

INSPECTION REPORT

CHADWELL PRIMARY SCHOOL

Chadwell Heath

LEA area: Redbridge

Unique reference number: 102836

Headteacher: Mrs K Woodman

Lead inspector: John Lilly

Dates of inspection: 18–20 October 2004

Inspection number: 270910

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:	467
School address:	High Road Chadwell Heath Romford Essex
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Henry Hymos
Date of previous inspection:	17 January 2000

CHARACTERISTICS OF THE SCHOOL

This is a large primary school with 467 girls and boys on roll between the ages of 3 and 11. The proportion of the pupils from backgrounds other than white British is much higher than average. Many of these pupils speak English as an additional language and a significant number are learning English, some at an early stage. Although the range of cultures and languages is wide, the majority of these pupils have cultural backgrounds from the north of the Indian sub-continent. The number of pupils eligible for free school meals is broadly average, although most pupils come from homes that are not as advantaged socially and economically as the national average. The number of pupils identified as having special educational needs is broadly average. A higher than average number of these have significant needs, with a number with emotional and behavioural difficulties. A slightly higher than average number of pupils join or leave the school other than at Reception or Year 6. The school is part of the 'Wider Opportunities' music initiative and works in partnership with a local Arts and Media Technology College (secondary school).

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
12487	John Lilly	Lead inspector	English as an additional language Special educational needs Religious education Personal, social and health education (PSHE) Information and communication technology Music
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Chadwell Primary is a good school. Pupils make good progress, joining the school with low attainment and leaving Year 6 with attainment that is at least in line with the national average and well above the average for similar schools. The school is well led and supported by a very involved and effective governing body. The school is well managed and staff work as a determined team. Teaching and learning are good. These strengths create a school community within which all pupils can and do learn, behave well, are eager to help others, and develop as rounded and confident young people. Standards and the quality of provision are improving. Overcoming considerable problems caused by a reduction in finance, the school has built very secure foundations for future improvement. Above all, this is a school that addresses any weaknesses honestly and is determined to become a very good school. The school offers good value for money.

The school's main strengths and weaknesses are:

- The school is well led and is supported by a very strong governing body.
- Pupils have good attitudes to their work and relate very well to others.
- Teaching and learning are good, and pupils achieve well.
- Management is not sufficiently effective at increasing the proportion of very good teaching.
- Assessment information is not used sufficiently to show pupils how to improve.
- Pupils are not always helped enough to gain the language they need at school
- Music plays an important part in the pupils' development by raising their aspirations.
- The school works very closely with its community to the considerable benefit of the pupils.

There has been good improvement since the last inspection both in provision and achievement.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	C	A	B	A
mathematics	B	C	C	A
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 good at the Foundation Stage and in Years 1 to 6. Children join the school with low attainment and many are learning English as an additional language or do not have developed speaking and listening skills. They make good progress, and attainment rises year-by-year. Consequently, by the time pupils leave Year 6, most achieve nationally expected standards and a significant number exceed them. Results in national tests at the end of Year 2 in 2003 tended to be below national expectations because it takes time for pupils to develop the type of language they need at school. These skills develop by Year 4 and progress then increases rapidly. Currently, standards by Year 2 are improving slowly and by Year 6 more rapidly than the national rate. Unvalidated results for tests at the end of Years 2 and 6 in 2004 showed continued improvement, with significant improvement in reading by the end of Year 2. Pupils' attainment in reading matched the national average. Local education authority data show that Chadwell is one of the most effective schools in the borough at helping pupils overcome factors that may hold back their

learning. **The pupils' personal qualities including their spiritual, moral and cultural development are good, as is their attendance.** Behaviour is good and relationships very good.

QUALITY OF EDUCATION

The quality of education is good. The curriculum is broad, balanced and very relevant to the pupils' current and future lives. It is highly enriched by links with the community, clubs and visits. **Teaching is mainly good**, but there is too much only satisfactory teaching and too little very good teaching. Teaching of literacy and numeracy is good. Good teaching leads to good learning and achievement, and is reflected in the good attitudes of the pupils. The pupils have a wide range of potential barriers to achievement and these are mainly but not always overcome. Pupils with special educational needs are well supported, but support for very able pupils and those learning English as an additional language, whilst adequate, needs further improvement. Although the pupils' learning is good and most make good progress, teachers do not use assessment information well enough to help pupils recognise how they can improve their work. Even so, pupils feel safe, cared for, enjoy their work and feel they can play an increasing part in the school's success. Standards of care, welfare and guidance are good. A strong partnership with the local and wider community makes a significant contribution to the learning and personal development of the pupils. There is a good partnership with most parents and their views are sought and taken seriously.

LEADERSHIP AND MANAGEMENT

Leadership and management are good, and the headteacher provides a very good role model for staff and pupils. The governing body makes a very good contribution to the school's improvement, giving the school direction, vision and very strong values. Staff in their management roles are committed to improvement and work as a close-knit and determined team. Now that the school has additional finance, more time has been given to release teachers from direct classroom teaching. This time is used to good effect but not yet sufficiently well to improve teaching and learning within classrooms. The school evaluates its performance honestly but without sufficient precision for example, this inspection judged much to be better than the school's own evaluation. This lack of precision is to some extent because managers do not have sufficient knowledge of teaching and learning in classrooms and to some extent because managers do not have enough expertise in the skills necessary to identify crucial areas to improve and to decide how.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Pupils value the school highly and grasp eagerly the opportunity to play an increasing part in the school's success through the school council. Similarly, parents value the school and are supportive, although some would like more guidance on how to help their children's learning at home

IMPROVEMENTS NEEDED

The most important things the school should do to improve, helping staff and governors to achieve their ambition of becoming a very good school, are:

- Make better use assessment information to help pupils understand what they need to do to improve their work
- Use leaders and managers more effectively to increase the proportion of very good and excellent teaching.
- Improve the ways the school helps pupils gain the speaking and listening skills they need in their learning and thinking.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

There has been strong improvement in attainment and most pupils attain at least average standards by the end of Year 6. Progress and levels of achievement are good throughout the school.

Main strengths and weaknesses

- Most pupils join the school with low attainment and leave Year 6 with average attainment or better.
- Some pupils do not acquire the language skills they need quickly enough and this hinders their progress.

Commentary

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

Standards in:	School results	National results
Reading	14.3 (14.5)	15.7 (15.8)
Writing	14.5 (15.7)	14.6 (14.4)
Mathematics	15.5 (15.9)	16.3 (16.5)

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

1. Standards overall have improved since the last inspection. Attainment in national tests at the end of Year 2 in 2003 show improvement over time at slightly below the national rate but this can be explained by the fact that attainment when pupils join the school is declining and the number of pupils who are learning English as an additional language has increased. Realising the reasons for the slow improvement, better provision by the school led to dramatic improvement in reading as between 2003 and 2004, and significant improvement in writing and mathematics. Although pupils make good progress at the Foundation Stage and in Years 1 and 2, many have not had enough time to gain the language of communication and thinking that they need at school. This explains to some extent why results in national tests at the end of Year 2 in 2003 were below average. Consequently, results in 2003 were well below the national average in reading, average in writing and below average in mathematics. They were below the average for similar schools in reading, above average in writing and average in mathematics. Unvalidated results for 2004, however, show that attainment in reading and writing matched the national average, although still slightly below average in mathematics, despite improvement.

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

Standards in:	School results	National results
English	27.8 (28.7)	26.8 (27.0)
Mathematics	27.2 (27.3)	26.8 (26.7)
Science	30.2 (30.7)	28.6 (28.3)

There were 67 pupils in the year group. Figures in brackets are for the previous year

2. This picture of language development taking time to underpin good learning is borne out by the good results in national tests at the end of Year 6. These have improved over time at above the national rate. Results in 2003 were above the national average in English, average in mathematics and well above average in science. They were well above the averages for similar schools in all three subjects. These results also show that the able pupils are achieving their potential. Unvalidated results for 2004 show continued improvement, being average in English, above average in mathematics and well above average in science. The picture overall is of a school that is overcoming increasing barriers to learning and is maintaining an improving trend. Most pupils join the school with below average attainment and leave Year 6 with at least average attainment and often better. The Local education authority's analysis of results in the context of the various factors that may depress final attainment shows that Chadwell is the second most effective primary school in the borough. Attainment of current pupils in Year 6, as seen in lessons and books, broadly reflects the levels of attainment in English, mathematics and science shown in recent national tests in 2003 and 2004, confirming sustained high and improving achievement.
3. This picture is confirmed by observation of attainment in lessons during the inspection. At the Foundation Stage attainment is low but climbs steadily year by year until it is often above average in Year 6. As pupils gain the language they need in school, the evidence shows a spurt in progress in Years 3 and 4. Other analysis shows that pupils who are learning English as an additional language show the greatest gain. Improvement is being sustained but may need management innovation rather than 'more of the same' if this is to continue (see teaching and management sections of the report). An example of a highly effective innovation is the music, 'Wider Opportunities' programme that raises pupils' aspirations in other lessons as well as their attainment in music.
4. Good support for pupils with special educational needs, including behaviour, means most achieve well. Most pupils who are learning English as an additional language and/or speak a rather unstructured and restricted English at home, gain the language they need at school by Year 4 and they quickly make better progress, raising their attainment to a closer match to their potential. However, there remain some who still have to gain the language skills they need. Discussion with pupils in Years 5 and 6 shows that some still find it difficult to fully understand the ideas they are asked to learn about in lessons. This is because they do not yet have the language development to underpin their thinking. This suggests that the school needs to extend the provision for the development of speaking and listening, both in amount and expertise. Managers have recognised and are addressing this need. This support is particularly necessary in the case of pupils who join the school late, often with little English. (There were several such pupils at the time of the inspection.)
5. The interventions to improve literacy and numeracy are particularly effective. They are delivered by specialist teachers or teaching assistants, as when a highly skilled teacher in Year 2 withdrew pupils for 'ten minute slots' to rectify misunderstandings, and sessions taken in the library for pupils in upper years by teaching assistants. The school's emphasis on personal, social and health education (PSHE) is building pupils' self-awareness and confidence, and, therefore, improving their learning and awareness of the contribution they need to make. The governors and school managers set challenging attainment targets each year, and these have led to more focused improvements in teaching; these are showing increasing success.

Pupils' attitudes, values and other personal qualities

Pupils display good behaviour and attitudes to school. Pupils' spiritual, moral, social and cultural development is good. Good attendance is supported by good punctuality.

Main strengths and weaknesses

- Relationships within the school are very good.

- Pupils have positive attitudes to their work.
- Pupils develop morally and socially very well.
- Some families remove children from school in term time for holidays and this slows these pupils' progress.
- Pupils meet their teachers' high expectations of behaviour.

Commentary

6. Relationships amongst pupils and between adults and pupils are very good and pupils from different backgrounds are fully involved and included in all that the school does. There is no differentiation by gender or background in work or play, with all pupils happy in each other's company. The school expects high standards of behaviour and the adults provide good role models that pupils are keen to follow. Pupils' behaviour throughout the school is good and on occasions even better, especially when classroom management is clear and strong. Occasionally, pupils who find it very difficult to control their behaviour need more adult support, for example, in a few mathematics lessons observed. Pupils move around the school in an orderly manner. They cope very well from an early age with the rather cramped dining room conditions. The lack of segregation in the playground enables pupils of all ages to play together, which outweighs the occasional problems caused by some older pupils and their enthusiastic football games. There were no exclusions in the last academic year or for some years prior to that.
7. Pupils are keen to attend school. They know the importance of good attendance and punctuality. When pupils are unavoidably late they hurry to their class and settle very quickly. The school is successful in ensuring good attendance and is keen to do even better. However, despite the efforts of the school some pupils are still removed from school during term time for holidays. Notwithstanding the positive cultural benefits of some trips, holiday work set by the school is not always returned and this is to the detriment of the pupils' learning.

Attendance in the latest complete reporting year 2002/2003 (%)

Authorised absence		Unauthorised absence	
School data	4.9	School data	0.1
National data	5.4	National data	0.4

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

8. Pupils start at school with good attitudes and these are maintained throughout their time in the school. Pupils enjoy their lessons and work hard. They are keen to take on increasing responsibilities in the life of the school, including the creation of new responsibilities such the playground 'buddying' system. Pupils are welcoming to visitors and from an early age are confident in conversation with adults.
9. Spiritual development of the pupils is good with many opportunities in lessons to foster self-awareness and understanding of the world in which they live. During assemblies there is an opportunity for quiet reflection, which is used well. Pupils display very good moral values showing compassion and concern for others both in and out of school. The consequences of their actions are clear to pupils and the school ensures that the occasional transgressor understands the effect of inappropriate behaviour. Pupils show respect for the school and those in it. The school is clean and tidy with no evidence of vandalism or careless use. Adults are treated with the utmost respect. This suggests that social development is very good. The diverse background of the school and its pupils offers good opportunities for cultural enrichment which are used well in the course of the pupils' learning. Consequently, pupils show respect for other cultures and faiths, responding with interest and warm curiosity to the many multi-cultural displays around the school and the focus on these cultures in many

lessons. The perceptive and caring relationships between pupils of different cultures are a strength of the school.

- Some pupils have significant problems with controlling their behaviour and emotions. They are well supported by specialist staff and, consequently, their behaviour improves and they begin to achieve in lessons.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides good quality of education and works hard to improve this further.

Teaching and learning

Teaching and learning are good in all years.

Main strengths and weaknesses

- Music teaching and learning are very good.
- The teaching seen was good overall but it was too often merely satisfactory and too seldom very good. This holds back the pupils with many barriers to learning to overcome or who have high ability.
- Pupils have good attitudes to learning when well taught well.
- Teachers do not use assessment information enough to support the pupils' independent learning.
- Teachers do not model the language pupils need in school enough, or ensure that the pupils use and learn how to use this language to aid their thinking.

Commentary

Summary of teaching observed during the inspection in 64 lessons or parts of lessons

Excellent	Very good	Good	Satisfactor y	Unsatisfacto ry	Poor	Very Poor
3 (5 %)	15 (23 %)	27 (42 %)	17 (27 %)	2 (3 %)	0 (0 %)	0 (0 %)

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

- Pupils are usually well taught and this leads to good learning. In effective lessons, most pupils are keen to learn, listen carefully and, when asked to work together, do so cooperatively and collaboratively. They show pride in their work and work quickly yet carefully, sticking at a task until it is completed. However, this good learning does not come easily because, throughout the school, the pupils have a wide range of hurdles in their learning to jump. Good achievement comes only when teaching is good or better. Some pupils do not find working independently easy or behaving in an appropriate way their first choice. They do both when well taught. A significant number of pupils have significant emotional and behavioural difficulties yet begin to learn well when helped by very good specialist support. The majority of pupils take time to gain the type of English they need to think through and solve problems and then express their ideas. This is because:

- for some English is an additional language,
- some learned English in homes that may speak several languages;

- for some the English they speak at home, although rich in power and communication, does not have the structure and extended expression pupils need in school.
12. The currently good teaching overcomes most but not all of these problems, helping pupils to gain the skills they need. This gain takes time and is shown by a spurt in progress in Years 3 and 4 – good progress that continues until Year 6.
 13. When teaching is only satisfactory, the problems facing many of the pupils tend to overwhelm the learning. Behaviour and attitudes deteriorate, understanding becomes confused and the quality of the pupils' learning is much worse. Very able and less able pupils tend to achieve the same standards. To balance this, when the pupils are very well taught, their learning lifts off. The most able attain very high standards, the average pupils attain above average standards, the below average pupils attain average standards and those who are learning English often attain high standards, using the benefits rather than the hindrances of speaking two languages. The pupils' ability to overcome problems is increased, and, consequently, they achieve well.
 14. The very good teaching seen during the inspection was usually, but not exclusively, by music specialists or lead teachers in the school. It had the following strong features:
 - The lessons had great pace, challenge and drive, exciting the aspirations of the pupils.
 - There were clear links with other subjects, for example, information and communication technology and music, music and PSHE, and design and technology and literacy.
 - The targets for the lesson had a high 'top', with specific targets for the very able and gifted.
 - Pupils knew precisely what they needed to achieve, the most able striving towards very high standards and the least able confident that they could achieve what they had been asked to do because there was an adult to help.
 - The teachers used very clear language and they expected and ensured that pupils contributed using the same structured and extended language.
 - The teachers continually helped the pupils to evaluate their work by asking open-ended questions, so that pupils could decide why they succeeded, why they met problems and what they needed to learn next.
 - Through these processes, pupils took independent and personal responsibility for their learning.
 - There was excellent teamwork between teachers and teaching assistants, the two often having shared the planning for the lesson.
 15. All teachers plan well and assess accurately the attainment of pupils. Senior managers analyse these assessments, along with national test results, to identify pupils in danger of under-achievement and this has led to effective interventions and specific training, for example, in how to improve pupils' speaking and listening skills. Currently, however, teachers make too little use of this information to help pupils evaluate their own work and learn how personally to improve their work. This is called 'assessment for learning', rather than 'assessment of learning'. Teachers make effective use of homework to extend learning but too little use is made of the very good library to aid independent research. They mark work conscientiously, often with helpful comments.
 16. The task for school management, therefore, is to use the support of expert teachers to help all teachers to teach consistently well, and increase the proportion of very good and excellent teaching. Teaching has improved since the last inspection, but greater input in lessons of leadership from expert teachers for classroom teachers is needed if this improvement is to continue.

The curriculum

The curriculum for pupils in the Foundation Stage and in Years 1 to 6 is good. It meets the requirements of the National Curriculum and for religious education. Accommodation, staffing and resources for learning are satisfactory.

Main strengths and weaknesses

- The pupils have many opportunities to learn beyond normal lessons and these significantly enrich their personal development and learning.
- Reception pupils do not have enough access to outdoor play opportunities.
- The school's team approach to helping every pupil achieve, and especially the good provision for pupils with special educational needs, makes Chadwell a very inclusive school.
- The music 'Wider opportunities' initiative helps pupils find a joy in music and a confident pride in creativity.
- The curriculum supports personal development well, and this enhances all learning.

Commentary

17. The school provides well for a broad and balanced curriculum that is relevant to the needs of all pupils. Developed since the last inspection, a well thought-through programme of personal, social, health and citizenship education (PSHE) makes a significant contribution to pupils' personal development and other learning. Sex and drugs education is dealt with appropriately and well. Teachers and teaching assistants who have especial responsibility for providing a suitable curriculum for pupils of different abilities, languages and cultural backgrounds and those with special educational needs work as an effective team. They have a good partnership with governors and class teachers. Consequently all pupils have good access to the curriculum and equal opportunities to achieve. The curriculum as a whole lives out the aims and values of the school, creating a positive ethos and very good working relationships.
18. Support for pupils with special educational needs is good, and clear leadership suggests that it will soon be very good. Management and provision for pupils learning English and needing to gain the type of English they need at school is satisfactory but offers an important opportunity for further development, as does support for the most able pupils. Especially good is the support for pupils with emotional and behavioural difficulties. Consequently, these pupils are helped to access normal classroom learning and begin to achieve their potential.
19. The school places high priority on having a curriculum that supports the personal development of pupils. This is well managed so that subjects such as PSHE and religious education work in harmony, and so that high quality assemblies, class and school councils, and 'circle times' (time when pupils can discuss concerns) all contribute to seamless support.
20. Working together, teachers integrate various subjects to the benefit of both, for example music and information and communication technology (ICT), PSHE and religious education and history with literacy. ICT plays an effective and improving role in helping pupils gain literacy and numeracy skills.
21. A wide variety of events and speakers, performers and specialists, and visits to places of interest, extend and enrich the opportunities for pupils to learn. Links with local secondary schools for taster lessons in English and design and technology, and the promotion of music through the Year 4 'wider opportunities' programme enrich the provision. This programme enables specialised teaching that is both expert and inspiring, and many opportunities to perform. The school does review the fact that, currently, older pupils do not have an opportunity for residential experience, and are looking for ways to overcome local problems. Extra-curricular activities and clubs are wide ranging and include sports, music, craft, dance and gardening. The amount of time allocated for the teaching of subjects is appropriate.

22. Regular liaison, between class teachers, planned with the next stage of education in mind, ensure that good progress is maintained. Useful policy and schemes of work are in place with clear guidance on planning for inclusion for all groups of pupils. Teaching assistants play an effective role in ensuring equality of opportunity for all pupils, and many are keen to play a fuller part in planning. The school provides 'booster' classes for pupils who need additional support to meet the expected standard. Homework is set frequently and is appropriate for the different age groups. The planning is good and consistent across the school.
23. Very strong links with the community greatly benefit the pupils' learning. The visits co-ordinator takes care to liaise with staff to match the visitors from the community and visits into the community with current topics in the classroom. Accordingly, pupils gain a greater insight into such aspects as health and safety at the local fire station and moral and social skills from the visiting police.
24. Staff are hardworking and conscientious and offer sufficient range of expertise to meet the requirements of the curriculum. All support staff provide valuable support, although more consistent planning with class teachers might improve their value further. Support staff contribute significantly to both the academic and also the personal success of pupils.
25. Resources across the school are satisfactory although the school is aware of the need to purchase more computers in order to meet national recommended levels of provision. There is room to increase the resources for control technology in ICT, alongside more training for staff.
26. The premises are well maintained and decorated. The school provides a stimulating and exciting place in which to learn and every space has been well developed to support learning. Some areas are especially good, for example, the library, the wild life area and the orchard. However, there are weaknesses that have a negative impact on pupils' learning, for example, the reception classes have no immediate access to an outdoor play area. Despite the best efforts of the school, many classrooms are too small for the number of pupils on roll and difficulties with three separate buildings cause problems with pupils' movement around the site, especially in inclement weather. Improvements are being considered by the local education authority in the longer term.
27. Since the last inspection there have been good improvements. The school has worked hard and successfully to rectify previous weaknesses. Of special note are the improvements in personal, social and health education provision and the improved curriculum for design and technology and physical education.

Care, guidance and support

The school makes good provision for the welfare, health and safety of its pupils and has good arrangements to seek and act upon the pupils' views. Adults in the school provide good levels of support, advice and guidance to those in their care.

Main strengths and weaknesses

- Pupils feel safe and secure, regardless of their background and capabilities, in the caring and friendly community.
- Assessment information is not used sufficiently to guide pupils on how to improve their work.
- Pupils have very good and trusting relationships with adults in the school.
- Pupils confidently express their views and are beginning to contribute to the development of the school.

Commentary

28. The school succeeds in providing an atmosphere of security and well being that makes the pupils feel safe and valued. Despite its age the school site is safe and secure and well maintained. The school has worked hard at maximising the use of the limited space to ensure the best possible provision for the pupils' support and learning. There is a good range of play equipment and the playground offers appropriate shade. Health and safety issues are given due prominence with good systems in place implemented by trained staff. The first-aid room is an excellent facility and appropriately stocked. Racial harmony is viewed seriously and effectively and is achieved through sound procedures that result in well informed pupils. Relevant policies and checks are in place. Great care is taken to ensure that thorough risk assessments are undertaken particularly when pupils leave the school site on educational visits. There are secure Child Protection policy and practices. These are implemented scrupulously and supported by training.
29. Pupils clearly enjoy each other's company and the supportive environment where adults listen, are fair and are close at hand. The lunchtime supervisors are trained and inducted to a high standard and adopt a caring and sensitive approach to the pupils, ensuring that pupils can talk over problems with confidence and trust. Classroom staff expect high standards of behaviour and application to work whilst remaining considerate and sympathetic. When interviewed, and in their questionnaires, pupils overwhelmingly consider staff to be fair and responsive to queries or concerns.
30. The school has made considerable efforts to assess the pupils academically and pastorally but has yet to systematically use that information to best advantage. There is insufficient emphasis on guiding the pupils on how they can improve their individual work, and so reach their potential and use their talents to the full.
31. Pupils express their views confidently. The school and class council system, whilst still developing, offers good opportunities for all pupils to be innovative with proper discussion and debate in class, followed by these ideas being taken to the school council by trained pupil representatives. These school council meetings are chaired and the minutes taken by pupils. Important matters are discussed at the pupils' initiative, as are the consequences. In a desire to extend the availability of fruit to the juniors, the council is considering how to raise funds to pay for the fruit. This provides the pupils with a meaningful and relevant opportunity to shape the future of the school; taking this opportunity, pupils show mature thinking. Pupils are anxious to express their views in lessons and assemblies and do so confidently.
32. Pupils with special educational needs are well cared for, especially through the guidance and help for those with emotional or behavioural difficulties. Support for very able and talented pupils is at an early stage of development and requires further improvement. Pupils speaking other languages than English, or who are learning English have satisfactory support, but some need more and very expert support if they are to reach their potential. This is especially true when they join the school other than at Reception, as in such cases they often do not speak English.

Partnership with parents, other schools and the community

The school has good links with parents and very good partnerships with its local community. Links with other schools and colleges are very good.

Main strengths and weaknesses

- The school works closely with its community to the considerable benefit of the pupils.
- Very well managed links with other schools enhance the pupils' education.
- Some parents want greater support in assisting with the pupils' learning at home.

- The welcoming and efficient staff in the office, make a significant contribution to building partnerships.

Commentary

33. Partnerships with the local community are very strong and enhance the opportunities for learning beyond the confines of the curriculum. Visitors to the school bring a breadth and depth of experiences that significantly broaden the pupils' understanding of life beyond school. Through the work of visitors to school, and visits out of school pupils gain greater understanding of aspects of community living such as conservation, aspects of health and safety, and caring for the elderly. Local businesses provide practical assistance in a number of ways including the provision of additional car parking. Other community organisations actively support the spiritual development of the pupils in the course of assemblies and lessons. These links result from careful nurturing by the school of good working relationships with those around it. The school's office staff play a major role in maintaining these relationships through their warm, responsive and efficient manner. The school is at the heart of the community and the local community think very highly of it, as was evident at the Community Tea during the week of inspection.
34. Very successful and well managed links with pre-school groups and secondary schools result in a smooth transition into the school for younger pupils and good transfer arrangements out of the school for the older pupils. There is good formal exchange of written information to ensure that the pupils' needs and abilities are known. Staff meet with each other to ensure that all necessary knowledge is shared. Pupils in Year 5 are able to gain early experience of the local secondary school with taster lessons, giving them a good insight into one of their options for education after Year 6. Students visit the school to assist with reading to the infants and others gain valuable work experience in the school. There are productive partnerships with teacher and childcare/early years training institutions. The students are good role models and present a good image for pupils to emulate. The curriculum is enhanced by active collaboration with the local Arts and Media College.
35. Parents are very appreciative of the school. The vast majority of the parents who returned questionnaires expressed their satisfaction with most aspects of the partnership. Communications from school are regular and provide wide-ranging information on pastoral, educational and social matters. Written reports are adequate, with targets set for mathematics English and science. There is an opportunity to build even greater involvement with parents through this common interest in the pupils' success. Detailed records of discussions at parents' evenings are maintained, which form a useful basis for reflecting on progress and other issues of note; these happen twice a year. At the pre-inspection parents' meeting and in responses to the questionnaire, some parents expressed and for clearer guidance in assisting their children to learn at home. Some useful information from the Basic Skills Agency is included in the prospectus and parents of pupils in Year 1 are invited to a workshop at the school. There is insufficient focus by the school, however, on building upon the enthusiasm and increasing the confidence of most parents when supporting their children as they progress through the school. Accordingly, parents are unable to play the full part they want to in raising pupils' achievement.
36. Parents of pupils with special educational needs have good working relationships with staff. The school could usefully consider building similarly effective relationships with the parents of pupils who are learning English as an additional language, as well as the parents of pupils with very high abilities.

LEADERSHIP AND MANAGEMENT

Governance is very good and the headteacher provides inspiring leadership for staff and pupils. Leadership and management throughout the school are good, providing solid foundations for the future.

Main strengths and weaknesses

- The governing body is very effective.
- The headteacher, fully supported by the deputy headteacher, provides a very good role model for pupils and staff.
- Managers' self-evaluation of the school's performance, while honest and rigorous, is not yet precise enough.
- Lesson observation does not provide enough information on how to improve standards or give teachers enough feedback on how to raise the achievement of all pupils.

Commentary

37. The highly committed governing body provides very good governance for the school, adding considerable strength to the school's determination to succeed. The chair gives very good leadership and has ensured that every governor knows the part he or she needs to play. They work efficiently and effectively through a sensible committee structure with a carefully considered schedule of meetings. Governors frequently visit the school and report back, and, alongside the very helpful reports from the headteacher, this gives them a good understanding of the strengths and weaknesses of the school. They have fully grasped the purpose of 'best value' principles, comparing the performance of the school with that of other schools. They consult pupils, parents and outside experts, challenge current policy and practice that is not working as well as it should and ensure that any investment represents top value at lowest cost.
38. The governors' provides support and guidance to the good leadership of the headteacher. She provides a very good role model for staff and pupils, and has created a close-knit team. Each member of this team is unafraid to take full responsibility for the aspect they manage, and are fully committed to playing their part in the school's improvement. The deputy headteacher works highly effectively alongside the headteacher as a senior manager and supportive team leader for staff.
39. This good leadership and management means that the school is well managed in all its parts and people are clear as to the school's values and direction. This has created a school that is very well placed for continued improvement in the future. There is, however, a comparative weakness that has held them back. Although self-critical and evaluating its performance honestly, management as a whole lacks the expertise to interpret data and evidence so that future moves become crystal clear. To some extent these skills are technical but at times the weakness is because managers do not have the information they need. For example: performance management meets statutory requirements, but the lesson observation part of this management process is not frequent enough to 1) evaluate the outcomes of such initiatives as the training on speaking and listening, 2) embed skills learned so that teachers get feedback on how and where to improve and 3) search for and find out reasons why some pupils do not achieve as well as they should.
40. For these reasons, although the school development plan is a useful document, and its planning involved the whole school community, it has missed key factors that need addressing, for example, the best ways to stretch the most able, what pupils speaking English as an additional language need most if they are to make progress and the key factors that would increase the proportion of very good and excellent teaching. In this way, it lacks a clear focus for future action. This has hindered the school's ability, confidence and energy to innovate when necessary. Good relationships with teacher training institutions and other trainers are

providing a ready source of good ideas. Some managers are new in role but have made a determined and intelligent start. The school 'inclusion team' is a good example as to how working, planning and thinking as a team are beginning to help managers see how to make things even better.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	1123933	Balance from previous year	73467
Total expenditure	1195607	Balance carried forward to the next	1792
Expenditure per pupil	2465		

41. Last year the school faced considerable cuts in finance and many schools would have been daunted and damaged. In this school, however, strong governance, leadership and management meant only that improvement slowed. Now that more finance has become available, governors and managers are clear as to how it should be invested. Creating release time for teachers and building a strong team of teaching assistants are beginning to allow more resource for sharing of best practice and supporting with greater precision pupils in danger of under-achievement. The school's reserve finance became very small but is now growing because financial control and management are good. Governance, leadership and management are much improved since the last inspection. Consequently, the school offers good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

42. Provision for children in the Foundation Stage is satisfactory with many good features. The provision gives the children a secure, stable start to their educational life. The school has sustained the standards reported at the time of the last inspection. There is an appropriate, safe outdoor area attached to the Nursery, which is used well. Outdoor provision for the two reception classes is, however, inadequate, and one of the reception classrooms is very small and inappropriate for children of this age.
43. Teaching is good: it is well planned in line with the recommended curriculum for children of this age, and takes effective account of their needs. There is an adequate range of resources in both reception classrooms and the Nursery. The nursery outdoor area is well equipped. Children enter the reception classes with attainment that is below average in relation to national expectations. For the majority of the children, English is an additional language. By the time they enter Year 1 most children will have reached the national goals for early learning in all areas of learning except for communication, language and literacy and some aspects of mathematics. This represents good progress and good achievement over time.
44. The school has developed a good induction programme. The newly appointed co-ordinator is an effective leader. She is aware of the need to look at ways in which the reception children can have more regular access to the outdoor curriculum. Under her guidance, children are assessed regularly on a day-to-day basis and this information is used to build up individual profiles of the children. The provision is evaluated and the outcomes inform further development in children's learning. Support staff are used very well and they make a significant contribution to the children's learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Members of staff have high expectations and children respond positively.
- Reception age children have too few opportunities to share large apparatus outside.

Commentary

45. Most children are on course to attain the national goals for early learning because of the good teaching they receive. Their self-confidence and independence are increasing and they are developing good attitudes to learning. They have regular opportunities to share equipment, to take turns and to work together collaboratively. In the Nursery, these activities are extended in the outdoor area, but these opportunities are not available to children in the reception classes; this hinders their development. In all three classes there is a good balance between teacher-led and child-initiated activities. These allow children to develop independence. Good strategies are in place to develop the children's understanding of right and wrong and the consequences of their actions. All staff interact well with the children and, as a result, the children enjoy their learning. The children are very clear about routines and most are able to sustain good levels of concentration.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching and learning are good.
- Speaking and listening skills are fostered well.

Commentary

46. Most children enter the Nursery with levels of language below those expected for children of this age. By the time they enter the reception classes all the children have made considerable progress, even though their language skills remain below national expectations. For the majority of the children, English is an additional language. Few children are likely to reach the national goals for early learning in this aspect of their learning. All children are achieving well, including those with special educational needs. All staff are skilled at supporting the children's oral development. Children are encouraged to answer in full sentences and are given time to express themselves. They listen well so that they understand and join in with songs and rhymes enthusiastically. Most children can attempt to write their names and higher attaining pupils write them with confidence. Children have many opportunities to practise their writing skills and all staff remind the children, from the Nursery onwards, of the correct way to form their letters. Children enjoy books. They know where to begin on the page and that the pictures tell a story. However, there are occasions when their knowledge of the sounds of letters could be better developed. The use of the 'Jolly Phonics' scheme is rectifying this relative weakness.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Staff use a good range of practical activities to reinforce the children's learning.
- Teachers use number rhymes well to support learning in the area.

Commentary

47. Most children are likely to attain most of the national goals for early learning in this area, although they find calculating much more difficult. As so many have English as an additional language or speak a type of English not well suited to learning at school, it makes it more difficult for them to fully understand for themselves some aspects of calculation. For example, in one reception class, a significant minority of children found it very difficult to understand 'less than' and, therefore, subtraction. Staff effectively introduce number rhymes, such as '*Five Speckled Frogs*', to reinforce the idea of subtraction. In all three classes, teachers provide a range of appropriate activities to increase the practical opportunities for children to understand numbers. Most children can count up to ten, and higher attaining children can count well beyond this. Most children recognise simple shapes such as circle, square and rectangle. Whenever possible, staff productively introduce mathematical language in other areas of learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Members of staff use questioning very effectively to enhance the children's knowledge and understanding of the world around them.
- Interesting activities promote learning in this area.

Commentary

48. Teaching and learning are good and children achieve well. Most are working at levels expected for their age. Staff plan interesting and appropriate activities that stimulate the children's curiosity and enhance their understanding. A very good example of this was a 'frog hunt' organised in the school's environmental area for the two reception classes. The children knew where they would be likely to find frogs, they knew that they had to be very careful around the pond area and there was a moment of real 'awe and wonder' when they spotted a frog on a lily pad. In both the nursery and reception classes, children have useful opportunities to cook. They understand why they must have clean hands. Children have daily access to computers and they know how to use the mouse and how to click and drag pictures. Sand and water play is ongoing and a good learning experience. All the adults working with the children use questioning effectively and this questioning benefits the children's learning by making them think and respond clearly.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- There is some very good teaching in structured lessons in the hall.
- The outdoor area in the Nursery is used very well.
- There is no continuous access to an outside area for the reception classes; as a result, opportunities for development are too limited.

Commentary

49. A very good reception class lesson using apparatus was observed in the hall. Children knew why they needed to warm up and down. They approached apparatus confidently, knowing how to put the mats out properly and they were obviously developing previously learned skills. Children in the Nursery have continuous access to the outdoor play area. There is an appropriate covered area that enables children to use the outside area in all weathers, and they do. The area is well equipped with a range of large wheeled toys, climbing apparatus, and a variety of age-appropriate activities are always available. Children in the smallest reception classroom have access to a very small, narrow outdoor area; its size overly restricts the use it offers to extend the curriculum outside. The other reception class has no easy access to any outdoor area. The new co-ordinator is very aware of this and has already introduced some timetabled sessions for the children to use the nursery outdoor area; this is, however, less than adequate because the children do not have enough opportunities for physical development in a structured play environment. Children develop their manipulative skills very well by handling dough, scissors and brushes. They manipulate small construction apparatus with dexterity. Most children will attain the national goals for early learning but, with greater access to continual outdoor opportunities, many would exceed them.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Activities are used to support learning in other areas of the curriculum.

Commentary

50. All children are on course to attain the national goals for early learning. The teaching is good, and sometimes very good. Activities are well planned to support other aspects of the curriculum. In the Nursery, children making houses sensibly used mathematical shapes for the windows and roofs. In a reception class, children were observed cutting out shapes for a cake using mathematical language, for example, one little girl was heard to say, 'I have cut a rectangle for my cake'. In all early years classes, paints are readily available and pupils handle brushes correctly. Opportunities to cut and glue are ongoing and children manage these activities confidently. Displays indicate that children are introduced to a variety of materials and techniques. There are role-play areas in all rooms and these are used well to further extend children's imagination and language skills. Children sing simple rhymes and songs and they do so with enthusiasm, and benefit from very good specialist teaching in music.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Good teaching, especially in the upper years leads to good achievement by pupils. Consequently, from a below average starting point on entry to the Nursery, pupils' attainment by the end of Year 6 is average.
- Teaching does not develop pupils' speaking and listening skills well enough. The pupils' low level of skills in speaking and listening holds back progress in other subjects.
- Assessment information is not used sufficiently to help pupils understand how to improve their work.
- Very good library provision enriches the curriculum.
- The structure of guided reading sessions in Years 3 to 6 is not rigorous enough.

Commentary

51. Results of pupils in Year 6 in the National Curriculum tests in 2003 were above the national average and well above the average for similar schools. An improving trend continues and pupils achieve well. Unvalidated results in tests at the end of Year 6 in 2004 were average, but the underlying trend is still upward. The apparent decline reflects the prior attainment of these pupils. Results of pupils in national tests in 2003 at the end of Year 2 were well below national averages in reading and average in writing. When compared with standards in similar schools standards were below average in reading and above average in writing. Although during the inspection standards seen were below average, evidence suggests that standards are improving and are likely to meet the national average in writing in 2005, but likely to remain just below that in reading. This is borne out by the unvalidated results in national tests in 2004. These results matched the national average in both reading and writing. Pupils in

Years 1 and 2 achieve well and many very well, considering most start with low attainment and many are also learning English as an additional language.

52. Attainment in Years 3 to 6 is initially low but rises year by year because teaching, learning and levels of achievement are good. Consequently, most pupils by the end of Year 6 are well placed to match nationally expected standards by the end of Year 6 and some will exceed them. Older pupils, including those with special educational needs and most of those who speak English as an additional language, make good progress and achieve well.
53. Pupils' speaking and listening skills are under-developed. Lack of confidence in presenting their ideas, developing an argument and explaining their work hinders learning in other subjects across the curriculum. Pupils from all year groups read satisfactorily because they are introduced to a good range of fiction and non-fiction texts. In Years 3 to 6 the structure of guided reading activities is insufficiently rigorous and this results in lower than expected standards. Older pupils are beginning to understand how to structure their written work to create an atmosphere and build to a conclusion. For example, one higher attaining pupil, when describing a creature wrote, *'It was a massive alien with a super clever brain. He has a little black hole at the back of its head and a five centimetre version of him shooting like a bullet from a gun into the gloomy forest'*.
54. The quality of teaching is good in Years 3 to 6; in Years 1 and 2 it is satisfactory. Teachers have good relationships with their pupils; lessons are well planned with a range of interesting, well-resourced activities. Information and communication technology is used satisfactorily to support learning. The opportunities for pupils to become independent learners and search out information for themselves are less evident. For example, teachers do not always show pupils how they can improve their work, and pupils do not access the very good library facilities independently. Teachers, however, mark written work carefully and advise pupils of ways they can improve, and assessment of attainment and progress is satisfactory. Teaching assistants make a valuable contribution to pupils' learning.
55. The subject is well led and managed. The co-ordinator has clearly identified the areas that will raise standards, and has sensible plans in place to support pupils' achievement and learning. The school has identified speaking and listening as a key area to improve and staff have received very good training. English is well resourced and the accommodation is satisfactory. Improvement since the last inspection has been satisfactory.

Language and Literacy across the curriculum

56. Literacy skills are satisfactorily developed across all subjects through the skilful teaching of reading and writing to enhance pupils' learning for example, in history topics within literacy lessons. Many pupils experience difficulties when speaking in expressing their thinking to an audience, even though teachers provide sound opportunities for pupils to discuss and explain, for example, the discoveries they make during mathematics investigations, This is because pupils either lack the right words or because, even if they know the word, they do not fully grasp its meaning. In these cases, they cannot use the word to aid their thinking. A similar problem was evident in some science lessons.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching is good with some very good teaching for the older pupils.
- Test results are well above average for similar schools at the end of Year 6.

- Tasks do not always match the pupils' abilities and this restricts achievement.
- The leader of the subject has too little time to work with colleagues in lessons.

Commentary

57. Standards in national tests at the end of Year 6 in 2003 were well above average for similar schools. This is a good improvement since the last inspection report. Year 6 test results are improving steadily year on year due to good teaching and extra classes before school that help more pupils achieve the higher level 5. There is strong improving trend, and unvalidated results in tests at the end of Year 6 in 2004 were above the national average. At this early stage in the school year standards are above average in Year 6. Extra classes do not start till next term. At the end of Year 2 test results in 2003 were average as too few pupils achieved the higher level 3. Results in tests at the end of Year 2 in 2004 were also below average but did show slight improvement. Lower test results at the end of Year 2 can be explained by the fact that pupils start the main school with below average skills, especially in the language that supports mathematical thinking.
58. The quality of teaching ranges from satisfactory to very good. The majority of teaching in Years 3 to 6 is good. In Years 1 and 2, the majority is satisfactory. The very good lesson in Year 6 included demanding work that was very well matched to pupils' needs. Work was challenging and fun, and all pupils were expected to work hard. As a result pupils made very good progress in understanding the 'mode' and 'range' of numbers. In less successful, though satisfactory, lessons, the teachers sometimes had too little support for pupils with behavioural difficulties. This stretched their ability to work with other pupils with the result that their learning was satisfactory rather than good. A common weakness is that the challenge in the work set does not match the differing abilities and learning needs of pupils. Sometimes teachers rely too heavily upon the scheme workbooks and all pupils work on the same page at the same time. In good lessons teachers use the scheme books but more able pupils work on these orally and are given extra extension work, so avoiding limits to their achievement. When this occurs, able pupils rise to the challenge eagerly.
59. Management is good. The co-ordinator is enthusiastic and keen to raise attainment and the rate of learning, and her leadership inspires others. Good research has taken place to provide a scheme to help teachers teach well and cover all aspects of this subject. Even so, there are too few opportunities for the co-ordinator to lead for example, by visiting classes to observe teaching and give feedback or support leading to improvement. Regular half-term assessments take place but this too seldom leads to class work that is better matched to pupils' needs. Resources are satisfactory.

Mathematics across the curriculum

60. In the early stage of the year there are few examples of mathematics being used in other curriculum areas. However, mathematical skills are used in devising line and bar graphs in science and speaking and listening skills using mathematical ideas are being developed through pupils explaining their problem-solving. This activity highlights their need to develop their language skills.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Subject leadership is knowledgeable and effective.
- National test results in 2003 at the end of Year 6 were well above average for similar schools.
- Pupils' limited scientific vocabulary hinders them from explaining their good ideas.
- There is some very good teaching in several classes.

Commentary

61. Standards in 2003 national tests at the end of Year 6 were average compared nationally and well above the average for similar schools. Unvalidated results in these tests in 2004 were above the national average. This too is a good improvement since the last inspection and is being maintained, for example in 2004 a high proportion of pupils attained the higher level 5. This is a good improvement since the last inspection. During the inspection, standards were above average in Year 6. In Year 2 standards are average, although results in national tests at the end of Year 2 in 2004 were still slightly below average. This analysis, with other evidence, shows that all pupils make good progress between Years 1 and 6.
62. The subject is well led and managed. The subject leader makes a good contribution towards raising standards especially for the older pupils. She is knowledgeable about the subject, examines test results to seek and remedy weaknesses and teaches the older pupils. However, insufficient time is given for her to influence teaching and learning in Years 1 and 2. She has introduced new initiatives, such as target-setting, but these are in the early stages of development.
63. The quality of teaching varies from very good to unsatisfactory and this variation suggests a need for more management support in lessons to assure consistently effective teaching. Teaching overall is good in Years 3 to 6, and satisfactory in Years 1 to 2. In very good lessons activities are varied and interesting, and pupils are challenged to think and explain what they have done. The outside environment is used very well to excite and interest pupils to learn. Young pupils use magnifying glasses to examine insects and are careful to replace them in their natural habitat. Several teaching assistants are available to keep all pupils on task. In the less successful lesson pupils were confused by the teacher's explanation. Sometimes teachers of pupils in Years 1 and 2 spend too little time improving the pupils' independent thinking and recording skills. For instance a young pupil guessed that a stone would not change shape when squeezed but was told to keep this a secret. This idea was in fact a good start to making a hypothesis and checking it for accuracy. Generally too little time is spent upon developing pupils' scientific speaking and listening skills. As a result although pupils have many good ideas, they have difficulty in expressing their thoughts.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Teaching and learning are good, leading to good achievement by pupils.
- Teachers make very effective use of the computer suite.
- The specialist-teaching assistant makes a major contribution to learning.
- There are not enough resources to cover all the control aspects of the subject.
- Teachers make very good links between ICT and other subjects.

Commentary

64. Provision is significantly better than at the time of the last inspection, although hindered by lack of finance last year. This improvement is evident in the effective teaching, with staff confident in the use of these technologies. This leads to good learning, based upon perceptive planning of lessons and strong leadership of the learning by teachers. This results in good achievement by all pupils. The most able are given suitably challenging tasks and the less able are well supported. The specialist-teaching assistant makes a major contribution to learning, teaching individuals effectively, ensuring that pupils remain on task and checking that the technology works properly. Much of the teaching happens in the well equipped computer

suite, and this is used by specialist and class teachers almost all of the time. Teachers create a natural link between learning about ICT and using ICT to aid learning in literacy, numeracy, geography, music and other subjects. The considerable breadth of evidence from lessons observed and from books suggests that attainment by Year 2 and 6 is above average, and used in many and appropriate ways for example using word-processing for writing creatively or search engines for research in religious education and history.

65. The school recognises that it must invest in better resources and further training for staff if the curriculum is to meet the requirements of the National Curriculum for control technology. Similarly, the lack of sufficient computers in classrooms overly restricts their use. The subject is well led and managed, with clear plans for future improvement. These plans recognise that better systems for recording attainment and evaluating progress are needed.

Information and communication technology across the curriculum

66. As can be seen from the above section, the provision is embedded within the wider curriculum. Pupils use skills they learn in ICT to help in other subjects, and by so doing practise and gain confidence in these skills. They become self-managing users of the technology. Examples are many but include: using different fonts to present poetry imaginatively; widespread use of spreadsheets to record, analyse and present data; research in history and religious education; control technology to enliven learning in geography, and use of composition programs in music.

HUMANITIES

History and Geography

History and geography were sampled.

67. No **geography** lessons were seen in either Year 2 or Year 6, during the inspection. Observation of a Year 5 lesson, examination of planning documents and the work in pupils' folders as well as on display indicates that attainment is in line with expectations by Year 2 and Year 6. The evidence suggests that provision is at least satisfactory. The learning of the pupils is enriched and extended through well planned visits. A theatre in education group worked very effectively with pupils during the inspection, extending considerably the pupils' understanding and knowledge of water.
68. Judgements about **history** are based on the two lessons seen, detailed scrutiny of pupils' work, the co-ordinator's file and the rich evidence found in wall displays and collections of relevant artefacts around the school. This evidence suggests that provision for history is at least satisfactory and standards by the end of Years 2 and 6 are in line with expectations. Displays, for example of members of the Commonwealth who fought in the Second World War show a core concern for recognising the role of all cultures. Visits planned show a well-considered insight into how to help pupils 'feel' the reality of history by linking the visit to Remembrance Day. A very well planned programme of visits enriches the pupils' learning greatly.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- The curriculum provides a broad range of knowledge and information.

- Pupils show good interest, and a respect for the views of others.
- Pupils do not have enough opportunity to reflect upon and express their beliefs.

Commentary

69. Provision is better than at the time of the last inspection. The subject is well managed and, therefore, teachers teach a range of appropriate topics with confidence and expertise. They have sufficient resources and use them well. Appropriate time is given for learning and good links are made with other subjects such as PSHE. Consequently, pupils find the subject interesting and show natural respect for the culture and faiths of others. Lessons were observed in all years from 1 to 6, and previous work was analysed. This shows good teaching and good learning, and that attainment by the end of Years 2 and 6 at least matches the expectations of the locally agreed syllabus.
70. The pupils' knowledge and understanding of Christianity and other religions are above average but their ability to reflect upon and express their beliefs is less developed. This restricts the achievement of all pupils, but especially the most mature and able. This relative weakness reflects the teaching. While most was good, it was overly focussed upon the factual aspect of the subject. In the very good lesson seen in Year 4, the teacher gave the pupils time to reflect quietly upon what they had learned, and the learning gained an important depth. The learning is given point and meaning by visits to several local places of worship.
71. The subject manager does not have sufficient opportunity to lead her subject by working with colleagues in classrooms. Consequently, she cannot follow her aim to help develop her colleagues' skills at building expression and reflection into learning and ensuring that learning uses fully the wide range of faith experience within each class.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

Art and design was sampled.

72. No **art and design** lessons were observed during the inspection but the considerable evidence that was available suggests that provision is satisfactory and standards at least average. Pupils' work was analysed and this, together with an examination of photographic evidence and displays around the school indicates that the curriculum is well planned and that standards at the end of Years 2 and 6 are in line with national expectations and there is clear evidence of progression in knowledge, skills and understanding. This evidence suggests that teaching is good. Pupils are introduced to an increasing variety of materials and techniques. There is good use of the subject to support learning in other subjects, for example, history, geography and science.
73. Leadership and management of the subject are good. The subject manager has led staff in-service training and has arranged for artists to visit the school to model working with paper and paste and printing techniques. Pupils' work is exhibited to parents in the summer term. These extensions of the curriculum have benefited greatly from partnership with a local Arts and Media Specialist secondary school, providing additional resources in the widest sense and staff development. The co-ordinator also works alongside teachers in the spring and summer terms. Assessment is currently under-developed and has been identified as an area for improvement. Improvement since the last the last inspection has been satisfactory with some good features.

Design and technology

Provision for design and technology is **satisfactory**.

Main strengths and weaknesses

- The leadership of this subject is very good but the manager has too little time to influence other teachers in lessons.
- Standards of pupils' work have improved and now meet expectations.

Commentary

74. Lessons were observed in Years 1,2 and 6, and others sampled. Teaching in these lessons varied between satisfactory and excellent, but the picture overall, and based upon all the evidence, is of good teaching and learning. The excellent lesson in Year 6 showed the teacher's expertise and confidence in this subject. Work was challenging and fun. All pupils were included and praised for their very good efforts to work as a team and sort out problems. These pupils checked the height of their structures and their stability with good understanding and rigorous evaluation. Good links were made with other subjects such as mathematics, history via shelters during the last war and personal development. In the less effective, though satisfactory lesson, in Year 2, the teacher lacked confidence and pupils were insufficiently challenged to think for themselves. They learned the skills of joining materials and making vehicles according to their plan but did not gain sufficient independence in thinking for themselves or skills in evaluating their work.
75. Standards are satisfactory across the school due to the good leadership and management of the recently appointed co-ordinator. Teachers are given lessons plans and suitable materials to support projects. The variations in the quality of teaching, however, suggests that the subject leader needs more opportunity to work alongside her colleagues in lessons, so being able to suggest ways to improve. The co-ordinator, however, is available for consultation and is willing to make models to help pupils to learn. There has been a good improvement since the last inspection, when standards were unsatisfactory.

Music

Provision in music is **very good**.

Main strengths and weaknesses

- The 'wider opportunities' music initiative brings the enjoyment of music to all pupils.
- Specialist teaching is very good, resulting in very good learning and achievement.
- Pupils show confidence and a joy in music making.

Commentary

76. The school places very high priority on music. Staff see that making music encourages imagination, creativity and individual self-confidence. The school is very successful in these aims. Most of the teaching is carried out by very expert and skilful specialist teachers from the local education authority music service or employed by the school. The quality of teaching seen was very high, enthusing the pupils and bringing high achievement. Attainment by Year 6 is above national expectations. Although lessons observed were mainly in Years 3 to 6, discussion with pupils and other evidence suggests that both teaching and learning are equally good in Years 1 and 2. Pupils gain the skills and knowledge to make music, and use these skills eagerly to improve their composition and performance. They quickly grasp ways in which they can bring expressive quality and musicality to their music.
77. The curriculum is not stand-alone, but enriched through skilled instrumental tuition, choirs, orchestras, performance to others and singing of high quality in assemblies. The music

learning is often linked to dance and skilfully uses ICT programs. The subject is very well led. This leadership comes from the top, and provision is effectively managed in ways that make maximum and best use of the resources available. Governors seriously consider ways to make provision available to all, for example by subsidising individual instrumental tuition. The curriculum seeks to reflect the cultural traditions present within the community. Improvement has been very good since the last inspection, and has been made possible by high commitment by the school, and additional funds and expertise made available through the 'wider opportunities' national initiative.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- The school, led by the subject manager, has worked hard to establish links between health and exercise, actively supported by raising with the pupils considerable sums for the British Heart Foundation.

Commentary

78. Standards are in line with those expected nationally by the end of Years 2 and 6. Pupils' achievement across the school is satisfactory. In the three lessons observed, teaching was good in one and satisfactory in the other two. Lessons are carefully planned. Pupils with special educational needs are fully included in all activities. The school has successfully tackled the issues identified at the time of the last inspection and, consequently, attainment by Year 6 has improved and now matches national standards. The policy and scheme of work are now consistently applied across the school and progress in Years 3 to 6 is now satisfactory.
79. Discussion with the co-ordinator and a scrutiny of planning and timetables show that physical education is thoroughly covered. Satisfactory provision for swimming is made and there is a good programme for outdoor activities. Older pupils are introduced to canoeing and sailing at a local centre. Soccer coaching is given by an external adviser; pupils take part in a 'Popercise' (a programme that encourages healthy life-styles through exercise) as part of the 'health week' dance activities and pupils have also had the benefit of a visiting circus which has worked with each class except the Nursery. There is an appropriate school hall with adequate space for gymnastics and dance; these spaces are well used for lessons and for activities such as the well-attended dance club. Pupils have many opportunities to take part in competitive sport with other schools in the area for example, tag-rugby and athletics. There are also good links with a local secondary school.
80. Both leadership and management of the subject are good. Strengths and weaknesses in the subject have been accurately identified and weaknesses are tackled promptly. Assessment procedures are developing. A strong feature of the subject is the co-ordinator's promotion of the links between health and exercise. These have resulted in the school raising in excess of £8000 for the British Heart Foundation through three sponsored skips and a 'Bounceathon'. Improvement since the last inspection is good.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education (PSHE) with citizenship

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

Main strengths and weaknesses

- Effective leadership ensures that planning of each aspect of provision contributes very effectively to the personal development of pupils overall.
- Pupils respond to the opportunities this provision offers eagerly and with maturity.

Commentary

81. Provision is much improved since the last inspection because the school has given development central importance. They did this because staff realised that pupils' personal and social skills and sense of self-identity were underdeveloped and that this was holding back their capacity to achieve. The provision includes direct teaching, 'circle time' (a time when pupils can discuss concerns), a system of class and school councils, active opportunities for action such as being 'buddies', provision for sex education and healthy living in science, physical education and design and technology, and many interactions with the local community through visits outside and visitors to the school.
82. This seamless provision brings dramatic benefit to the pupils' personal development. They say how much it makes them feel they have an important part to play in the school's work and growing success, and how they feel and can be much more *'grown-up'*. This creates in other lessons and around the school a very good ethos for learning, as well as personal development. The management of the provision is good and is underpinning further improvement. However, variation between satisfactory and excellent teaching observed, suggests that the subject leader requires more time to support the development of colleagues within lessons, so assuring consistently very good teaching and learning.

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	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
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	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
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	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	2
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).