above average standards as they used an Excel spreadsheet to calculate how much the cost of supporting survivors of the recent tsunami would be. The majority of pupils in the lesson attained the higher Level 5 in this aspect of their work. Most pupils have good basic information and communication technology skills, for example, Year 5 pupils trawled a database and evaluated the information gathered for accuracy and plausibility.
64. The quality of teaching ranges from satisfactory to very good. High expectations and challenge for pupils in Year 2 contributed to very good learning as they found out about Florence Nightingale from the internet. A brisk pace, good levels of interest and sustained concentration meant that pupils complete a good amount of work. Older pupils learned how to use data in an Excel program with care and accuracy as a result of the good explanations and secure knowledge and understanding of the subject in Year 6.

Information and communication technology across the curriculum

65. There were a small number of good examples of the use of information and communication technology to support learning across the curriculum, for example, in history and geography, but overall the scope offered to extend learning by using information and communication technology is not as strong as it should be. The subject leader has plans to rectify this.

HUMANITIES

66. Only one lesson in **geography** was observed so it was not possible to make an overall judgement on provision or teaching. Checking pupils' work shows that standards are broadly average throughout the school. Standards have fallen since the last inspection because of the high priority given to improving standards in one of the core subjects. Currently, the subject leader is absent and no judgement has been made on leadership, although the action plan for the subject provides a clear intention to develop the use of information and communication technology in the subject. The subject is taught alternatively with history. Teaching in the one lesson observed was good and built effectively on the pupils' prior learning. Year 6 pupils used their reference skills to locate countries affected by the tsunami disaster. They showed a good knowledge of the impact of the disaster and learned about the effects of water on the landscape and the names of places in a contrasting locality. Diagrams were used to help pupils learn about the causes of the disaster. There are missed opportunities to allow the pupils to write independently about the water cycle. Most of the pupils' sustained writing is no more than filling in missing words; this lacks challenge for some of the very able pupils in Year 6.

History

Provision in history is good.

Main strengths and weaknesses

- Teaching in Years 1 and 2 is good.
- Information and communication technology is used well to support learning.

Commentary

67. Teaching is good in Years 1 and 2. Lessons are well prepared and resourced to add to the pupils' interest and involvement. There is good use of a range of learning styles for younger pupils as they develop their knowledge of life in the past. Very good visual stimuli were used on the laptops in Year 2 to help the pupils imagine what kind of person Florence Nightingale was. The perseverance of Year 2 pupils was good as they systematically read each sentence to order events into the correct sequence. The pupils demonstrated good levels of understanding as they responded to well phrased questions that encouraged perceptive recall of key features of life in Scutari.
68. Standards are above average in Years 1 and 2 and all pupils, including those with special educational needs and more able pupils achieve well. Pupils in Year 1 begin to understand chronology by using a very simple time line to show the relative ages of homes. Good use of practical demonstrations held the pupils spellbound as they watched each other 'wash clothes' using an old fashioned washboard and a bar of soap. A pupil with a Statement of Special Educational Need was fully involved. In discussions, the more able pupils knew that clothes had to be washed by hand because there was no electricity and were able to place objects in chronological order.
69. Standards by Year 6 are broadly average. Pupils showed a secure knowledge and understanding of the key facts relating to a topic on the Ancient Egyptians, used dates in their writing to recall recent discoveries and drew conclusions about life in Egyptian times by interpreting the illustrations on drawings of various ceramic artefacts.
70. Leadership overall is satisfactory. The action plan for the current year identifies outcome and process targets although there is some confusion in the success criteria. The development of information and communication technology is a key priority; this subject was used well in a Year 2 lesson during the inspection to support learning in history.

Religious Education

Provision in religious education is satisfactory.

Main strengths and weaknesses

- The pupils have detailed knowledge of a number of religions.
- Teachers use artefacts and visitors well to enhance the pupils' learning.
- Understanding and learning from religions is not given sufficient emphasis.

Commentary

71. Standards are in line with the expectations of the locally agreed syllabus. There are particular strengths in the pupils' detailed knowledge about the religions that they are taught. This is because teachers have passed on their good knowledge and understanding and because the learning is enhanced using a good selection of artefacts, visits and visitors. Aspects of learning to compare religions and learn from them are emphasised less strongly and the pupils have too few opportunities to reflect on their meanings.
72. The long-term plan clearly outlines which religions will be taught and resources for these are good. However, teachers are offered little guidance about progression in pupils' understanding of the significance of religious symbols and their meanings. Consequently, while knowledgeable about the artefacts of religions, they are less aware of their significance. Nevertheless, the pupils are confident in the subject, which includes an appropriate emphasis on Christianity. Teaching is knowledgeable and uses resources and visitors well. It is satisfactory overall and marking helps the pupils to improve their written work. However, there are no whole-school systems to record the pupils' learning and progress. This makes it difficult for the co-ordinator to know how good standards are. Leadership of the subject is satisfactory and it has led to appropriate action plans within the school's development priorities.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

73. Only two lessons in **art and design** were observed so it was not possible to make an overall judgement on provision or teaching. Standards are average in Years 4 and 6 and achievement is satisfactory. Year 6 pupils learned how to use a simple printing technique and transferred a simple design for use as a print satisfactorily. Previous work shows that pupils have learnt several methods of sketching and designing using different pencil techniques, although there is little evidence of progression in drawing skills or challenge for higher attaining pupils. Year 4 pupils learned how to design a chair and past work shows they have used a range of media and learned a number of techniques, but there is no regular progression in the development of skills. The subject leader was absent during the inspection. The subject has not been effectively monitored to ensure consistent progress and skills development throughout the school. The scheme of work is satisfactorily implemented and work in school is enhanced by visits to galleries and the support of visiting teachers. Resources are good and the school has a kiln and good examples of work by famous artists.
74. In **design and technology**, teaching in the one lesson observed was good. The teacher built effectively on previous work and used demonstrations of techniques which contributed to good achievement by all groups of pupils in Year 2. Currently, there is no teacher responsible for leading the subject. There is insufficient evidence to make an overall judgement on standards. There is evidence that the pupils achieve satisfactorily overall in developing their skills in designing and making. Older pupils investigate the strength of structures and techniques for reinforcing them. They design and make bridges out of card and test them to see which is the strongest. The pupils participated recently in a visiting architecture workshop, which enabled them to investigate some of the structures used to build Crystal Palace. Design sheets are clear, with accurately labelled diagrams and step by step plans. Pupils in Year 2 understand that axles and wheels can be assembled in two different ways and they design and make satisfactory model vehicles. In food technology, pupils in Year 6 investigate and make different types of bread.

75. **Music** was sampled and there were too few observations for overall judgements to be made. Only one lesson was seen and in this, the pupils showed average standards, which were not extended because the class teacher had insufficient knowledge of the subject. The school employs a part-time specialist who teaches each class on a rota basis, being observed by the class teacher. Between these lessons, class teachers provide lessons for their own class. They are supported by a published scheme of work that provides some musical background for those teachers with little knowledge. Pupils of Year 6 say they enjoy singing and remember the lessons with the specialist teacher. In assemblies, singing is often enthusiastic. The subject is enriched with a typical number of opportunities for pupils to perform and to learn to play orchestral instruments. Long and medium term planning is thorough and includes the progressive learning of skills. With limited opportunities, the coordinator promotes assessments and makes occasional checks on the quality of teaching and learning.

Physical Education

Provision in physical education is satisfactory.

Main strengths and weaknesses

- A wide range of sports clubs enriches the curriculum.
- There is currently no subject leader.

Commentary

76. By Year 2 and Year 6, all groups of pupils achieve satisfactorily. Standards are average, which reflects the findings of the previous inspection. There is evidence that standards in swimming are average. By Year 6, the vast majority of the pupils can swim at least 25 metres unaided and with good technique.
77. Teaching overall is satisfactory, although aspects are good. The teachers manage changing sessions well and they usually ensure an orderly entrance to the hall. They organise lessons soundly, with worthwhile warm up and cool-down sessions. Due attention is paid to safety. Resources are well prepared and are used effectively. In a Year 4 dance lesson, props, in the form of a variety of footwear, provided a good stimulus for the pupils as they interpreted the movement of different characters to music. There is some good teaching of specific skills. In the lesson quoted above, the teacher encouraged the pupils to think of posture and gestures, in addition to movements, and this helped in the development of short dance sequences. In a Year 2 games lesson, the teacher emphasised the need to keep eyes on the ball or beanbag and to draw these into the body when catching them. This helped the pupils to improve their throwing and catching skills.
78. The teachers provide opportunities for the pupils to observe and evaluate the performance of others and this helps to develop ideas of their own. In a Year 3 lesson, this helped the pupils to make good progress in developing a sequence of movements and balances on apparatus. At times, there is insufficient focus on developing the pupils' spatial awareness. A small minority of pupils tends to be silly and over-exuberant at times, but the teachers generally manage these incidents well, without interrupting the pace of learning. Occasionally, the pupils are too noisy for very effective learning to take place, but usually teachers' expectations of behaviour are high.

79. There is no teacher responsible for coordinating the subject. Nevertheless, a wide range of sports clubs and opportunities to play for school teams allows the pupils to pursue their sporting interests outside lessons. Accommodation is good, with a well equipped multi-purpose hall and extensive outside facilities. Year 6 pupils have the opportunity to participate in outdoor and adventurous activities during a residential visit to the Kingswood Activity Centre.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for personal, social and health education and citizenship is good.

Main strengths and weaknesses

- There are regular opportunities for the pupils to discuss relevant issues.
- There are good opportunities for the pupils to develop their social skills.

Commentary

80. There are regular opportunities for the pupils to discuss issues of concern to them, such as the need for rules, friendship, respect for others, and peer pressure. The pupils have many opportunities to develop social skills through membership of sports clubs and by participating in school productions and visits. Certain pupils participate effectively in decision making as members of the school council. The pupils support many local and national charities, not least those currently working to alleviate the suffering caused by the Asian tsunami. The pupils learn about healthy lifestyles and the need for a balanced diet. They are made aware of the dangers of alcohol and drugs. There is formal sex education for pupils in Years 5 and 6. The school nurse helps with this aspect of learning. All of which contributes to the overall good provision.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

| <i>Inspection judgement</i> | <i>Grade</i> |
|--|--------------|
| The overall effectiveness of the school | 4 |
| How inclusive the school is | 4 |
| How the school's effectiveness has changed since its last inspection | 4 |
| Value for money provided by the school | 4 |
| Overall standards achieved | 4 |
| Pupils' achievement | 4 |
| Pupils' attitudes, values and other personal qualities | 3 |
| Attendance | 3 |
| Attitudes | 3 |
| Behaviour, including the extent of exclusions | 3 |
| Pupils' spiritual, moral, social and cultural development | 3 |
| The quality of education provided by the school | 4 |
| The quality of teaching | 4 |
| How well pupils learn | 4 |
| The quality of assessment | 4 |
| How well the curriculum meets pupils needs | 3 |
| 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 | 3 |
| How well the school seeks and acts on pupils' views | 3 |
| The effectiveness of the school's links with parents | 5 |
| The quality of the school's links with the community | 4 |
| The school's links with other schools and colleges | 4 |
| The leadership and management of the school | 4 |
| The governance of the school | 4 |
| The leadership of the headteacher | 4 |
| The leadership of other key staff | 4 |
| The effectiveness of management | 4 |

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

