

INSPECTION REPORT

LITTLE REDDINGS PRIMARY SCHOOL

Bushey, Watford

Unique reference number: 117568

LEA area: Hertfordshire

Headteacher: Heather Maddox

Lead inspector: Michael Cahill

Dates of inspection: 31 January – 3 February 2005

Inspection number: 267222

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: Foundation
Age range of pupils: 3 - 11
Gender of pupils: Mixed
Number on roll: 395

School address: Harcourt Road
Bushey
Hertfordshire
Postcode: WD23 3PR

Telephone number: 0208 950 5388
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Appropriate authority: Governing Body
Name of chair of governors: Douglas Peacock

Date of previous inspection: 26 April 1999

CHARACTERISTICS OF THE SCHOOL

The school is situated in Bushey, near Watford in Hertfordshire. The percentage of pupils known to be eligible for free school meals has increased in recent years and is now broadly in line with the national average. The school is larger than the average primary school. Most pupils are from white British families; a small number of children come from Asian and Black British backgrounds and from Traveller communities. Few children who are in the early stages of learning English as an additional language. The school population is increasingly mobile, partly because the school serves armed forces families and partly because redundant forces accommodation is now being used by housing associations. The children's attainment on entry is broadly average, with variations from year to year in the proportions of higher attaining children and of those with special educational needs. The overall proportion of pupils with special educational needs is broadly in line with the national average and increasing; the proportion with a statement of special educational need is below average for a school of this size. As well as a wide range of learning difficulties, the special educational needs in the school include social, emotional, behavioural, autistic, physical, and speech or communication needs. In 2004 the school gained a Healthy Schools Award, it had previously gained a School Achievement Award in 2000.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19623	Mr M Cahill	Lead inspector	English as an additional language Mathematics Information and communication technology Design and technology Physical education
9505	Mr D Haynes	Lay inspector	
22147	Mrs A Holland	Team inspector	Foundation stage Science Geography Music
18331	Mr J Sutcliffe	Team inspector	Special educational needs English Art and design History Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good and improving school; it is effective in promoting pupils' personal development and provides children with a good start to their full-time education. Leadership and management are good and the school has successfully come through a period of considerable change in the community that it serves, high pupil mobility and staff turnover. Standards are broadly average and rising and **the school provides good value for money.**

The school's main strengths and weaknesses are:

- strong and sensitive leadership by the headteacher has created a school in which all are welcomed and valued;
- the school successfully promotes good attitudes to learning and very good behaviour and relationships through its provision for personal development;
- national test results in Year 2 are frequently above average, especially in reading and writing; standards in Year 6 are improving and are above average in history;
- curricular planning and assessment are not sufficiently focused on pupils' skill development in most subjects other than English and mathematics;
- information and communication technology is insufficiently used in other subjects;
- the overall quality of teaching and learning is good and pupils receive very good guidance and support from the adults in the school.

Since the last inspection in 1999 the quality of teaching and the provision for the Foundation Stage have improved well. Strengths in terms of the concern for all pupils' personal development, strong teamwork and the promotion of very good behaviour and a pleasant and purposeful working atmosphere have been maintained. Provision for information and communication technology has been improved although there is more to do in this respect. The school has also improved its assessment procedures, particularly in English and mathematics, but not enough in many other subjects. Overall, the degree of improvement has been satisfactory.

STANDARDS ACHIEVED

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

Key: A - very high; 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.*

Pupils' overall achievement is satisfactory. Children make a good start in the Nursery and Reception classes, with most achieving well; they are well prepared to enter Year 1 with most on course to at least attain the national goals for early learning. Pupils of all abilities build very firmly on this foundation in Years 1 and 2 and achieve well. Achievement in Years 3 to 6 is satisfactory. It has been adversely affected by big changes in the composition of the year groups; 40 per cent of the Year 6 pupils who gained the above average results in 2004 joined the school after Year 2. It is now improving as a result of better organisation and teaching. Over the five years since the last inspection, the school's national test results for pupils in Year 2 have improved in reading but fallen in writing and mathematics; overall they remain above the national average. In 2004, results in reading were well above average in writing they were above average. In mathematics they were average. Standards in the present Year 2 are currently above average in reading, writing, speaking and listening and mathematics. In science and in information and communication

technology pupils' attainment in Year 2 is average. It was not possible to inspect fully the other subjects of the National Curriculum. National test results for Year 6 pupils have varied a lot over the last five years, from well above average to below average. Results in 2004 were below average in English, mathematics and science; the school failed to meet most of the targets agreed with the local education authority, although it exceeded the target for the proportion of pupils gaining a high level in mathematics. The current standards attained by Year 6 pupils are in line with the national average in English, mathematics and science; with continued good teaching, pupils are on course to achieve above average results in their national tests by the end of the school year. In information and communication technology standards are average, in history are above average. Standards in religious education meet the requirements of the locally agreed syllabus at both Year 2 and Year 6.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are promoted well; moral and social development is very good. The pupils' attitudes are good and their behaviour and relationships are very good; the school is a harmonious community. Attendance and punctuality are satisfactory.

QUALITY OF EDUCATION

The school provides a good quality of education for all of its pupils. The quality of teaching and learning is good, with some very good, on occasion excellent, lessons; there was no unsatisfactory teaching. Teachers prepare lessons thoroughly making sure that what they plan is well matched to the learning needs of the pupils. Good collaboration between teachers and teaching assistants helps provide pupils with the support that they need. Pupils increasingly become confident of their ability to learn and take a lot of care with the presentation of their work. Improved teaching is now promoting better achievement in Year 6. The curriculum in the Foundation Stage is good, well planned and prepares children well for work in the National Curriculum. The curriculum in Years 1 to 6 is satisfactory, with a good emphasis on literacy and numeracy but not enough on using pupils' skills in information and communication technology to help them learn in other subjects. Planning and assessment in some subjects, including art and design, design and technology, religious education and information and communication technology are not rigorous enough to check and maintain pupils' progress. There is good provision of enrichment opportunities including clubs, day visits and visitors. Accommodation is very good and resources are good; both are used well by staff to promote learning. The school provides very good support, advice and guidance for pupils and maintains a good partnership with their parents. The school has good links with the community and with other schools and colleges.

LEADERSHIP AND MANAGEMENT

Leadership and management are good, with some very good features. The leadership of the headteacher and other key staff is good and sharply focused on raising the achievement of all pupils; there is a very strong commitment to including all in the life of the school. Governance is good and statutory requirements are met. The school is well managed and it keeps its performance subject to continuous self-evaluation. Financial management is very good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are supportive of the school and appreciate its open door policy and the annual reports that they receive on their children's progress. Some would rightly welcome more guidance on how to help their children to learn at school and at home. Pupils appreciate the very good relationships they have with the adults in the school community and the support that they receive.

IMPROVEMENTS NEEDED

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

- extend existing good practice in English and mathematics so that planning and assessment effectively promote the progressive development of pupils' skills, knowledge and understanding in all subjects;

- develop information and communication technology so that it is used effectively to promote learning across the curriculum;
- bring forward the plans for enabling co-ordinators to monitor directly the quality of teaching and learning in their subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The achievement of children in the Foundation Stage is good. Most of the children now in the Reception classes are well on course to meet the national goals for early learning by the time that they enter Year 1 and many should exceed at least some of them. Pupils in Years 1 and 2 are building well on their earlier learning. Current standards in Year 6 indicate that there has been satisfactory achievement in Years 3, 4 and 5 and that these pupils are now achieving well and are on course to gain improved national test results. Test results in Year 6 over the last five years have varied greatly since the last inspection due largely to school expansion and pupil mobility; test results in Year 2 have also been adversely affected by these changes, in 2004 they were above average, overall.

Main strengths and weaknesses

- Children in the Foundation Stage achieve well because of good teaching.
- The national test results for pupils in Year 2 were above average, overall, in 2004; Year 6 results fell to below average.
- Pupils' achievement and standards in Year 6 are improving; in history they are above average and in the other subjects inspected they are average.

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 (16.8)	15.8 (15.7)
writing	15.4 (16.9)	14.6 (14.6)
mathematics	16.6 (17.3)	16.2 (16.3)

There were 57 pupils in the year group, 23 boys and 34 girls. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	26.3 (27.1)	26.9 (26.8)
Mathematics	26.6 (26.3)	27.0 (26.8)
Science	28.0 (28.5)	28.6 (28.6)

There were 43 pupils in the year group, 20 boys and 23 girls. Figures in brackets are for the previous year

1. Over the five years since the last inspection, the school's national test results for pupils in Year 2 have improved in reading but fallen in writing and mathematics, although remaining, overall, above the national average; the trend in the school's results has been below the national trend. Results have been adversely affected by the increase in the school's size, the significant level of pupil movement in and out of the school and by a lowering of the attainment on entry, especially in terms of early learning skills. In 2004, results in reading were well above average, in writing they

were above average and they were average in mathematics; overall they were above average.

2. Results in Year 6 have varied tremendously from year to year; in 2002 results in English, mathematics and science were well above the national average; in 2004 they were below it. The variations are due in large measure to a high level of changes in the composition of year groups, occasioned by the posting of parents who are in the armed forces and also by an influx into the area of pupils with a range of special educational needs. The vast majority of those pupils in the last Year 6 who were at the school for the whole of their junior years achieved at least as well as expected; 40 per cent of pupils in the year group were not in the school at the end of Year 2. The school believes, and inspectors agree, that those pupils who were at the school at the end of Year 2 were also affected by the movements in and out particularly when friends' parents were posted abroad. The year group also contained some pupils whose behaviour was sufficiently disruptive to lead to exclusions. There are variations from year to year in the relative performance of boys and girls but, overall, these variations average out and there are no significant differences in the achievement of any group of pupils, including that of the small proportion from minority ethnic families.
3. In 2004, the school failed to meet the targets agreed with the local education authority for the proportions of pupils achieving at the expected level in English and mathematics, partly because the year group that sat the tests was markedly different from that for which the targets were set. The target for the pupils to attain a high level was not met in English but was exceeded in mathematics. Targets for the present Year 6 are realistic and appropriately challenging but achievable.
4. Attainment on entry to the Nursery is very varied and includes a wide range of readiness to learn; although still broadly average the proportion of pupils with social as well as learning needs has increased in recent years. Children benefit from the good provision in the Foundation Stage and by the time that they enter Year 1 most are on course to meet the national goals for early learning, with many likely to exceed them. Last year more than 75 per cent of pupils exceeded the early learning goals. Overall, achievement is good across the areas of learning, some of which children had barely experienced when they entered the Nursery.
5. The school makes good provision for pupils who have special educational needs including good support by teaching assistants, especially in the Foundation stage classes and in Years 1 and 2. The co-ordinator provides very focused group support for older pupils as well as some individual work. As a result most pupils with special educational needs make good progress in Years 1 and 2 and satisfactory progress overall. There are few pupils who are at early stages of learning English. A significant proportion of the pupils are from minority ethnic backgrounds; their achievement is in line with that of their peers. They benefit from the improved adult to pupil ratio, in the Foundation stage and Years 1 and 2.
6. In the present Year 2, the attainment of pupils is currently above average in reading, writing, speaking and listening and mathematics. In science and information and communication technology pupils' attainment in Year 2 is average. It was not possible to inspect fully the other subjects of the National Curriculum in Years 1 and 2. In religious education, pupils meet the standards of the locally agreed syllabus. Overall, taking into consideration the 2004 national test results, and assessments, achievement throughout Years 1 and 2 is good for pupils of all abilities.

- Standards in Year 6 are in line with the national average in English, mathematics and science; the school's national test results for 2004 were below average but effective teaching, based on clear identification of areas to target are leading to significant improvement. Those pupils currently in Year 6 are on course to record results in English and mathematics that are above average; specialist teaching by the Year 6 teachers is proving very beneficial. Most Year 6 pupils are confident and competent users of information and communication technology, although some have gaps in their knowledge and experience from earlier years; the current lack of easy access to resources adversely affects the standards which are average. Standards in history are above the expected level; it is not possible to report fully on the other subjects of the National Curriculum although examples of good work were seen in most. Standards in religious education match the requirements of the locally agreed syllabus. Most pupils achieve satisfactorily during their time in the school.

Pupils' attitudes, values and other personal qualities

Attendance and punctuality are **satisfactory**. Pupils' attitudes to school are **good** and their behaviour is **very good**. Provision for pupils' spiritual, moral, social and cultural development is **good** overall.

Main strengths and weaknesses

- The school has high expectations for pupils' conduct and works hard to achieve them.
- The school promotes very good relationships, including racial harmony.
- The personal development of children in the Foundation Stage is good.
- Pupils' social and moral development is very good.
- Monitoring of attendance and punctuality lacks attention to detail.

Commentary

- There is a strong and effective emphasis on promoting children's personal development in the Nursery and Reception classes and this provides a good foundation of mutual respect and positive attitudes. Behaviour is very good both in lessons and when pupils are at play and moving about school. There are a few older pupils with identified behavioural difficulties but they are managed well and rarely impact on the learning of others. Last year, however, the presence of a number of disruptive pupils in Year 6 led to a number of correctly administered exclusions. Relationships between pupils are very good and have been maintained since the last inspection. Pupils mainly play well together in mixed groups and no one is isolated. Opportunities for older pupils to care for younger ones in the playground are taken seriously. Pupils develop respect for each other and there is little incidence of bullying, racism or other forms of harassment in school. Pupils maintain that bullying is rare and if any unpleasant incidents do occur they know what to do and are confident that the staff will deal effectively with the problem. Pupils have good levels of self-esteem. They talk confidently with adults and are not afraid to express their views in discussions.
- Attendance and punctuality are satisfactory and registers are maintained correctly but there are no systems in place to monitor and control attendance and punctuality. There is no system in place to contact parents on the first day of any unexplained absence. Levels of attendance have fallen since the last inspection.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.6
National data	5.1

Unauthorised absence	
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.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	182	5	1
White – any other White background	2	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	3	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	13	0	0
Asian or Asian British – Indian	15	0	0
Asian or Asian British – any other Asian background	5	0	0
Black or Black British – Caribbean	2	0	0
Black or Black British – African	2	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	84	0	0

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

10. Spiritual development is good. Pupils have opportunities to discuss their own feelings and those of others but opportunity for reflection when listening to music or in discussions is limited. The school supports national and international charities and pupils are aware of those less fortunate than themselves. This is very well addressed by close links with a school for physically impaired children. Spiritual development is also provided for by religious education lessons that include an appreciation of their own and of different faiths and beliefs.
11. Moral and social development are very good. These qualities are reinforced through lessons in personal, social and health education. Pupils have a very good understanding of what is right and wrong.
12. Pupils' cultural development is good. Pupils understand and accept that other people have different beliefs and cultures and visitors from other faiths provide good levels of detail and interest for the pupils that they readily relate to others.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education for all its pupils. Teaching and learning are good. Curricular provision is satisfactory overall and there are good opportunities for enrichment. The school provides very good support, advice and guidance for pupils and maintains a good partnership with their parents. There are good links with its community and with other schools and colleges.

Teaching and learning

The overall quality of teaching and learning is good. Assessment procedures are satisfactory.

Main strengths and weaknesses

- Lesson planning is good and builds well on pupils' earlier learning; teachers adapt national guidance well.
- Teachers and other adults insist on high standards of behaviour and pupils develop good work habits and attitudes to their learning.
- Teachers question well and assessment during lessons and in individual units of work is good but in some of the foundation subjects pupils' longer-term progress is not effectively tracked.
- Nursery nurses and teaching assistants work well with teachers to provide the support that some pupils need in order to achieve to their potential.
- Some teachers make good use of information and communication technology in literacy and for research purposes; overall, pupils do not use their skills enough across the curriculum.

Commentary

Summary of teaching observed during the inspection in 49 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2 %)	8 (16 %)	25 (51 %)	15 (31 %)	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

13. The quality of teaching and learning in the Foundation Stage was at least good in nearly three-fifths of lessons, including one-fifth in which it was very good. In Years 1 and 2, teaching was rarely less than good, with one very good and one excellent lesson. In Years 3 to 6, teaching was at least good in about two-thirds of lessons with one-fifth being very good. There was no teaching that was less than satisfactory. The overall quality of teaching has improved since the previous inspection. The quality of teaching of English, including the skills of literacy, and of mathematics, including numeracy, is consistently good. This is leading to improvements in standards, most evidently in Year 6 where a combination of specialist teaching and grouping by attainment is proving beneficial.
14. Teaching for pupils who have special educational needs is good, enabling them to take a full part in lessons. The teaching assistants give good support in lessons especially to the younger pupils with special educational needs. There are appropriate individual education plans and pupils' progress, especially in English and mathematics, is tracked carefully. Those pupils who are from minority ethnic groups, including the very few who are at early stages of learning English, achieve as well as others because lesson planning and organisation are sensitive to their needs.
15. A strong feature of most of the best teaching is that lesson planning builds well on what has been learned. Teachers assess pupils' learning well during lessons, mainly through good use of questions, and customise planning in national guidelines to the pupils' learning needs. In a Year 6 science lesson, for example, pupils built well on their earlier learning in relation to planning a fair test in the context of materials dissolved in water. This was because of very good planning and organisation and the teacher's effective questioning from group to group. In this and in other lessons, work was well matched to the pupils' learning needs and questioning extended the understanding of the more able pupils.

16. Although assessment in lessons is a good feature of most lessons, the practice in terms of longer term tracking of progress is not as good, except in English and mathematics. Because much of the rest of the curriculum is taught through discrete units of work, assessments focus on these and not enough on the development over time of pupils' skills as they move from unit to unit or year to year. Pupils' work is generally marked regularly but does not often direct pupils to what they need to do to improve further. Lack of monitoring by subject co-ordinators means that good practice in these respects is not effectively shared.
17. Teachers and other adults, including Nursery nurses and teaching assistants, have high expectations of the standard of pupils' behaviour. These expectations are founded on the very good relationships between pupils and adults. Because pupils know what is expected of them they work well, showing good attitudes to their learning and developing good work habits. The overall quality of the presentation of pupils' work shows that they take pride in it.
18. The school places a strong emphasis on pupils' personal development and building their self-esteem. The foundations of this are effectively laid in the Nursery and Reception classes where children start to develop their skills of working together and independently. By the time that they leave the school, many pupils are well on the road to being self-starting and confident young learners. Teachers are increasingly making effective use of the four new interactive whiteboards for teaching purposes, for example in history in Year 4 and English and mathematics in Year 6. In a few cases pupils used information and communication technology, including class-based computers and laptops. The learning of Year 5 pupils in science was greatly enhanced by the opportunity that they had to create a labelled diagram of parts of the solar system. Too often, however, pupils were not able to have sufficient access to enough computers during a lesson, either to consolidate the information and technology skills they had been recently taught or to use the ones they already had to enhance learning in other subjects.

The curriculum

The curriculum is satisfactory overall and in the Foundation stage it is good; it is enriched well. Accommodation is very good and resources are good.

Main strengths and weaknesses

- The school makes very good provision for personal, social and health education and includes all pupils fully in its work.
- The provision for pupils who have special educational needs is good.
- Planning for pupils to build progressively on learning from earlier years is not fully developed in most of the foundation subjects.
- There are insufficient opportunities for pupils to use information and communication technology to support their learning across the curriculum.

Commentary

19. The school values the contributions of all pupils, regardless of background or ability. The children who have special educational needs, including those with physical, emotional and learning difficulties are well integrated into all aspects of school life.

Lesson planning is well matched to their needs and additional support is deployed carefully. Individual educational plans give a clear indication of each pupil's strengths and targets are carefully maintained.

20. The school has adopted national guidelines to provide a broad and balanced curriculum that meets all the statutory requirements; the provision reported at the last inspection has been maintained. The curriculum for children in the Foundation stage is good. It meets the children's needs well and helps them make good progress. The emphasis on personal and social development helps the children become confident and well-motivated learners and this has a positive effect on achievement. The curriculum in Years 1 to 6 is satisfactory overall and has particular strengths in history and the provision of French. The school is adopting the national initiative of linking subjects in order to raise standards and to make learning more enjoyable and meaningful for the pupils. The good links between history and literacy were evident during the inspection with the Viking day visit for Year 4, providing good opportunities for reading, speaking, listening and writing. Links, however, are not evident with information and communication technology although in Year 6 it is being used to support literacy and history; generally these links across the school in most subjects are underdeveloped. Although teachers plan well to ensure the curriculum has a balance over a term and an academic year too little attention is given to planning for the progressive development of skills, knowledge and understanding in the foundation subjects and ensuring pupils' full entitlement to the programmes of study.
21. The needs of individuals are met through the very good quality programme of personal, social and health education that includes time regularly set aside for discussion. Sex, relationship and drug issues are addressed well. The provision for extra curricular activities is satisfactory; the pupils have opportunities to play football and netball after school. Other after school clubs offered to the pupils including art, cookery, drama, Latin and juggling. There is good use of visits to enhance learning. Class visits have been recently made to the local museum, the Maritime museum in London and Leighton Buzzard railway museum. There are good links with the local secondary school and Year 6 pupils make visits to study design technology and mathematics. This enriches their curriculum well and prepares them well for the next stage of their education. There are good links with the nearby school for special educational needs and pupils use the facilities at the school for swimming lessons.
22. There are sufficient members of staff to meet the needs of the curriculum. Specialist teaching in Year 6 is having a positive effect in raising achievement. The good team work between teachers and support staff plays a significant part in the pupils' achievements. The school's accommodation contributes very well to the quality of education. The light, bright, airy and spacious building is in very good order and is very conducive to learning. Resources for learning are good and used well by the teaching and support staff.

Care, guidance and support

Provision is **good**. The school cares well for its pupils and there is generally a high level of attention to matters of welfare and health and safety. Pupils participate fully in all aspects of school life.

Main strengths and weaknesses

- Members of staff know children and families very well.

- There is a high level of personal support, advice and guidance.
- There are very good pupil and adult relationships.
- Procedures to manage pupils' attendance lack detail.

Commentary

23. Child protection procedures are good and all classroom members of staff are aware of their responsibilities. Registration is completed promptly and correctly but procedures to control attendance lack rigour with respect to notification of first day absence and central daily monitoring of absence patterns. The level of playground supervision is good and there is a consistent application of the effective behaviour policy. Year 6 playground buddies provide good support for younger pupils by helping them develop social skills.
24. Standards of maintenance and cleanliness are good and vandalism and graffiti is not a problem. This instils high values in the pupils who show respect for property and resources. Teachers know their pupils and families very well and provide a very good level of personal support, involving parents where necessary. Pupils are confident in approaching adults in the school. There is a clear and consistently applied reward and sanctions system that encourages good achievement in all aspects of personal and academic development.
25. Induction arrangements for pupils entering the Nursery and at later stages throughout the school are satisfactory. There is a good range of opportunities for pupils to take on responsibilities for the day to day running of the school. Class discussion time is used effectively as a means of obtaining the views of pupils.

Partnership with parents, other schools and the community

There is an effective partnership with parents, the community and other schools.

Main strengths and weaknesses

- Parents are supportive of the school and like the open door policy.
- There are good links with other schools and these benefit pupils.
- There is an active friends association.
- Very good information is provided for parents on their children's progress.
- Advice on supporting children's learning at school and at home is not reaching all parents.

Commentary

26. Parents' responses to the inspection questionnaire show that they are very happy about all that the school has to offer. An active Friends Association supports the school well by providing good social opportunities for parents and their children and by providing good financial support for learning resources.
27. Information for parents on a pupil's progress is very good; reports contain information on what children understand in all subjects and also include sections on personal development and provision for pupil comment. Regular parent evenings also help to keep parents abreast of their children's progress. Parents are welcome in school and there is a good attendance at special events, parent evenings. Parents regularly

attend assemblies. Advice to parents on how to help their children learn at school and at home is not effectively reaching all parents; some feel that they need more guidance on how to help with literacy and numeracy, for example. Procedures for pupils entering the Nursery are satisfactory. Parents are invited to discuss any problems that arise shortly after their child has started school. There are good procedures in place to deal with the concerns of parents but they seldom have to be used.

28. The school has good links with other local schools. For example, the school welcomes pupils from a local school for the physically impaired and uses facilities at a local secondary school to enrich the curriculum. The school maintains good relationships with local secondary schools and this helps pupils transfer smoothly. Links with the local community, including local churches, enhance pupils' learning and their sense of the world outside school. Training places are made available for trainee teachers and other classroom staff and placements are made available for work experience pupils from local secondary schools; these further enhance pupils' learning.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good with some very good features. The headteacher is very well supported by the assistant headteacher. The governing body is effective and actively involved in all aspects of the school.

Main strengths and weaknesses

- The headteacher is a strong and sensitive leader who commands loyalty and respect within the school and the wider community.
- The governance is appropriately involved in shaping the school's future direction and contributes effectively to the school's management.
- Minor issues from the previous inspection have been tackled successfully.
- Not all subject managers are fully involved in the identification and sharing of good practice in the teaching of their subjects and the development of good systems for tracking pupils' progress from year to year.

Commentary

29. The headteacher provides good leadership. Members of staff recognise her strength and sensitivity, and this has resulted in highly motivated members of staff who work well together as a team. In this she is well supported by a very able assistant headteacher. The headteacher enjoys the full support of the parents, pupils and the governing body. She has created and sustained an ethos throughout the school where all feel welcomed and valued. This has been particularly important during the period of the school's growth, changes in the composition of its intake and relatively high changes of staff. There is a strong commitment to including all pupils in the work of the school and this is reflected in the close links with schools that provide for pupils with particular needs. Other senior members of staff are providing good support; many other managers are relatively new to their roles and are just coming to terms with their responsibilities.
30. Senior management is effectively involving all teachers in the process of decision making and improving the school. Teachers are very loyal and supportive of the

headteacher and give of their best. The headteacher has arranged a programme of training for new subject managers to ensure that they will be well equipped to carry out their monitoring role. This is particularly important as many have not taught in other schools, having started at this school as newly trained teachers.

31. Performance management is good and individual targets are well matched to the school's development needs. The headteacher undertakes most of the lesson observations but colleagues in the senior management team are aware of the various strengths and weaknesses in teaching. The monitoring of teaching through performance management is rigorous and is improving general teaching effectiveness. The headteacher revisits classrooms to check the implementation of targets. Training for lesson observation is being provided for several teachers so that they will more effectively be able to support colleagues.
32. There has been a relatively high turnover of staff over the past two years; most have left for reasons such as promotion and retirement. Others have left because of the high cost of living in the area. Recruitment has largely focused on attracting newly trained teachers and then helping them to develop professionally, which the school does very well. This is so successful that the majority remain with the school. This is a very good aspect of the headteacher's leadership.
33. Governance of the school is good. The chair of governors carries out his duties very well and is well supported by the vice chair. The expertise of the governors is used resourcefully to support the school; a very good example of this is the skills the chair of the finance committee brings to this post. Governors have an appropriate vision for the school and are properly involved in policy formation and approval. They are acting effectively as a critical friend and hold the school to account for its performance well. Governors regularly visit the school and they are very aware of the school's strengths and weaknesses. The governors ensure that all statutory requirements, including those relating to race and disability legislation are met.
34. The high levels of pupil mobility and the changing population that has coincided with the increase in the school size have proved a barrier to raising achievement in Years 3 to 6. The school is very aware of this and now has good strategies in place to identify areas of weakness and to raise attainment by the end of Year 6. Improved data analysis is supporting these measures and standards seen in Year 6 during the inspection indicate that the school is moving in the right direction with the fall in national test results for the last two years reversed. Good leadership and management based on careful analysis and well-considered responses are providing a secure base for further improvement. The good partnership between the headteacher, staff, governors and parents is a further aid to improvement and overcoming the difficulties presented by changes in the local area and continuing, unpredictable pupil mobility.
35. Financial management is very good. The basic principles of financial management established by the governing body are very good as is the day-to-day running of the school's finances by the school bursar. The school uses its budget wisely to support its priorities for development and the expenditure is carefully monitored. Decisions for spending follow the principles of 'best value'. The cost of educating each pupil is below the national average, taking account of this and the barriers to the school's performance, the school provides good value for money.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	1,036,11 0
Total expenditure	1,032,77 0
Expenditure per pupil	2,517

Balances (£)	
Balance from previous year	87,34 0
Balance carried forward to the next	90,68 0

NB: the majority of the balance carried forward into 2003/2004 has been spent on refurbishment projects. Current projected carry forward figure is £17,046.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

36. Provision for children in the Nursery and Reception classes is good with the exception of the organisation of whole class sessions in the Nursery which is satisfactory. Overall, the provision is giving children a secure and stable start to their school life. The standards in the Reception classes have improved significantly since the last inspection.
37. Teaching and learning are well planned and they take effective account of the children's needs. Use of the outdoor areas to support learning forms part of the day-to-day planning; this was an area for development highlighted at the last inspection. As at that time, attainment on entry to the Nursery is very varied; a growing proportion of children have social or learning needs and although still broadly average, attainment is lower than it was. By the time children enter the Reception classes, overall attainment is about what is expected for their age. Most children are on target to attain the national goals for early learning expected by the end of the Reception year, higher attaining children are likely to achieve them and most will exceed these goals in their personal, emotional and social development. Last year, most children exceeded their early learning goals by the time that they entered Year 1 but the inspection takes place too early in the year for secure forecasts to be made. There is a good range of resources and teachers provide good activities to develop children's learning in all areas of the curriculum. Members of support staff make a significant contribution to the children's learning.
38. Induction arrangements are satisfactory. The newly appointed co-ordinator has very quickly identified areas for further development. Assessment procedures are effective and the information is used to identify how standards and achievement could be improved. Children with particular needs are identified and their progress is monitored carefully. There are strong links with the Year 1 teachers and this helps children to make the transition to National Curriculum work.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Teaching in the Nursery and the Reception classes in this aspect of learning is very good.
- Staff expectations are high and are applied consistently.

Commentary

39. Most children are likely to exceed the national goals for early learning because of the very good teaching they receive; achievement is good. Their independence and self confidence are increasing and they are developing good attitudes to learning. In the Nursery and the Reception classes, the children have very good opportunities to exercise independence, to take turns and share and to work in groups. These opportunities are extended in the outdoor areas so that children have a wide range of

situations in which to develop their social skills. Teachers plan opportunities for children to initiate their own learning in a variety of situations; this encourages children to experiment and explore. All staff use good strategies to develop children's understanding of right and wrong and the consequences of their actions. Teachers and support staff have high expectations; as a result, children respond and behave well. They sustain very good levels of concentration and are familiar with the routines established within the classrooms. A particularly strong feature of this aspect of learning is the way in which children with particular needs who visit regularly from a local school, are integrated into the Nursery.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Overall, speaking and listening skills are developed well but high numbers in the Nursery limit the opportunities for language development in whole class sessions.

Commentary

40. Children enter the Nursery with a wide range of ability in language development. From the beginning of the current term, the number on roll has increased considerably. Teaching is good in small groups and, generally, children are achieving well when working in small groups. When, at the end of the morning, these small groups all meet up in one area and have group stories which start at different times whilst there is a considerable amount of movement around the room, children become distracted and opportunities are lost to develop greater understanding of how a story works and to extend their vocabulary. The school is aware of this and the newly appointed Nursery teacher and the very experienced support staff are examining ways in which to tackle this issue.
41. In the Reception classes, teaching is good and almost all the children are achieving to their potential and likely to at least attain the national goals for early learning in this area. More able pupils will exceed them. Speaking and listening skills are fostered well in whole class sessions. The adults encourage children to speak clearly and answer in complete sentences. There are many opportunities for children to attempt to write, higher attaining children are beginning to use letter sounds to write independently. Most children can write their own names legibly. Children enjoy books and stories; they are happy to share these with adults and more able children are reading simple texts with confidence.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Teaching is good and sometimes very good.
- Resources are used well to help children develop a mathematical vocabulary.

Commentary

42. Most children are likely to attain and many to exceed the national goals in early learning in this area. All children are achieving well and making good progress. In a good group session observed in the Nursery, children were learning to sort by size and colour using plastic bears which related to the theme of '*Goldilocks and the Three Bears*'. Children are able to recognise numbers one to five by symbol and most could count objects out accurately to match the symbols. They use mathematical language correctly, for example, when they say that 'Daddy Bear is the biggest'. They can match the bears to picture charts and can explain why they have done so. These experiences are extended when children successfully match the bears to the right size beds, chairs and bowls.
43. In the Reception classes, children are being encouraged to understand money. In a very good lesson, children initially had difficulty in realising that a 5p was the same as five 1p's; the practical activities organised by the teacher and used by her and the support staff, using real money, resulted in very good gains in understanding by the end of the lesson. In the Nursery and the Reception classes, there is a very good range of high quality resources which all members of staff use very well to support children's learning. Children can identify simple shapes such as square, circle and triangle and number rhymes are used particularly well in all three classes to reinforce counting skills.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teaching is particularly effective in the provision of activities and resources.
- The outdoor areas are used very well to encourage children to explore and investigate.
- There is a good range of materials, big and small, with which children can build and construct.

Commentary

44. Teaching and learning are good and children achieve well. Children are on course to attain the national goals for early learning in this area. In the Nursery and the Reception classes, teaching provides good opportunities for children to build, to use a wide range of tools and to use everyday technology such as tape recorders and computers. Software is well matched to the needs of the children and promotes learning in other areas, such as mathematics. In a good lesson observed in one Reception class, children brought into the classroom small slugs they had found in the outdoor area, placed them on a dish and examined them using the interactive whiteboard and microscope. The children became very confident in using the equipment and improved their observational skills under the teacher's guidance. The activity also promoted speaking and listening skills well. Sand and water play is ongoing and large and small construction apparatus is available inside and outside. Through the constant use of the outdoor area, children have good opportunities to develop an awareness of the world about them.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Teaching is at least good and sometimes very good.
- Children are acquiring a high level of dexterity from using a wide variety of small and large equipment.

Commentary

45. Children are on course to meet the national goals for early learning in this area and many are likely to exceed them. Achievement is good. This is because a good amount of time is given to this area of learning and because the teaching is good, and sometimes very good. In the Nursery there is a rich range of everyday tools and equipment including large wheeled toys and climbing apparatus, which are used to encourage children to use their imagination and offer good opportunities to develop physical control and dexterity. In the Reception classes, these opportunities are extended and the teaching in formal hall sessions is at least good and sometimes very good. In one very good lesson the quality of teaching was such that the acquisition of new skills was readily identifiable and the time was used most productively; the lesson was entirely focused on improvement and children were enabled to build well on previous learning.

CREATIVE DEVELOPMENT

46. No sessions were observed where creative development was the focus. Scrutiny of planning and observations of work on display indicate that most children are on course to attain the national goals for early learning by the time they enter Year 1. There are good opportunities for role-play and teachers and support staff develop these. Assessment records indicate that most children have made good progress and are achieving well.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- The pupils achieve well in speaking and listening.
- The focus on writing in Years 3 to 6 is proving successful and standards are rising.
- There are good opportunities for pupils to write creatively and imaginatively.
- There is insufficient monitoring of the quality of teaching and learning.
- Teachers do not make sufficient use of information and communication technology to support pupils' learning in English.

Commentary

47. Standards in English are above average in Year 2 and they are average in Year 6. This judgement is similar to the one made at the last inspection for Year 2 but represents a drop in Year 6. National test results in 2004 were above average in Year

2 and below average in Year 6. Good standards are achieved in Years 1 and 2 because handwriting is taught systematically, the pupils are encouraged to write at length and the skills of reading and writing are taught well in whole class and group sessions. After a fall in achievement in national test results at Year 6 over the last two years standards are now rising again. This is because there has been a recent focus on raising standards in writing and extending the good teaching of reading skills into Year 3 to Year 6. The work seen in the present Year 6 suggests that standards by the end of Year 6 could well exceed the national average this coming year. Most pupils, including those who have special educational needs and the higher attaining pupils, achieve satisfactorily overall.

48. Speaking and listening skills are good. Throughout the school the pupils are increasingly competent at expressing their ideas and they enjoy conversations with other children and adults. Teachers encourage high quality discussions and many use questions well to challenge ideas and to check understanding. Most pupils listen well and are sensitive to other points of view. In Year 6, many pupils use mature language to express their feelings and experiences. This was demonstrated in a Year 6 lesson where pupils engaged in high - level discussions on the subject of whether mobile phones should be used by eleven-year-olds.
49. Reading skills are systematically taught and in a drive to improve the quality of reading and spelling in Years 3 to 6 there is a strong focus on the teaching of letter sounds. The decision to teach reading mainly outside of the literacy hour is having a significant impact on raising pupils' interest in, and enthusiasm for, reading. These sessions are carefully planned to cover a wide range of reading related activities, thus allowing teachers to focus attention on guiding the reading of small groups of pupils whilst providing opportunities for independent learning for the rest of the class. Many parents reinforce the progress their children make by hearing reading at home. Pupils throughout the school talk enthusiastically about the books that they own and their preferences for certain authors and type of books.
50. Pupils in Years 1 and 2 achieve well in writing. They make good progress because they are taught basic handwriting skills well and are given opportunities to write imaginative sustained pieces of writing. The work on spelling and grammar is linked to the writing process and this gives the pupils a clear focus for their work. The school is working hard to drive up standards of writing in Years 3 to 6. Further training for teachers, grouping the pupils by ability and regular opportunities for pupils to write at length and in a variety of styles are having a positive effect on teaching and learning. Standards are average across these year groups with some examples of very good achievement in Year 6 where more able pupils produce reasoned written arguments relating to their class debates and the less able write quality humorous rhymes and limericks.
51. The quality of teaching ranges from very good to satisfactory and taken together with the scrutiny of pupils' work it is judged to be good overall. Almost all of the pupils concentrate well in lessons and work hard. In the better lessons effective questioning by the teacher and good examples on which to base their work, helped pupils achieve well. For example, in a lesson with Year 5 pupils the teacher used good examples of similes to stimulate the pupils to further learning. In a good lesson in Year 1 with the lower ability pupils, tasks were clearly explained, and the teacher and classroom assistants matched the group work to the abilities of the pupils. The teaching was less successful where lesson introductions were too long and the teacher failed to explain the standard, quantity or quality of work expected.
52. The co-ordinator for English is new and she has a clear view of what still needs to be done to further improve standards. There is a clear process in place for assessing pupil's progress in English and for setting individual targets. However there is no regular direct monitoring of the

quality of teaching and learning and this limits the extent to which good practice is shared and improvement promoted.

Language and literacy across the curriculum

53. The pupils use their language and literacy skills well in some subjects but overall there are not enough planned opportunities to develop writing across the curriculum. In history, Year 4 pupils link their literacy work to their topic on the Vikings and Year 6 pupils produce extended pieces of written work for their topic on the Greeks. In geography and science pupils use their literacy skills to label diagrams and annotate drawings. However, in other subjects such as religious education written work is limited and where it exists there are often weaknesses in the presentation and organisation of the work. Information and communication technology is used well by some of the older pupils to support their learning in literacy but in most year groups it is significantly underused.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Good subject leadership over the last 18 months is clearly promoting improvements in provision and standards, particularly in Year 6.
- The overall quality of teaching is good and the pupils become competent, confident learners, especially in number work.
- Standards in Year 2 are above average although national test results have fallen in recent years as a result of changes in the intake.
- There is not enough use of information and communication technology to promote mathematical learning and not enough links with other subjects.

Commentary

54. The school's national test results in 2004 for Year 2 pupils were average in comparison with other schools with almost all pupils attaining the nationally expected level; but fewer than expected gaining the higher level. In previous years test results have been at least above average, frequently well above average, and the fall is mainly due to changes in the size and attainment on entry of the year groups. (see also paragraphs, 1, 2 and 4 above) In Year 6, the school's results in 2004 were below average when compared with all schools nationally and when compared with other schools whose pupils had recorded similar results in their Year 2 tests. There is wide variation from year group to year group with the additional factor that only 60 per cent of the 2004 year group had been in the school at the end of Year 2. Teaching is consistently good and pupils' good achievement is most evident in Years 1 and 2. Achievement over Years 3 to 6 is improving, in inspection lessons it was good; overall it has been satisfactory in the last two years.
55. Examination of the work of pupils in Year 2 indicates above average overall attainment. There is a strong emphasis on number work and pupils of all abilities achieve particularly well in this aspect. The pupils are taught consistently to write numerals correctly and to present their work neatly. This means that their calculations are easy to check. Pupils of all abilities, including the very few for whom English is an additional language, build well on their earlier learning; achievement is good during Years 1 and 2. During the inspection, pupils in the upper of the two groups in which Year 2 pupils are taught made good gains in their competence in the use of $>$ and $<$ with three-digit numbers, ultimately placing six three-digit numbers in order and explaining their reasoning in a way that showed understanding.
56. Pupils in Year 4, including those who have special educational needs and those for whom English is an additional language, achieved well in a good, practically based lesson on directions and points of the compass. The necessary resources were well-prepared and the lesson was conducted in a lively and enthusiastic manner that carried the pupils along. Other Year 4 pupils had carried out an interesting investigation into the number of faces and edges on a variety of pyramids and prisms. Spreading this sort of enthusiasm and investigative approach is rightly one of the co-ordinator's points for further development. Overall, the quality of teaching is good, with planning that is designed to meet the needs of pupils of different abilities and good use of practical methods where appropriate. Lessons generally proceed at a good pace in a pleasant atmosphere and teachers provide pupils with good feedback during lessons. Overall, too little use is made of information and communication technology resources in teaching and learning.
57. The co-ordinator, who takes both of the Year 6 mathematics groups, has held the responsibility for some 18 months and is effectively promoting improvement in provision and standards. This is based on close analysis of pupils' performance in end of year tests and an extension throughout the school of the setting by ability that has long been the practice in Year 2. It is too early to judge the effectiveness of this measure but the identification of areas of weakness, further teaching and re-testing show significant gains in the pupils' competence. Overall, there has been satisfactory improvement in the five years since the last inspection even though national test results have fallen since that time for the reasons given above and in earlier parts of the report.

58. Examination of the work of the current Year 6 pupils and lesson observation indicates that standards are currently average; pupils are on course, given continued good teaching, to achieve above average national test results at the end of the year. An interactive whiteboard was very effectively used in a Year 6 lesson to teach the correct use of a protractor and some pupils used the board themselves. The co-ordinator rightly sees expanding the number of these and improving class access to computers as the key to improving the amount and quality of information and communication technology use in supporting teaching and learning in mathematics.

Mathematics across the curriculum

59. There are a few examples of pupils using their mathematical skills in other subjects, for example, graphical work and data handling in science and history. Overall, however, there are too few planned opportunities for pupils to use the mathematics they are learning in other contexts. This is partly because the recent introduction of setting throughout the school means that class teachers do not teach the whole of their class for mathematics and so cannot make the connections that might otherwise be possible.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Teaching is consistently good with some excellent teaching seen in Year 2.
- The emphasis on providing opportunities for pupils to plan their own investigations is having a positive effect on progress.
- Pupils are recording their own findings independently using scientific language.
- Marking does not always identify the next steps in learning.

Commentary

60. In the school's national tests and assessments in 2004, results in Year 2 were above the national average and in line with those of similar schools. Results for pupils in Year 6 have declined in recent years; in 2004 the results for pupils were below the national average but the number of pupils achieving the higher level was in line with the national average. This comparison was the same against similar schools. The school has increased in size in recent years and there is very clear evidence that the level of pupil mobility at the upper end of the school has been unusually high. Many of the pupils who have joined the school in Years 5 and 6 have been lower attaining pupils who have required extra support.
61. Standards seen during the inspection in both Year 2 and Year 6 are in line with national averages. Results in Year 6 in 2005 are on course to show a considerable improvement on those of recent years. This reflects the quality of teaching the pupils are receiving and the identification of areas for development and effective action taken by the school. All pupils are achieving satisfactorily, with those in Year 6 now achieving well.
62. Teaching is consistently good with some very good features and one excellent lesson was observed in Year 2. In this lesson, the teacher had a very secure knowledge of the subject, the pupils were highly motivated and their enjoyment and excitement in

the learning that took place was sustained throughout the lesson. There was a particularly good balance between whole class work and group work. Pupils' work was used both to model good practice and to establish achievement of the learning objective, at the end of the lesson. Achievement was very high. In Years 3 to 6, teaching is good and one very good lesson was observed in a Year 5 class when pupils' information and communication technology skills were used to develop a visual representation of the earth, sun and moon. The teacher's use of questioning extended the pupils' knowledge and understanding of the subject and how they could use their information and communication technology skills to support their science lessons. The brisk pace of the lesson and the constant challenge it posed for pupils, including those of higher ability, enhanced their learning. All pupils made very good gains in their learning during this lesson.

63. The pupils' work in Years 1 to 6 shows that it is effectively linked with pupils' earlier experiences in the subject. The links between English and the subject are being developed well. Pupils are encouraged to record their own findings using scientific language and work is well presented with clear, usually labelled, diagrams. Mathematics and information, communication and technology skills are generally used satisfactorily to support learning in the subject. However, no targets are set in the subject and the marking of work is inconsistent, with many missed opportunities to advise pupils of how they can achieve the next level. The school has concentrated on increasing opportunities for pupils to instigate their own investigations and lessons seen during the inspection indicate that this is having a positive impact on pupils' progress.
64. The acting co-ordinator has very quickly understood the need for further developments. Her analysis of the test results and the identification of areas to develop are resulting in improvement in the subject. Currently, she has limited opportunity to monitor teaching and learning in the subject and so cannot identify further areas where support is needed. Subject assessment is satisfactory but could be used more thoroughly to set individual targets for pupils and to track progress, particularly of those pupils who remain at the school from Year 1 to Year 6. In view of the problems posed to the school by the high mobility factor and the steps taken by the school to tackle this issue, improvement since the last inspection is satisfactory, although national test results have fallen for reasons identified earlier.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Provision has improved since the last inspection and all pupils have access to the new interactive whiteboards.
- Skills are taught well but pupils frequently have too little ready access to enough computers to be able to consolidate their learning.
- There are examples of staff making very good use of the resources but information and communication technology is not used enough in other subjects.
- There is no systematic tracking of pupils' progress.

Commentary

65. The school has improved its provision in terms of a small number of laptop computers, digital cameras and video and, most recently, four interactive whiteboards. For the size of the school and the potential use across the curriculum, however, the number of computers that can be made available for whole class use at any one time is barely adequate and this is keeping pupils' achievement at a satisfactory rather than higher level, even though the overall quality of teaching is good. This was the case, for example, in a Year 3 class where pupils clearly benefited from the clarity and interest of their teacher's explanation and demonstration of a simulation program about the flight of a duck via an interactive whiteboard. They contributed well to discussion about altering variables to enable the duck to fly (or not). However, the length of the lesson and the lack of available computers mean that it could be as long as two weeks before all pupils have had sufficient time experimenting with the program to effectively consolidate and extend their learning.
66. There were two particularly strong features of a very good lesson with Year 5 pupils. In the first place the link with pupils' learning about the solar system in science provided very good motivation for developing the skills of depicting the earth, sun and moon using autoshape and text box functions. In the second place the teacher had made it possible for each pupil to have immediate access to a computer by collecting as many laptops as possible into his classroom and arranging for some pupils to go and work on computers that were not in use in other rooms. This meant that pupils were able straight away to put into practice what they had been shown and the teacher's improvement-focused interventions promoted very good achievement. The final part of the lesson was used very well as the teacher's questions enabled pupils to recognise that they had learned to create a labelled diagram.
67. Questions were also used well by a Year 6 teacher to help pupils to re-visit earlier learning on spreadsheets before she gave a very clear demonstration of how to enter formulae into a spreadsheet and calculate the total of a set of number in a range of cells. Pupils worked in groups of three or four to a computer which meant that individual access was limited although there was clear benefit in pupils working and learning together, particularly to those with special educational needs who were fully included in the lesson. Pupils explained clearly what they had learned when questioned in the final part of the lesson; self assessment by pupils was encouraged. However, there is no whole-school system for keeping track of pupils' skill development that would help teachers to build on pupils' learning from earlier years.

Information communication technology across the curriculum

68. Information communication technology is used effectively in literacy in Year 6 and there are some good examples of its use in other subjects, for example for research purposes in history and in design and technology. During the inspection very good use was made in the Year 5 science work on the solar system. Overall, however, not enough use is made of the resources and pupils' skills. The school recognises that this is an area for further development and that improving pupils' access to computers is part of the means of addressing this.

HUMANITIES

69. It is not possible to make an overall judgement about provision in **geography**. Only one lesson was observed; this was satisfactory. Based on discussion with the co-ordinator and an examination of pupils' work and displays around the school,

standards in Year 2 and Year 6 are at least average. The school has sustained the standards reported at the time of the last inspection. The presentation of pupil's work in books is good and shows an increased understanding of geographical skills, for example, mapping and the effects of climate, year on year. English and mathematics are used well to support learning in the subject. The local environment is used to develop pupils' understanding in the subject. Subject management is effective, though there has been no opportunity for the co-ordinator to monitor teaching and learning in the classroom and thereby share good practice and identify areas for improvement. Satisfactory assessment procedures are in place.

Religious education

The provision for religious education is **satisfactory**.

Strengths and weaknesses

- Pupils are offered a broad range of religious faiths to study.
- Religious education is linked well to other subjects such as drama, design and technology and art.
- The assessment procedures are focused on units of work and do not effectively monitor pupils' progress from year to year and the quality of teaching and learning.
- There are too few opportunities for pupils to be involved in extended and sustained writing.

Commentary

70. Satisfactory standards have been maintained since the time of the last inspection. Pupils' achievement is satisfactory overall. Pupils of all abilities begin to understand some of the similarities and differences between world religions such as Hinduism Judaism and Islam. By the time they leave the school pupils have a satisfactory knowledge and understanding of stories from the Bible. They also know about places of worship and study the main Christian festivals. The oldest pupils in Year 6 have excellent opportunities for reflective and spiritual development and many are able to focus their thoughts beyond the factual. However, there are limited opportunities for pupils in most year groups to produce individual extended pieces of writing to consolidate their learning and develop their literacy skills.
71. In the lessons seen, teaching ranged from satisfactory to very good; overall it is good. In the very good Year 6 lesson where the pupils were studying the significance of Jesus, the teacher's skilled questioning and good use of individual and group discussion developed pupils' opportunities for spiritual and reflective thinking and for expressing their ideas through drama. In a good Year 2 lesson the pupils understood the significance of stained glass windows in a cathedral and linked their work well to art. The teacher's good subject knowledge and enthusiasm resulted in the pupils enjoying their learning.
72. A satisfactory scheme of work has been implemented based on the locally agreed syllabus. A broad range of topics is studied but there are no systems in place to assess pupils' progress through the school, only with respect to individual units of work, and so planning for the progressive development of skills is hampered. There have been no opportunities to monitor teaching and learning across the school in order to gain a clear picture of standards and progression. The school's resources are very good and used well by the teachers in lessons to stimulate pupils' interest. Around the school there are high quality displays on the Jewish festival of Hanukkah and the Hindu festival of Diwali. The pupils have designed and made artefacts such as menorah candle - holders and diva lamps to further their learning through these displays. The curriculum is further enriched by the frequent contribution of a local church worker to take assembly and a recent visit from the local Hindu centre. Older pupils have recently had opportunities to further their spiritual and cultural development by attending the local "Heritage and Diversity" festival.

History

The provision in history is **good**.

Main strengths and weaknesses

- Standards in Year 2 and Year 6 are better than expected for the pupils' ages.
- There are good opportunities for pupils to develop their writing skills.
- Links between history and other subjects are developing well.
- The subject is enriched by visits and visitors to the school.
- There is not enough direct monitoring and evaluation of the quality of teaching and learning.

Commentary

73. Standards are above average throughout the school and this is an improved picture compared to that found at the time of the last inspection. The majority of pupils, including those who have special educational needs and those for whom English as an addition language, achieve well. Pupils show increasing depth of factual knowledge and understanding of the history of Britain and the wider world. The quality of the teaching is judged to be good. In a good Year 6 lesson on The Tudors the teacher encouraged the pupils to explore the feelings of the crew of the Golden Hinde ship. The recent visit made to the Maritime museum in London had inspired the pupils to gain factual knowledge and to express their feelings through drama and role - play. In a good Year 4 lesson the pupils gained good knowledge of the distinction between Invaders and Settlers in their topic on the Vikings. In these lessons teaching and learning were good because the teacher's enthusiasm, knowledge and good quality questioning were effective and enabled pupils to make good gains in their knowledge and understanding.
74. Across the school, teachers are highly successful at bringing the subject to life for pupils. This is achieved through the wide range of visits and visitors and through linking history with other subjects. During the inspection, the day visit from 'The Vikings' stimulated learning for all the Year 4 pupils. By handling and experiencing artefacts and clothing, the pupils made very good gains in their knowledge and understanding of Viking life. Themed historical groups depicting the Tudor and Roman periods have also recently visited the school for the day and stimulated interest and learning. The older pupils have been involved in exciting archaeological work in the local area. Increasingly good links are being made with other subjects. Work on the Tudors has been enhanced by opportunities in art and drama and in many topics the pupils are encouraged to increase their literacy skills through discussion and extended pieces of writing.
75. Leadership and management of the subject are good. The co-ordinator is enthusiastic and has successfully built up resources both from within the school and from outside organisations. The effective use of these resources in lessons helps the good progress the pupils make across the school. However, the lack of monitoring of teaching and learning in history means that good practice is not being effectively shared throughout the school and so opportunities for improving standards and achievement even further are being missed.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

76. No lessons were seen in **art and design** so overall judgements about provision and standards are not possible. The examination of the art policy and scheme of work, teachers' planning and work on display around the school indicate that the subject is an important part of the school's curriculum. From the good quality work on display it is possible to see that pupils are taught the basic skills of painting, mixing colours, drawing and making patterns. There are many examples of pupils' art being used to enhance work in other subjects – illustrated accounts in history, Year 1 work on candle pictures in religious education and decorative work on pupils' winter poetry in English. All of the pupils work is mounted with great care and is well displayed around the school. The co-ordinator organises resources and supports staff well. However, there are no systems in place to assess how the pupils are progressing and there have been no opportunities for the co-ordinator to monitor the quality of teaching and learning in the subject. There was little evidence of the use of information and communication technology to extend learning in most year groups.

77. No overall judgements could be made on provision in **design and technology** since no lessons took place during the inspection. Evidence from work on display and from teachers' planning indicates that the subject is taught well in blocks in each year group. There is a strong emphasis on focused practical tasks when Year 1 pupils work on houses and in Year 2 the puppets that pupils made are of a good standard, with very good assessment recording for each pupil. Good links are made both within the subject and with other subjects. For example, Year 3 pupils not only design and make sandwiches but also the packaging for them, while the Year 4 project on torches links very well with science and involves Internet-based research. The enthusiastic efforts of the co-ordinator are leading to improvements in provision, for example in the setting up and well-organised use of a kitchen as well as leading and identifying staff development opportunities for colleagues. Her action plan rightly includes seeing design and technology lessons in other classes in order to promote progressive skill development as effectively as possible. The curriculum for Year 6 pupils is enhanced well by the opportunity for working on large-scale structures with the local secondary school.
78. Although no firm judgements on teaching and learning could be made, on the evidence seen, aspects of the provision for **music** are at least satisfactory and in some aspects, such as performance, it is good. Teaching and subject leadership are undertaken throughout the school by a music specialist. This teacher is newly appointed this term and is currently establishing her relationship with the various classes. In the two lessons observed, the teaching was satisfactory with some good features. A commercial scheme is used to develop learning in the subject and assessment procedures are satisfactory. The school has a very active choir, and observation of a choir practice identified a real enthusiasm amongst these pupils to sing well. Pupils know how to sing in unison and in parts. This session was well led by the teacher. There are many opportunities in the school for pupils to learn the piano, flute, guitar, recorder and cello and about sixty pupils take advantage of these opportunities. Music is used to support assemblies and the children have opportunities to perform to their parents. The Christmas productions for 2004 were of a high standard. The music lesson is used as an opportunity to release teachers to meet the requirements of the workplace reform; this however, means that there are missed opportunities for teachers to develop their own skills in the subject.
79. Too few lessons were observed in **physical education** for judgements to be made on overall provision, although it is clear that there are good features and also areas for improvement. The lesson with Year 1 pupils was very well taught and pupils made very good gains in the quality of their individual dance responses to the Rainbow fish story and music. Their achievement owed much to their teacher's continual focus on improvement and striking an effective balance of very clear direction and high expectations coupled with encouraging self-expression. Year 5 pupils benefited from the opportunity to develop their own circuit activities and games and applied themselves well to the task; overall achievement was satisfactory.
80. Pupils have two physical lessons of one hour each week and benefit from the very good physical provision of two hall as well as outdoor facilities; resources are good and parents have contributed to improving these. Each junior class goes swimming at the local special school pool each year and the vast majority of pupils achieve the national expectation of swimming 25 metres unaided. Pupils have few opportunities for outdoor and adventurous activities apart from a school-based activities week for Year 6. After school clubs feature football, netball and juggling and there are only a few opportunities for pupils to take part in competitive fixtures with other schools.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Commentary

81. Evidence from teachers' planning shows a very good curriculum that is appropriate to the needs of the pupils and supports their personal development very well. It includes sex and relationships education and education of the dangers of drug misuse. Healthy eating and a healthy lifestyle are promoted well. The school provides pupils with good information to help them make decisions about their own lives and the responsibilities of living in a community. Specific lessons and focused assemblies are now regular features in the timetable, and are used effectively. The development of personal and social skills has a high priority, this is based largely on oral work and pupils are given good opportunities to listen and speak as they explore a variety of issues relevant to their own lives.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	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	2
How well the school seeks and acts on pupils' views	3
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	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
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).