

INSPECTION REPORT

SHELLEY PRIMARY SCHOOL

Ongar

LEA area: Essex

Unique reference number: 115020

Headteacher: Marian Daly

Reporting inspector: D J Cann
20009

Dates of inspection: 22nd – 24th January 2002

Inspection number: 194854

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Milton Crescent
Ongar
Essex

Postcode: CM5 0FF

Telephone number: 01277 362354

Fax number: 01277 362302

Appropriate authority: The governing body

Name of chair of governors: Mrs Doris Swann

Date of previous inspection: 2nd June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
David Cann 2009	Registered inspector	Mathematics Science Information and communication technology Design and technology Physical education English as an additional language Equal opportunities	What sort of school is it? How high are standards? How well is the school led and managed?
Peter Dannheisser 1165	Lay inspector		How high are standards (attitudes, values and personal development)? How well does the school care for its pupils? How well does the school work in partnership with parents?
Vivien Wilson 25775	Team inspector	English Art Music Foundation Stage	How good are curricular and other opportunities?
Lynne Marshall 31068	Team inspector	Special educational needs Geography History Religious education	How well are pupils taught?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Shelley Primary School has 92 pupils on roll aged 4 – 11 years. It serves the immediate housing estate where there is a variety of different accommodation. Twenty-six per cent of pupils are eligible for free school meals, which is above the national average. Pupils' attainment on entry is generally below average, although there are variations from year to year. Currently 33 per cent of pupils are on the special educational needs register, which is above the national average. Two pupils have statements, which is above average for a school of this size. There are five pupils for whom English is an additional language.

HOW GOOD THE SCHOOL IS

Shelley Primary School offers a sound quality of education. It creates a caring environment in which pupils develop good attitudes to learning and apply themselves to their work. The headteacher and staff have set clear priorities for raising attainment in literacy and numeracy and have successfully improved pupils' achievements in English, mathematics and science by the end of Years 2 and 6. Teaching is good for younger pupils, but the learning of older pupils is not well developed across all subjects. The school gives satisfactory value for money.

What the school does well

- Good teaching in the Foundation Stage provides children with a stimulating and welcoming environment for their first learning experiences at school.
- The quality of teaching is good for pupils in Years 1 and 2. This has a positive impact on raising their standards of attainment, especially in literacy and numeracy.
- Throughout the school, pupils have a positive attitude towards taking part in activities both in class and out. The behaviour of most pupils in the school is good, especially in lessons.
- The governors, headteacher and staff try hard to involve parents in the life of the school and have improved communications between home and school.
- The school keeps a close check on pupils' progress year by year. This is helping to promote pupils' attainment in the main subjects of English, mathematics and science.

What could be improved

- Pupils' attainment in information and communication technology by Year 6 and in religious education across the school, which are below expectations.
- The school places insufficient time and emphasis on providing pupils with the full range of learning in subjects like art, history, geography, religious education and music.
- Management is not satisfactorily organised to ensure all subjects are well taught.
- In planning lessons, teachers do not give pupils enough opportunities to develop their personal and social awareness and understanding of a range of different cultures.
- The school does not allocate sufficient money to resources in several subjects, in particular the library, and to provide pupils with swimming instruction.
- Teachers do not always challenge pupils' learning, especially those of higher ability, by checking on their progress and making full use of day-to-day assessment.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1997 and four key areas were identified as being in need of improvement. The school has made good progress in raising pupils' attainment in English, mathematics and science. Results in tests at both Year 2 and Year 6 have improved significantly and the school received well-deserved national awards in 1999 and 2001 in recognition of this. However, the school's concentration on developing literacy and numeracy skills has narrowed pupils' experience in other subjects. It has maintained a reasonable balance for pupils up to Year 2. However, by Year 6, pupils' attainment in many subjects has declined. This reflects a need to broaden their horizons and apply their improved language and number skills across all the expected areas of learning. There have been good improvements in monitoring pupils' progress across the school and teachers make full use of regular testing to identify areas of strength and weakness. The school improvement plan is now a concise and well-prepared guide to maintaining school development. Governors and staff all contribute to its creation and monitor the progress accurately. There is a greater degree of parental involvement in the life of the school and while communications have improved there are still areas for development. The school has the capacity to continue to raise standards and develop its performance across all areas of learning.

STANDARDS

Because the number of pupils taking Key Stage 2 tests in 2001 was less than 20, no table of results is published. With small numbers of pupils in each year group, there are often wide variations from year to year and statistics for any one year are unreliable.

In English, mathematics and science, Year 6 pupils attain levels which are below those expected nationally. However, on entry to the school, pupils generally have below average skills and their progress by Year 6 is satisfactory. Teaching has placed considerable emphasis on raising standards in literacy and numeracy and results have improved significantly over the last four years. In comparing the 2001 test results against those achieved in similar schools, pupils achieved levels which were above average in English, average in mathematics and below average in science. Current pupils in Year 6 attain levels which are below expectations, but they have made good progress since they were tested in Year 2. At Year 2, the attainment of current pupils is in line with the national average in reading, writing and mathematics. Results show significant improvement over the last four years. In comparison with pupils in similar schools, in 2001 pupils' results were average in reading, above average in writing and well above average in mathematics. At the Foundation Stage, most children achieve the goals expected at five years of age in language and number and nearly all children attain the goals in personal, social and emotional development. In other areas of learning children are achieving levels close to those expected for their age. By Year 2, attainment in other subjects is satisfactory and builds on the good start that pupils receive at the Foundation Stage. By Year 6 however, attainment in information and communication technology, religious education, history, geography, art and music is below expectations.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school and are keen to learn.
Behaviour, in and out of classrooms	In lessons behaviour is good with only rare problems. Out of class, pupils play together well and happily.
Personal development and relationships	Pupils are pleased to take on responsibilities. There are limited opportunities, but the school plans to increase these in future.
Attendance	Slightly below the national average, but punctuality is good.

TEACHING AND LEARNING

Teaching of pupils in 33 lessons seen:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Satisfactory

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Teaching is good and well planned for children at the Foundation Stage. Adults work very well together to create an encouraging and supportive atmosphere in which children feel at ease and explore activities and ideas. In the infant classes, teachers set clear goals for each lesson, generally manage pupils well and create a purposeful environment to which pupils respond well. In the junior classes, the teaching of literacy and numeracy is good and this is having a positive impact on pupils' learning. Teachers share the purpose of each lesson with pupils and encourage them to measure their progress towards this. They provide sensitive support for pupils with special educational needs, but do not always challenge the learning of more able pupils in mathematics and science. Teachers encourage pupils to make good use of their numeracy in design and technology and science. However, there are not enough opportunities for writing in subjects like religious education, history and geography. In planning their lessons, teachers do not yet ensure that all pupils regularly develop information and communication technology skills.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	While sound at the Foundation Stage and up to Year 2, there are significant weaknesses in the planning of learning for older pupils. There are insufficient guidelines to establish a consistent approach in subjects like religious education, art and geography. The school does not cover aspects of information and communication technology and physical education to meet national requirements.
Provision for pupils with special educational needs	This is well managed and promotes sound progress among the many pupils on the register. Support assistants know pupils well and work effectively with teachers to help pupils tackle their individual needs.
Provision for pupils with English as an additional language	For the one pupil in need of support, there is a satisfactory degree of advice and help.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Although the school develops pupils' moral and social awareness soundly, it does not give enough attention to raising their spiritual understanding. Pupils learn about music, art and their own traditions, but acquire insufficient knowledge of a variety of cultures.
How well the school cares for its pupils	Good procedures exist for the care of pupils.

While the school monitors pupils' progress in core subjects and measures their attainment year on year, teachers do not assess progress in foundation subjects with sufficient rigour to ensure that pupils develop skills satisfactorily.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides effective leadership in the school. She has worked successfully with staff to raise standards in the vital skills of literacy and numeracy. However, there is not enough time and direction for subject managers to develop pupils' learning fully in other subjects.
How well the governors fulfil their responsibilities	Governors are well informed and provide a valuable level of support for the school.
The school's evaluation of its performance	The headteacher and staff make good use of regular testing and their analysis of the school's performance to guide them in establishing priorities for development.
The strategic use of resources	The school considers and monitors spending very carefully. However, it plans to maintain a surplus for future staffing costs in spite of the need to improve resources in a number of key areas.

The school uses its accommodation well. It has nearly completed plans for extending outdoor play facilities at the Foundation Stage. Resources are limited in the library and in subjects like art, history, geography and religious education. Older pupils do not currently have instruction in swimming. In planning spending the school applies best value principles, but needs to re-examine its strategic priorities.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Eight parents attended a meeting held before the inspection and 10 parents (11 per cent of those distributed) replied to the questionnaire.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils like school • Pupils make good progress and are expected to work hard • The school keeps parents well informed about how their child is getting on • The school helps pupils to become more mature and responsible 	<ul style="list-style-type: none"> • The organisation of homework • A more interesting range of activities outside lessons

The inspectors agree with parents' positive comments. The homework programme is being revised and implemented more consistently. In a small school the range of activities outside lessons is reasonable.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In English, mathematics and science, Year 6 pupils attain levels which are below those expected nationally. However, on entry to the school, pupils generally have below average skills and their progress by Year 6 is satisfactory. Teaching has placed considerable emphasis on raising standards in literacy and numeracy and the results in Year 6 tests have improved significantly since the school's last inspection in 1997. With small numbers of pupils in each year group, there are often wide variations from year to year and statistics for any one year provide unreliable indicators. However, in comparing 2001 test results against similar schools, pupils achieved levels which were above average in English, average in mathematics and below average in science. Current pupils in Year 6 are attaining levels which are below national expectations, but they have made good progress against their test results at Key Stage 1. While these improvements are very creditable, the school has achieved them at the expense of developing pupils' learning in other subjects. In religious education pupils attain levels which are below expectations at Year 2 and well below expectations at Year 6. In all other subjects, attainment is in line with expectations by Year 2. However, by Year 6, attainment is well below the levels expected in geography and lower than expected in information and communication technology, design and technology, history, art and music. Pupils' attainment in most of these subjects has declined since the last inspection.
2. In Year 2, pupils' attainment is in line with the national average in writing, below average in reading and above average in mathematics. Results in tests have fluctuated from year to year, but the trend shows significant improvement over the last four years. Results in 2001 show that attainment against similar schools is in line with the average in reading, above average in writing and well above average in mathematics. Current pupils are achieving levels which are in line with those expected in all these subjects and make good progress. In other subjects, attainment is generally in line with the standards expected and the school builds on the good start that pupils receive at the Foundation Stage¹.
3. There are variations in the skills that children have on entry, but overall they are below average in reading, forming letters and number recognition. Most children have sound social skills and speak confidently. They receive good teaching in reception and make good progress in developing their skills in communication, language and literacy. The welcoming and well-ordered atmosphere created in reception stimulates their progress. It harnesses the children's natural willingness to talk and learn together. They listen well and speak easily and politely to one another. They learn to recognise a range of letter sounds and words and make good efforts at writing simple sentences. In mathematics, they benefit from regular number games and learn to look at and describe two- and three-dimensional shapes in fruit and patterns. Higher ability children achieve the goals expected at five years of age in language and number. Nearly all children attain the goals in personal, social and emotional development. In other areas of learning children are achieving levels close to those expected for their age. They learn about the world in which they live through visits and in talking to visitors, using computers and examining materials used in building. They develop their physical and creative skills in a range of activities, although there are currently limitations on outdoor play.

¹ [Foundation Stage – begins when children reach the age of three and ends at the end of the reception class.](#)

4. In the infant classes pupils make good progress in English. They achieve satisfactory levels in speaking and listening. They are keen to talk about their work, contribute to discussions readily, but do not always express themselves fluently. Teachers plan their lessons with a clear focus on what they want pupils to achieve and teaching is promoting good standards through regular routines in reading and writing. There are regular sessions in which pupils read together and improve their comprehension skills. There is good support for pupils with special educational needs on an individual basis in class and this is helping to raise their confidence and skills in learning letter sounds. Learning assistants also help groups of pupils to build up reading and writing skills by working with them on specific tasks in small groups with objectives closely linked to their own needs. The school promotes pupils' writing skills well in areas such as mathematics where they write up the properties they have identified in different shapes. However, this is not fully developed across all subjects and pupils' recording of work is limited in subjects like religious education and history. In tests, boys' attainment in both reading and writing is lower than girls, but there is no organised programme to address this.
5. At the end of Year 6, English test results show pupils make good progress even if they do not yet match the national average. Boys and girls achieve similar standards in both reading and writing. Pupils' reading is satisfactorily developed for average and more able pupils, but the many lower ability pupils do not read with much enthusiasm or interest. This in part reflects the type of material available to them and the concentration on reading scheme books. Pupils do not have access to a wide range of different books in the library and non-fiction material is limited. Pupils write with a good understanding of punctuation and structure, but there are weaknesses in spelling and independently written stories lack imagination. Pupils often write stories on the computer and have produced their own newspaper with some good quality articles. They write up science experiments and develop the skills of factual reporting. However, their writing skills are not well developed across other subjects and there is little recorded work in history, geography and religious education.
6. In mathematics, pupils achieve good results by Year 2 and make satisfactory progress by Year 6 even though they do not yet achieve the national average in their test results. The school has placed considerable emphasis on raising the quality of teaching in numeracy and implements the National Numeracy Strategy effectively. Teachers stimulate pupils' interest and confidence in mental and oral work. Lessons start well with good, lively sessions of mathematical bingo and other number games. Teachers set clear objectives for pupils' learning and monitor their progress carefully to ensure that they set work at an appropriate level. This has been very successful in most classes, but there is not enough challenge for more able pupils in Years 5 and 6 on a regular basis. Most pupils enjoy mathematics and their positive, interested approach contributes to raising levels of attainment. Teachers encourage pupils to use their number skills in design and technology and science, but there are insufficient opportunities for pupils to use computers to aid their learning.
7. The school has set realistic targets for pupils to achieve in English and mathematics and has achieved these in the past two years, demonstrating an improvement in overall results. The current targets reflect the skills of the pupils in Year 6 and pupils are in line to achieve them. The school's close analysis of pupils' performance year on year provides the basis for setting individual targets for them. Teachers monitor pupils' progress throughout the year and provide support, which has enabled results to improve in literacy and numeracy.
8. In science, pupils achieve levels which are in line with expectations by Year 2 and just below expectations by Year 6. They carry out a good range of investigations and record their results in a suitable variety of ways. Their learning is based on practical experience and well

balanced across each aspect of the subject. Pupils know how to conduct fair tests and learn to express method, processes, predictions and conclusions. Throughout the school, however, teachers do not regularly challenge the thinking of more able pupils sufficiently. Teachers' knowledge of the subject is not always secure and they are still developing confidence in using the nationally recommended guidelines for teaching.

9. In information and communication technology, pupils' attainment is in line with national expectations by Year 2, but underdeveloped by Year 6. Pupils at both key stages regularly develop skills in writing stories and articles, incorporating illustrations and graphics. Pupils make better use of computers than previously, but the standards achieved do not match the higher national expectations. By Year 6 pupils' skills in word processing are satisfactory, but their knowledge of control technology and different communication applications is limited. Teachers have the knowledge and skill to instruct the subject satisfactorily, but have not yet planned where and when to use computers across all subjects. They direct pupils to use the Internet for research, but do not yet organise this in the most effective manner.
10. Standards of attainment in religious education are low. Teachers have insecure subject knowledge and do not present the subject in sufficient detail or depth to ensure that pupils understand all the elements expected in the locally agreed syllabus. In music, good teaching and learning were observed during the inspection, but pupils have little confidence in composing and performing music. Their attainment is below expectations both at Years 2 and 6. Pupils attain the expected levels in all other subjects by Year 2. However, there are significant deficiencies in pupils' knowledge and skills amongst the current Year 6. In geography, history, art and design and technology pupils do not have the expected breadth or depth of knowledge. In part this reflects the lower than average skills of many of these pupils. In addition, teachers do not organise on a systematic basis to ensure pupils develop the necessary skills and knowledge across the subjects. Many lessons are planned without sufficient precision to promote focused learning and challenge pupils' thinking. In physical education pupils attain the nationally expected levels in Years 2. In Year 6 they achieve the levels expected in gymnastics, games and dance, but do not receive instruction in swimming and, therefore, do not acquire the skills expected.
11. The progress of pupils with special educational needs is satisfactory. Teachers follow their attainments carefully and adapt targets as they progress. They prepare individual education plans well for them, identifying targets for learning in the core subjects. Pupils get good support from classroom assistants, who work to particular targets with individuals and groups of children. Pupils for whom English is an additional language achieve satisfactory results and there is only one pupil who needs regular support to help him fully participate in lessons. Targets are set for him and he works regularly with a classroom assistant. Teaching includes all pupils in the learning offered. The school is successful in organising the teaching of pupils with special educational needs in a way which enables them to participate in class activities. However, where pupils are excluded from lessons for unco-operative behaviour, teachers do not always ensure that pupils cover what has been missed.

Pupils' attitudes, values and personal development

12. Pupils' attitudes and their behaviour in and around the school are good. Their attendance is slightly below the national average, but their punctuality is good. There was one permanent exclusion in the last school year.
13. Only 10 parents answered the pre-inspection questionnaire and it is difficult to draw general conclusions from such a small response. Nevertheless, most of these, and those spoken with

during the inspection, said that behaviour at the school is good and all of them said that their children like the school. The pupils said they like coming to school and feel very well looked after. The oldest pupils are enthusiastic. They are confident and have enjoyed what they describe as a good education, a friendly staff, and a place at which they enjoy being with their friends. They feel they can talk with their teachers.

14. Pupils show good attitudes towards their work. Throughout the school, the great majority of pupils are keen to learn. They apply themselves with enthusiasm and most work hard in lessons. They relate well to their teachers and most concentrate and work well together. Pupils in the youngest class were fascinated when together they examined the inside of cut fruit. In the oldest class, pupils showed intense concentration as they wrote out their ideas for and against having animals in circuses. There was a delightful atmosphere in a class of seven-year-olds as they designed a glove puppet. Pupils with special educational needs and for whom English as an additional language have a positive attitude to school. They enjoy learning and show an interest in the life of the school. There are a few pupils who have behaviour problems. Class teachers successfully avoid any untoward effect on others. However, this does on occasion mean that teachers ask pupils to leave their class, raising inclusion questions. However, behaviour in most lessons is good. Behaviour during assemblies is satisfactory, but lacks an element of spontaneity and joy. The children in the nursery and reception classes respond well to the daily routines of the class and rapidly develop good relationships. There is a calm and purposeful atmosphere.
15. Pupils use the playground well, even though there is not a great deal of equipment. They enjoy themselves, play well together and there is a marked absence of oppressive behaviour. Pupils report that there has been what they refer to as bullying, but they know that they should discuss this with an adult, and they are confident that it is well dealt with. Children under five have their own area of benches but it is a little dull, neither clearly separated from the main play area nor with any special play equipment appropriate for their age and interests.
16. Pupils are pleased to have responsibilities and there are a limited number of opportunities for them to explore their growing independence as prefects. The older pupils get some responsibilities, such as helping younger children in the playground and helping in the library and during assemblies. There is a play-leader scheme, but pupils are not enthusiastic about this role and it has not taken off very successfully.
17. Within classrooms pupils undertake routine tasks efficiently, such as distributing resources and collecting up books. In Year 6, pupils have allotted duties such as recording points awarded for good work and they fulfil these happily and reliably. They are good at co-operating and collaborating when they are given opportunities. They take registers to the office and tidy up efficiently. The school is aware that pupils would now rise to the challenge of more and wider responsibilities. Among those developments the school is considering are a school council and possibly a house system.
18. Attendance rates are just below the national average. These statistics are distorted by the non-attendance of one pupil. Punctuality is good. The school works very closely with the educational social worker, who responds to requests for support and visits the school regularly.

HOW WELL ARE PUPILS TAUGHT?

19. The quality of teaching is good in the Foundation Stage and in the infant classes and satisfactory in the junior classes. There were very good lessons in the Foundation Stage and in the infant classes and two unsatisfactory lessons in the junior classes.
20. The teaching of the under fives is well planned using the recommended guidelines for the six areas of learning. Careful planning ensures a rich and varied learning experience for all children. The teaching is good or very good and challenges children to think and empathise with others. For example, all children have talking partners with whom they are encouraged to talk and share ideas and thoughts posed by the teacher. Adults work together very well to reinforce good behaviour by giving children clear guidance as to what is acceptable and by highlighting and praising those who behave well. The children respond well to the adults, are eager to please and evidently enjoy lessons. They listen well and learning is good. The teacher and the classroom assistant work well together and share information, ideas and planning enabling all children to have good support in their learning.
21. In the infant classes, teachers plan well for pupils' learning. Teachers have good knowledge of the core subjects and use this effectively to set clear objectives when teaching pupils. When teaching is good or very good pupils are challenged to think carefully and contribute ideas and solutions to problems. For example, in a Year 2 science lesson the teacher ensured that all pupils understood the need for safety caps on medicine bottles. The imaginative use of resources engages pupils' attention and encourages good communication skills. For example, the use of a shared reading text encouraged pupils to read expressively, enjoy the text, learn about punctuation and contribute enthusiastically to the discussion. Teachers maintain a brisk pace to lessons and expectations are high for all pupils. Pupils with special educational needs are fully included in all activities and receive the right degree of support from teachers and learning support staff to help them progress satisfactorily.
22. In the junior classes, teachers are confident about teaching the National Literacy and Numeracy Strategies. They plan these lessons in detail. Teachers identify clear objectives and share these with pupils in a way which motivates them well. Lessons are good when the pace is brisk and pupils are consistently challenged to ask and answer questions. Teachers give pupils tasks to complete in groups in mathematics, such as examining the properties of shapes. This helps raise their communication skills and to build confidence. Teachers make good use of the concluding plenary sessions to focus pupils on the learning objective and assess how well they have progressed. Questioning is often good in helping pupils to draw conclusions. At the end of a science investigation into changing materials, pupils were asked to explain the reasons why butter melted and agreed this was a function of temperature. Science planning and teaching are generally satisfactory, but there are weaknesses in Year 6. In investigations, activities are often over directed and do not help pupils to observe variations and pursue their own hypotheses. For example, an investigation into sound insulation lacked sufficient focus and resulted in inaccurate learning.
23. Teaching in the junior classes is satisfactory in the foundation subjects when teachers have high expectations and ask challenging questions. Teachers plan learning from the government recommended guidelines, but the quality of lesson plans varies from good to imprecise. Where it is good, teachers identify exactly what pupils should do and link this to the knowledge and skills to be acquired. In a music lesson, pupils were required to identify the instruments and describe how the melody made them feel. They listened to well chosen and contrasting pieces and this helped them to understand how composers can create moods and communicate ideas. Where planning is unsatisfactory, objectives are too vague to promote

sufficient progress. In an art lesson, pupils explored ideas for headwear and this did not identify the precise area to be examined nor the skill to be acquired. Teachers' subject knowledge is also sometimes insecure and the quality of questioning does not prompt pupils to examine aspects which promote enquiry, reflection and research.

24. In the infant classes, pupils respond well to their teachers, except for a small percentage of challenging pupils who occasionally disrupt the class and hinder the learning of others. Strategies to deal with these pupils are not well established to minimise their effect on the class. Teachers in the junior classes know their pupils well and have good relationships with them. However, they do not regularly give pupils sufficient challenge or opportunity to take responsibility for their own progress and learning by undertaking activities independently.
25. There are good relationships between teachers and support staff enabling English as a second language and special educational needs pupils to be taught satisfactorily and to learn effectively. Teachers plan satisfactorily and inform classroom assistants of the objectives for these pupils. All support staff work calmly, patiently and effectively with pupils using a variety of methods to promote learning. For example, they act as scribes in a literacy lesson on non-fiction (bones), ask a variety of questions and show a range of pictures to enable pupils to discuss the differences between food available in 1948 and 2002. During whole-class teaching times, support staff often re-interpret the information given by the teacher. They encourage pupils to answer questions and think carefully, therefore improving the way these pupils are included in learning.
26. In the core subjects, satisfactory assessment enables teachers to identify groups and individual pupils who require additional support to meet the school's targets at the end of Years 2 and 6. Teachers do not regularly evaluate their day-to-day planning and are, therefore, unable to identify gaps in learning, or where the learning is too easy or difficult. The school has a marking policy, but does not use it consistently. Some teachers indicate how work could be improved, but in general the marking consists of ticks and positive comments. The inconsistent use of the marking policy does not enable teachers to plan appropriately or pupils to develop a responsibility for the quality of their work.
27. The school has a teaching and learning policy to which is attached a statement on differentiation. The policy is appropriate, easy to read and contains simple statements outlining the responsibilities of all parties concerned in the education of a pupil. It also contains simple statements on how to achieve quality in teaching and learning in the classroom. However, in general there is insufficient evidence of the impact of this policy in the classroom in respect of higher attaining pupils. The school screens all pupils to identify those with special gifts and talents, but has identified a few more able pupils in mathematics. The school has limited resources to support the curriculum in religious education and geography, which results in some lessons lacking interest and teachers having to work very hard to engage pupils' attention.
28. Each class teacher has introduced the school's new homework policy to pupils and parents. Infant pupils regularly reinforce their reading at home. Junior pupils have good homework in mathematics and English, where the school is developing a weekly programme.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

29. At the Foundation Stage and for infant pupils the curriculum meets the requirements for each subject of the National Curriculum and for religious education. However, the overall range and quality of the curriculum for junior pupils are unsatisfactory. The introduction of the National Literacy and Numeracy Strategies has improved the effectiveness of teachers' planning in these subjects and is promoting higher attainment. In a number of other subjects, the quality and range of learning opportunities are below that expected. The school recognises the need to improve the quality of the curriculum and has highlighted this as a priority in the school development plan. Teachers plan lessons based on nationally approved guidelines for science and the foundation subjects. However, the school has few policies to show how this guidance is to be adapted to help pupils' progress in line with each subject's needs. This has led to overlap and omissions in several areas. The school is not making the best use of the time available to raise standards in subjects like religious education, geography, history, art, design and technology and music. There is little evidence that the school consistently and regularly teaches religious education, geography and personal and social education in some year groups. Consequently, learning is narrow and progress is limited.
30. All pupils, including those with special educational needs and those whose first language is not English, have equal access to the whole curriculum. Although there is some differentiation of work according to pupils' varying ability levels, higher attaining pupils do not get sufficient challenges. Pupils are taught in mixed-age classes to make the best use of available staff. During the mornings, pupils in Year 6 benefit from working as a smaller, separate year group for literacy and numeracy. The school offers a satisfactory choice of extra-curricular activities, although the range is narrower than at the time of the last inspection. At present, activities include dance, netball and a summer athletics club.
31. Pupils with special educational needs receive good support in literacy. They follow programmes designed to help them in Years 1, 3 and 4, working at specific tasks with support staff. The school also identifies pupils who need additional support in reading. These pupils are withdrawn from class teaching on a daily basis and given help to overcome their individual problems. For example, pupils concentrate on letter sounds and learning to apply these to unfamiliar words. The teaching of these programmes is good and is undertaken by classroom assistants who have received training. Pupils enjoy the brisk pace of learning, the varied activities and the small manageable targets. They make satisfactory progress.
32. The involvement of the local community in support of pupils' learning is satisfactory. Staff from the police station and fire station talk about their work and safety issues. Helpful links with other schools allow sharing of resources for country dancing and music events. Satisfactory partnership arrangements with secondary schools involve visits for pupils to familiarise themselves with their new school and teachers. The community liaison group is in place to support links between school and pupils in the care of the children's home.
33. Arrangements for the pupils' personal, social and health education are unsatisfactory. Although some teachers have had training in developing pupils' social awareness through 'circle time', there is no policy for this area of learning. Consequently, lessons are not always appropriate for the pupils' level of experience. There is no continuity of learning between classes and, therefore, progress is uneven. Where there is particularly good rapport between adults and children and familiar procedures, as in the Reception/Year 1 class, learning is successful. Pupils feel comfortable about saying something positive about the 'star of the week' pupil, which helps to raise confidence and self-esteem all round. Pupils learn about the misuse of drugs and other substances, but there are no comprehensive guidelines to support

this area of learning. Sex education is introduced as part of pupils' learning about health and families and supported by the school nurse for older pupils.

34. Provision for pupils' moral and social development is satisfactory. However, there are deficiencies in how the school extends pupils' understanding of spiritual and cultural issues. The school creates a calm atmosphere and behaviour between pupils is mostly harmonious. Pupils' involvement in drawing up their own rules helps them to learn what is acceptable behaviour and to relate it to the school's needs. This concern is emphasised in their signing of the home/school agreement. Pupils' awareness about wider moral issues is evident in their discussion about topics such as whether animals should be used in circuses and about the conservation of forests. However, the lack of clear guidelines for personal and social education means that pupils discuss these matters at an immature level. There is little evidence of pupils' awareness of rights and responsibilities.
35. Pupils behave well towards each other and to adults in lessons and around the school. They frequently get the opportunity to work together in pairs, which most do in a co-operative way. In class and in assembly pupils discuss the value of friendship. They identify desirable qualities in friends, such as loyalty and trust. Few occasions were observed of pupils taking responsibility, although the school encourages older pupils to take care of younger children in the playground. The prefect system is not sufficiently developed as yet for pupils actively to fulfil the role. Pupils are not encouraged enough to use their own initiative, which delays the growth of self-confidence. The self-consciousness of pupils in some group situations suggests the need for more positive role models and further opportunities to present their ideas.
36. The school's provision for pupils' spiritual development and cultural development is unsatisfactory. Little evidence of the promotion of spiritual awareness was observed, but unplanned incidents allow pupils moments for reflection when faced with new or special experiences. Examples were seen in the Reception/Year 1 class when children discovered the hidden seeds in fruit and were amazed by the patterns. The school introduces appropriate themes in the daily assembly, which a local minister sometimes leads. However, it is not conducted with any sense of it being a special time or of exploring values or beliefs. Often, there is little feeling that adults or pupils value the occasion.
37. Pupils learn about different aspects of their own and other cultures through visits to suitable places of interest. These include the Royal Institution, Cambridge museums and Christingle services at the local church. Pupils contribute to local carnival tradition according to the theme of the year. They perform with other schools at music events and in Year 4 they learn traditional country dancing. Little reference is made in curriculum planning, however, to the achievements and contributions from people of other cultures. Some evidence of pupils' awareness of conflict in the Middle East was observed, but this aspect of pupils' learning is not well covered.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The school has good procedure for the care of the pupils. The governing body and staff contribute to a caring school which successfully meets the personal needs of the pupils. It identifies early pupils with special educational needs or English as a second language. It gives very good support to help them make progress. The school seeks to identify pupils who are gifted and talented and has organised more able mathematicians for group activities in Years 5 and 6.
39. Pupils say that all the staff are kind and supportive. Pupils say the school has a good atmosphere, warm and caring. Pupils feel secure and know they can rely on their teachers. They like their teachers and feel they can be trusted and turned to when they have problems. Older pupils say they appreciate the special roles and tasks they are given.
40. There are satisfactory child protection procedures. Staff have been kept informed about relevant procedures by the person responsible – the headteacher. The school works closely with the relevant authorities and the educational social worker when there are any concerns. The headteacher has had full first aid training and many other members of staff have had basic instruction in first aid. Good records are kept of all significant incidents. Pupils are well supervised at playtime and lunchtime. The mid-day assistants meet monthly with the headteacher. However, they need some further training to ensure that they too have a good understanding of child protection issues and that they fully contribute to the intended ethos of the school.
41. The teaching assistants are an integral part of the caring provision and if necessary provide extra and discreet support for individual pupils at lunchtime. They help to ensure that all pupils are fully included in lessons as well as in play. Exceptionally, however, pupils are excluded from their lessons and not supported elsewhere to help them learn and make progress. Procedures for excluding pupils from class are not always accurately implemented. During the inspection, there were two different occasions when pupils were withdrawn from their classes for significant periods of time, although this is not part of the school's agreed approach to managing behaviour.
42. The caretaker, headteacher, office assistant and governors have undertaken health and safety audits. The office assistant is qualified to test portable electrical appliances. Contractors undertake annual inspections of fire extinguishers and physical education equipment. There are termly fire evacuation drills. The school does all it should to ensure that it provides a safe environment for those who work, learn and play.
43. The school developed its rules with pupils some years ago. It plans to repeat the exercise soon. Any serious lunch time behaviour incidents, should they occur, are logged by the mid-day assistants and the headteacher. Where a pupil has been excluded the process has been carefully monitored and parents consulted sensitively. Detailed information is kept on record, from the earliest stages of concern, notes are kept on the antecedents, behaviour and consequences and parents involved as soon as possible so that the school and home can work together to support individuals. The school has effective procedures for monitoring and dealing with unacceptable behaviour including bullying.
44. The school fosters pupils' personal, social and emotional development throughout the curriculum. It covers elements of personal, social, health and citizenship in the religious education and science syllabus. There are other opportunities for pupils to discuss feelings, attitudes and behaviour with each other in circle time lessons. However, there is no detailed

scheme for all teachers to follow and not all teachers have been sufficiently trained in running circle time sessions. These are designed to help pupils talk about sensitive issues, to raise self-esteem and to improve relationships.

45. Visitors such as health experts, theatre groups and an artist help to inform and educate pupils. A well-understood scheme of rewards and sanctions helps pupils learn of the impact of their actions on others. The school gives pupils greater responsibility in Year 6 and has plans to start a school council to reinforce a sense of communal responsibility.
46. Procedures for monitoring and improving attendance are good. The school monitors attendance well and works closely with the educational social worker who visits termly. There are rewards for good attendance. Registers conform to legal requirements. Pupils and their families are fully aware of the importance of good attendance and the school is usually informed about the reasons for absences. Families are contacted immediately if a pupil's absence has not been satisfactorily explained.
47. The school maintains comprehensive records of pupils' progress in English, mathematics and science. Pupils sit tests every half term to assess their progress in the core skills. In Years 2 and 6, pupils undergo the standard tests and assessments. In Years 3, 4 and 5 they sit nationally recognised tests. The results of these are used to monitor pupils' progress, evaluate teaching and set targets for pupils' learning. The school has been successful in using the data collected from these tests to focus its efforts on raising standards in literacy and numeracy. Staff are well aware of the areas of learning which need reinforcement in their teaching. The procedures are also effective in identifying pupils who need support and groups are included in booster lessons for English and mathematics. More able mathematicians in Years 5 and 6 attend a weekly group to challenge their learning, but there is insufficient attention given to them in their regular class work. Pupils with statements are well supported and their progress and targets are regularly reviewed.
48. In other subjects, teachers carry out assessment informally, but they do not record it consistently to ensure pupils' progress is accurately monitored. Teachers evaluate the effectiveness of lessons and maintain a check on pupils' knowledge through marking work and questioning. However, there is not enough emphasis in subjects like design and technology and religious education to analyse how well pupils are developing their key skills. As a result the planning of learning does not always reflect how well pupils have progressed and ensure that future challenges are appropriate. In planning lessons, teachers identify learning goals and use these as a way of measuring progress at the end of lessons. However, where such goals are imprecise, they do not provide a valid indication of how well pupils have progressed in key areas of learning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. Parents have positive views of the school. Information from the small number of parents' questionnaires returned and the comments made at the parents' meeting held before the inspection were supportive. Parents report that the school works more closely with them than it did at the time of the last inspection. Parents say that staff are willing to listen to their concerns. They feel the school is open and welcoming.
50. At the end of each school year, parents discuss reports on their children's academic progress. However, the reports are not sufficiently evaluative, describing what the pupil has covered rather than standards attained. There are targets for pupils to aim for but these are limited,

usually to a short paragraph at the end on the report, rather than linked with the subject paragraphs.

51. Although the school sends out news of events, there is no regular programme of newsletters. These keep parents informed but are written in a rather dry and factual style, as is the home/school agreement document which all parents are asked to sign. The school does not regularly inform parents about what their children will be learning in the coming weeks.
52. The effectiveness of the school's links with parents is satisfactory. Parents are welcomed into the nursery to help their children settle down and they are able to stay on if they wish. A growing number of parents come to special assemblies, usually held on Fridays, but no parents come in to school regularly to be with their children or to help. There are no meetings about what is taught, but the twice-yearly discussions with parents about the progress of their children are well attended. The school consulted parents about sex education, but very few parents actually attended. A small group of very active parents and others have set up the Shelley Fund Family, which has organised several successful events. The funds raised are used to pay for pupils' visits to places of interest and this makes a considerable impact.
53. Parents support their children by ensuring their high level of punctuality and satisfactory attendance figures. Parents get opportunities to help their children's learning at home with homework, for example hearing children read at home. This has a positive impact in pupils' confidence in reading. For example, the school encourages parents to record comments when their children read. Parents are fully involved in the reviews of the individual education plans for those pupils with special educational needs.
54. Parents of pupils with special educational needs and those who have English as an additional language are invited into school to meet with the teacher to discuss their child's individual education plan. The school also invites parents to meet with the special educational needs co-ordinator if they so wish. It encourages them to support the plan by working with their child at home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The headteacher provides a good quality of personal leadership. She has a clear vision of how she wants the school to develop and has worked successfully with staff to achieve her first priority of raising pupils' attainment in literacy and numeracy. In spite of several staff changes, brought about by maternity leave and illness, the school has made sound progress in addressing the recommendations from the last report. The school has maintained key strengths, such as the quality of education at the Foundation Stage. However, in other areas, such as the teaching of religious education, art, history and geography, standards have declined. The headteacher and staff have identified the steps by which they want to continue to raise standards and the current team of staff have the capacity to achieve these. However, the outlined programme requires acceleration to ensure that pupils receive the expected breadth of education. The school has maintained the quality of leadership and management at the same sound level as was reported at the last inspection.
56. The headteacher and all staff are closely involved in evaluating the school's performance and in agreeing the development plan. This is comprehensive with timings and personnel clearly defined. The emphasis on raising pupils' attainment in literacy and numeracy has been successful, but at the expense of developing pupils' skills and knowledge across other areas of learning. While the school development plan identifies all subjects for review over the next three years, there are aspects that require attention more immediately. The school's declared

aim is to enable pupils to achieve high standards in all areas of the curriculum. As long as standards are below expectations in many subjects, it is not achieving this. The management of the curriculum is good at the Foundation Stage and in English and mathematics. There is appropriate attention to raising standards in science, although teachers' skills and knowledge are not entirely secure. The school is developing teaching and learning in information and communication technology at a satisfactory rate with attention to increasing staff skills and making full use of the recently installed computers. Personnel changes have required the reassignment of roles in other subjects and the level of monitoring and development is unsatisfactory. Subject managers have reviewed resources and regularly check on planning. However, the school has not given sufficient time given to evaluating the effectiveness of the new schemes of work and staff have few opportunities to monitor and support colleagues. Staff have begun to identify areas for development in their subjects. However, no action plans have been formally agreed and, therefore, time and energy is not being channelled into the necessary improvements.

57. The special educational needs co-ordinator is efficient and committed and takes an active role in supporting staff in dealing with pupils' needs. She monitors individual education plans and creates resources to support targets. She is also involved in training classroom assistants to work with special educational needs pupils. She and the headteacher have worked with outside agencies to create good provision and early intervention for special educational needs pupils in the school. The school has established good links with the local children's home, enabling pupils to be integrated easily and comfortably into the school's routine.
58. Governors take a close interest in the school's affairs and evaluate its performance carefully. They have continued to develop their involvement and impact on the school, as noted in the last report. They meet regularly and keep themselves well informed of developments. Through their well-organised committee structure they are effective in monitoring the school's finances, premises, curriculum and special educational needs provision. Governors visit the school regularly and their visits to the classrooms are appreciated as a valuable way of strengthening their links with staff and pupils. Governors have been conscientious in attending training courses and evaluate their own performance as a governing body. They help to promote the school's development and have been active in preparing the bid for funding new facilities in the Foundation Stage.
59. However, the headteacher and governors have made a strategic decision in the allocation of spending which does not best meet the needs of current pupils. The school has accumulated a surplus that is well above average over the last two years. There have been significant variations in the number on roll, which has fallen and then risen recently. Demographic information indicates that numbers will fall again over the next two years. After that, new house building planned in the immediate area suggests that numbers will rise. While the school has planned to husband the resources to maintain staffing and the number of classes, this is unjustified while current pupils lack experiences and resources in the following key areas:
 - pupils do not experience their full entitlement in physical education by not receiving instruction in swimming at Key Stage 2;
 - resources are unsatisfactory in the library, and for art, history, geography, religious education and in the range of software available in information and communication technology.

60. Currently, the headteacher and administrative staff monitor the school's finances effectively. Governors maintain a close check on finances and plan spending well to support school developments. The school applies principles of best value in agreeing contracts. The school makes good use of its grants, which are correctly applied to support raising standards and pupils with special educational needs. The school makes appropriate use of new technology in general and financial administration.
61. Staffing levels are good in the school and meet the needs of pupils well. The school makes good use of specialised teaching in developing pupils' reading and spelling skills. It deploys classroom assistants effectively to assist pupils with special educational needs. The headteacher evaluates teaching and provides sensitive support for her staff, but opportunities for other staff to observe and exchange good practice are underdeveloped. There are proper systems for performance management in the school, although the headteacher is the only mentor.
62. Resources have significant deficiencies in the library, art, geography and history. In other subjects resources are satisfactory and the school now has a good number of quality computers and is building up the range of software to an acceptable level. The library is an attractive room with space for pupils to browse and research. However, as a result of recent reorganisation it is not well stocked and the school is aware of the need to buy more books for research. The current budget reserve provides the opportunity for the school to implement this. The school has spacious internal accommodation and extensive grounds, which it uses well for recreation and learning. It has applied for a grant to provide an outdoor learning and play space for the Foundation Stage and expects this to be agreed shortly.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. In order to improve the quality of education provided, governors, the headteacher and staff should:
- raise standards in religious education throughout the school and in information and communication technology for junior pupils by
 - meeting all the requirements of the locally agreed syllabus in teaching religious education;
 - meeting all elements of the National Curriculum in information and communication technology and linking pupils' learning into their work in other subjects
(Paragraphs 1, 9, 10, 115-118, 127-132)
 - extend the balance of the curriculum to ensure that all subjects are covered in full, meeting the National Curriculum requirements in music and physical education;
(Paragraphs 10, 29, 105, 107, 108, 109-114, 119-123)
 - improve the planning of lessons in order to include:
 - all the expected elements of personal and social education;
 - a range of multi-cultural experiences;
 - regular assessment of pupils' progress in skills and knowledge;
(Paragraphs 23, 33, 36, 37, 44, 48, 103)
 - place greater emphasis on the importance of developing subject management and give appropriate time to ensure that the teaching of all aspects is monitored and resourced;
(Paragraphs 55, 56, 83, 94, 99)
 - re-examine budget priorities to increase spending on physical education and to extend resources in history, geography, art, information and communication technology, religious education and the library.
(Paragraphs 59, 62)
64. In addition, the governors should examine ways of improving the style of newsletters and other communications to parents to increase their readability and the quality of information provided about the curriculum.
(Paragraphs 51-52)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

33

Number of discussions with staff, governors, other adults and pupils

12

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	3	15	13	2	0	0
Percentage	0	9	46	39	6	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than three percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	93
Number of full-time pupils known to be eligible for free school meals	24
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	30
English as an additional language	No of pupils
Number of pupils with English as an additional language	5
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	6.0
National comparative data	5.6

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Where the number of pupils taking the tests is less than 10, no table of results is published.

Attainment at the end of Key Stage 2 (Year 6)

Where the number of pupils taking the tests is less than 10 boys and/or girls only the total results are published.

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	6	6	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Total	10	8	11
Percentage of pupils at NC Level 4 or above	School	83 (71)	67 (59)	92 (71)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Total	7	8	11
Percentage of pupils at NC Level 4 or above	School	58 (71)	67 (59)	92 (71)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	74
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	5.2
Number of pupils per qualified teacher	18
Average class size	23

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	88

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	1
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	2000-2001
	£
Total income	279,252
Total expenditure	273,658
Expenditure per pupil	2,943
Balance brought forward from previous year	28,136
Balance carried forward to next year	33,730

Results of the survey of parents and carers

Questionnaire return rate 11%

Number of questionnaires sent out	92
Number of questionnaires returned	10

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	80	20	0	0	0
My child is making good progress in school.	60	40	0	0	0
Behaviour in the school is good.	40	50	10	0	0
My child gets the right amount of work to do at home.	20	60	20	0	0
The teaching is good.	70	30	0	0	0
I am kept well informed about how my child is getting on.	46	44	10	0	0
I would feel comfortable about approaching the school with questions or a problem.	50	40	0	10	0
The school expects my child to work hard and achieve his or her best.	60	40	0	0	0
The school works closely with parents.	50	30	20	0	0
The school is well led and managed.	60	30	0	10	0
The school is helping my child become mature and responsible.	40	50	10	0	0
The school provides an interesting range of activities outside lessons.	10	10	50	20	10

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

65. The school provides a good quality of education in the Foundation Stage. There is very good management of these children alongside those in Year 1. The balance of age groups varies from year to year. At present there are five children within the younger age group, whose needs are well met and carefully integrated with those of Year 1 pupils. Generally, standards are below average when children start school, although many have good speaking and listening skills. This is shown in the careful assessments made of children as they enter the class. Most children attend a nursery or pre-school playgroup. Good relationships with the nursery and with parents help children to make a smooth transfer to their new environment. The class teacher's calm manner, good management and thorough planning contribute to children's feelings of security and confidence. The children benefit from well co-ordinated organisation of worthwhile activities, which effectively link different areas of learning. The result is a high level of interest, concentration and good behaviour. This good teaching is efficiently supported by a very able class assistant and helps children to make good progress towards the Early Learning Goals². Staff make sound provision for children with special educational needs and for those whose first language is not English. They make good progress and are fully involved in all learning activities.

Personal, social and emotional development

66. By the time they are five, children make good progress and are developing the expected skills in this area. Children are friendly and polite when they talk to each other and to adults. This reflects the courtesy and respect evident between members of staff. Children share materials co-operatively, sometimes asking, 'May I come and play here?' before joining in sand play, for instance. Because they are shown how to help when, for example, changing for physical education and putting away equipment properly, children develop a good degree of independence. There is a harmonious atmosphere of interested involvement, because the suitable activities and resources encourage interest and perseverance. The teacher has high expectations of children's attention and behaviour. Adults' praise for good effort helps to develop children's self-confidence. This positively influences their responses when they comment on each other's achievements. Adults are good at encouraging shy children to participate fully in the activities and learning.

Communication, language and literacy

67. Above average children are expected to reach the Early Learning Goals, and most children are making good progress towards this standard. The teacher arranges good opportunities in a variety of situations for children to listen to adults and to each other. Children respond and join in with enjoyment to stories and rhymes. They concentrate carefully when listening to story tapes. Clearly understood procedures for taking turns when speaking in a group allow children good opportunities for expressing their ideas in front of others. They use suitable vocabulary to describe each other's movements and to talk about the colours and textures of fruit. Through suitable simple games children learn to recognise letter sounds and names. The effects are evident in early independent writing as they attempt to spell according to sounds,

² [Early Learning Goals – these are targets for children by the end of the reception year. They refer to personal, social and emotional development, communication, language and literacy skills, mathematical development, knowledge and understanding of the world and physical and creative development.](#)

for example 'f-o-m-a-n' (fireman). Teaching follows the literacy framework used by the rest of the school, applying elements appropriate to children's stages of development. A useful selection of writing materials encourages children to practise the controlled hand movements necessary for a joined writing style. Staff use individual and shared books to develop children's reading. The print size and content of some shared big books are not always suitable for whole-class reading, thus limiting children's involvement. However, the children do gain awareness of a wider range of reading material. Below average children describe the actions and characters of a story from pictures, correctly identifying some letters. They enjoy the sound of titles such as *Huggles can juggle*. More able children read sentences accurately, with good attempts to build up unknown words from letter sounds. Adults give adequate language support for directed learning activities, but there is little evidence of their actively encouraging imaginative speech to develop children's home and shop play.

Mathematical development

68. Children of average and above average ability are expected to meet the Early Learning Goals and progress well in their mathematical learning. They take part enthusiastically in suitable number games and respond appropriately to such questions as 'How many more?' and 'How many altogether?' Most children recognise and count confidently to 10, gaining practice in making number shapes using coloured dough and paint. They gain familiarity with larger numbers by chanting in fives and tens to 100 with older pupils. Through a suitable variety of activities they learn to compare different sizes and shapes and use money in shopping activities. Children make models and patterns of two- and three-dimensional shapes to reinforce their learning. All children use appropriate number and spatial vocabulary for their age. Higher attainers understand addition and the beginnings of subtraction and write down their findings. Lower attaining children are still learning how to match a number correctly to the quantity of objects. They develop their understanding by playing helpful matching and sequencing games. They use 'position' vocabulary correctly when describing the journey of their model train travelling 'under' and 'over' the bridge.

Knowledge and understanding of the world

69. The school provides an interesting range of practical experiences for children to develop an understanding of the world around them. By the time they are five they achieve the level expected of children of this age, although no evidence was seen of their awareness of other cultures. They have made satisfactory progress in their use of computers. They are fascinated in the controls of the programmable floor computer and enjoy suggesting numbers for their teacher to guide its travelling distance and direction. Working independently, they confidently use the mouse control to click and select items on the computer screen. One child complains that the wrong 'Y' has appeared as he typed his name, while another explains that the print has changed. Good opportunities for close examination of objects help to increase observation skills. A wide selection of fruit shows children how the seeds are arranged inside. They describe the shapes and compare them with spheres and circles examined earlier. The avocado attracted particular interest. Children were amazed at the size of its stone and the cavity containing it.

Physical development

70. Confident, well co-ordinated movements show that all children make good progress and will achieve the Early Learning Goals. This is because they have well-planned opportunities to move around safely in a large space and to use suitable apparatus. Children are well taught to understand the importance of warming up before exercise and that exercise keeps them

healthy. Staff show them how to carry equipment safely and they do so responsibly. Good demonstrations help children to practise and improve their balance as they move along apparatus. Their good awareness of body movements is seen as they stretch and curl into different shapes. Evaluating each other's achievements helps to encourage children's confidence and self-esteem. Adults help to develop children's fine movement skills by providing a variety of drawing and model making activities. Children learn to use scissors safely when cutting and joining materials together. There are plans to increase children's opportunities for inventing their own games using large wheeled toys outside. At present these are limited by there being no suitable space outside the classroom. Although there is some attractive and suitable apparatus, this is kept in a hall store cupboard and is not easily accessible.

Creative development

71. Children choose from a suitable selection of tools and materials to make colourful and attractive pictures to express their ideas. Paintings of Red Riding Hood show bold use of shape and thickly mixed colours. Children cut paper and card to make models, carefully joining pieces and decorating the finished products with paint. They make up stories for the plastic play people as they create shapes with the wet and dry sand. Suitable opportunities for making music include singing and moving to music and experimenting with sounds on percussion instruments. Although children make satisfactory progress in meeting these Early Learning Goals, this area could be extended more fully. There is a well-equipped house and shop area, but play is underdeveloped and staff do not intervene sufficiently to encourage children to use their imagination and so improve language and personal skills.

ENGLISH

72. In the 2001 national tests for 7-year-olds, pupils' attainment was below average in reading and in line with the national average in writing. This represents a rise in standards when compared with the results over the previous four years. In comparison with similar schools, reading standards are average and writing above average. In the 2001 tests for 11-year-olds, standards were below average. However, this shows an improvement over the well below average standards of the previous four years. In tests, boys' attainment has been lower than girls' at Year 2 but stronger at Year 6, but on a small statistical base these variations are not significant.
73. Inspection evidence shows that standards for the current groups of pupils in the infant classes are average in reading and writing. This represents good progress from below average standards on entering school. In the junior classes standards are below expectations. These judgements are similar to those made at the last inspection. Improved planning, guided by requirements of the National Literacy Strategy, has contributed to the rise in standards. The introduction of a daily literacy hour has ensured more structure to the teaching of English in each age group. All pupils, including pupils with special educational needs and those who speak English as an additional language, make sound progress throughout the school. They receive a satisfactory level of support according to their individual learning plans. The class assistant is successfully carrying out a short daily programme of intensive literacy support for lower attaining pupils in Year 1. Early evaluation indicates positive results. The support organised by the school ensures all pupils are fully included in learning.
74. Speaking and listening skills are in line with those expected by the end of year 2. Most pupils listen carefully and follow instructions well. This is because teachers have clearly understood routines in place. Pupils talk clearly and confidently and are eager to answer questions. As

they taste different fruits younger pupils take turns to describe them as 'scrumptious, yummy, and gorgeous'. Year 2 pupils practise changing the expression of their voices in relation to question, exclamation and speech marks in their reading books. They use vocabulary appropriately in a science lesson when describing medicine prescribed when they were unwell. Throughout the school pupils have good opportunities to express ideas in class discussion and to each other as they work. They are less confident when speaking in assembly because they get fewer opportunities to practise this.

75. By Year 6 standards in speaking and listening have improved steadily and meet national expectations. Most pupils speak clearly and with assurance both in pairs and when presenting work to their class. This is because they do so frequently in suitably organised activities. For example, Year 6 pupils, considering the use of animals in circuses, express relevant opinions for both sides of the argument. They listen very attentively to their partner's ideas and confidently present relevant views to the class 'audience'.
76. Standards in reading are average by the end of Year 2. Pupils regularly read individually and in groups. Most pupils read with expression appropriate to punctuation and content. Higher attaining readers show good understanding of the different elements of a book. One pupil proudly comments that because she is a good reader, she has a Year 4 book. However, at this stage, the very bland reading scheme books have no stimulating vocabulary or plot to challenge a fluent reader. Less able pupils use letter sounds to build up words, together with pictures, to tell a story. Most pupils have appropriate library skills for their age.
77. By the end of Year 6 pupils' reading standards are below average. The earlier good progress has slowed and fewer pupils reach high levels of attainment. Pupils' reading is reasonably accurate, but often lacks enthusiasm. Lower attaining pupils lack the fluency expected of pupils of this age. There is a strong emphasis on reading scheme books, limiting access to the other material until pupils have reached a particular level. This curbs their interest in reading and restricts their awareness of a wider variety of books. Average and higher attaining pupils have a sound knowledge of books and authors and describe the type of stories which they like. Library skills are adequate and pupils refer to books on loan from the library service. However, the small collection of school library books limits opportunities to develop research skills and a wider interest in reading.
78. Pupils' standards in writing are average by the end of Year 2. Their consistent use of joined handwriting shows that this style is thoroughly taught and practised. Pupils make satisfactory progress in recognising spelling patterns. Independent writing develops from simply punctuated sentences to appropriately structured stories. Higher attainers carefully plan their writing and use simple punctuation accurately. Their 'snow' stories show suitable starting phrases, such as 'In a far away land a boy had been lost for two years'. Pupils write dialogue correctly and begin to develop descriptive vocabulary. One writes 'The Snow Queen came and kissed Jamie. Jamie's heart heavily went to ice'. Less able pupils attempt phonetically relevant spelling in simple sentences to form a sequence of events. Pupils of all abilities make appropriate progress.
79. By Year 6 pupils have made good progress from a previous low level of attainment. Pupils' handwriting and presentation are neat and their work shows suitable punctuation and paragraphs. However, standards remain below average in independent writing. There are many inaccuracies in spelling. Attempts show an awareness of spelling patterns, but pupils are insecure about their application. Errors include 'grait', 'trix', 'waist' (for waste) and 'aloud' (allowed). This incorrect choice of spelling suggests a lack of varied reading and the need to identify and focus on common spelling mistakes. Pupils record opinions adequately, but

writing shows little use of imagination or descriptive vocabulary and the range of writing is narrow. There are not enough opportunities to use and develop writing in other subjects such as history, geography and religious education, although pupils do regularly write up experiments in science. The lack of suitably differentiated work for some lower attaining pupils means that they often do not complete work that is too difficult.

80. Opportunities for pupils to develop computer skills are insufficient. Teachers make little reference to information and communication technology in lesson plans and pupils do not develop their experience regularly. Pupils do produce work using word processing software, but the extent of this is not adequate to extend their skills as far as is expected.
81. Standards in teaching and learning remain good in Years 1 and 2, as reported at the time of the last inspection. Teachers use the literacy strategy effectively, ensuring that they plan all aspects clearly and put them into practice. Careful teaching of the basic skills prepares pupils thoroughly for reading and writing independently. Teachers' well-chosen activities show their good understanding of how pupils learn. Pupils respond with enjoyment, concentrate well and take pride in their achievements. Calm management of pupils and efficient organisation of materials encourages most pupils to behave well and work co-operatively. However, strategies for coping with the attention seeking behaviour of a pupil in Year 2 are neither well established nor consistently effective. Teachers share tasks very efficiently with class assistants. This ensures that all pupils get appropriate support, including those with special educational needs and pupils needing extra literacy help. These pupils, and those from families with local education authority support, benefit from relevant attention to their particular needs.
82. The quality of teaching observed is satisfactory in Years 3 to 6, with some examples of good teaching. Effective lessons often include a brief summary of earlier work, which helps to consolidate pupils' earlier learning. Good pace and a suitable balance of tasks help to maintain pupils' interest and sustain concentration. This encourages good behaviour and co-operative working. Where questioning skills are good, pupils are encouraged to extend and develop their initial answers, which widens their understanding. Descriptive comments on pupils' contributions, referring to a 'counter argument' or an example of 'wonderfully emotive language' help to broaden pupils' vocabulary. However, attainment is below average and this is because teachers do not expect high enough standards of work. This is partly due to imprecise lesson planning. Learning objectives do not always indicate clearly how pupils are to learn, or challenge pupils at an appropriate level. Work is not sufficiently demanding for pupils of higher ability, therefore their progress is not as rapid as it should be. Marking is inconsistent throughout the junior classes. Good examples show pupils what to aim for, but other marking is too brief to be constructive and gives pupils no advice on improvement. Provision for pupils with special educational needs is satisfactory and they receive extra support according to their particular learning needs. Pupils whose first language is not English are not specifically identified in lesson planning and their work indicates that this is because they are achieving satisfactorily.
83. The subject leader has a satisfactory overview of the subjects in the infant classes, but lacks opportunities to develop the role across the whole age range. As a result the school does not build on standards successively from year to year. While resources are generally adequate there are not always enough reading books for a whole class to read. Teachers assess pupils' work regularly, but do not use the results effectively to extend their learning. They have not developed sufficiently their analysis of test results, therefore improvement targets are not clearly identified. The school is aware of the need to continue raising standards in English and has highlighted this priority on the school improvement plan.

MATHEMATICS

84. Attainment in Year 2 is broadly in line with the national average, but in Year 6 attainment is below average. Results in tests at Years 2 and 6 have risen considerably since 1998. Pupils enter the school with lower than average skills. At Year 2 in 2001, results were above both the national average and those achieved in similar schools. The achievements of current pupils in Year 2 are in line with those expected and their progress is good. At Year 6 in 2001, results were below the national average, but in line with those achieved in similar schools. In comparison with the results that these pupils achieved in Year 2 tests, pupils made sound progress. The same is true of most of the current pupils in Year 6. One third of them are on the special educational needs register and are achieving levels just below those expected nationally. Pupils of average ability are attaining the nationally expected levels. The average and below average ability pupils are, therefore, making sound progress. Higher ability pupils, however, are not challenged in all lessons and although some are achieving good standards they are not progressing as fast as they might.
85. The school has placed considerable emphasis on raising the quality of teaching in numeracy and implements the National Numeracy Strategy effectively. Teachers plan lessons well to improve pupils' number skills and knowledge, especially their mental number skills. Most pupils enjoy mathematics, particularly the opportunities to participate in oral sessions. Their positive and interested approach contributes to raising levels of attainment. Pupils are encouraged to use their number skills in design and technology and science, but there are insufficient opportunities for them to use computers to aid their learning.
86. By Year 2, pupils have a sound knowledge of number. They accurately add numbers to 10 mentally. They know and extend their addition work using two-digit numbers. They use subtraction to check their answers. Some higher attainers are beginning to use their developing knowledge of multiplication, for example the two times and five times tables, to solve more challenging problems. Most have a good understanding of the place value of each digit in tens and unit numbers, and correctly identify larger and smaller numbers. Most Year 2 pupils recognise number sequences and patterns, for example odd and even. Pupils have a sound understanding of different mathematical shapes and accurately list their properties, such as the number of faces and edges. They use correct vocabulary accurately and measure cuboids to distinguish them from cubes. Lower attaining pupils, and those with special educational needs, benefit from good individual support from both teaching and support staff to extend their learning and complete the tasks set for them. This enables them to participate fully and make good progress. Higher ability pupils often benefit from working with pupils from Year 3 and make good progress. The vast majority of pupils had very good attitudes to working unsupervised in lessons. They settled quietly to their tasks and maintained a high level of concentration, helping one another when appropriate. This occurred in spite of the distraction of one pupil, whose special educational needs required much support from the teacher and class assistant to help him apply himself.
87. By Year 6, most pupils have extended their knowledge of number soundly overall, for example, to increase their understanding of division. All have a satisfactory command of how to divide with single figure numbers and more able pupils are dividing with numbers up to 20. They estimate and check their results and use this to improve their confidence and awareness. In a mental arithmetic session, pupils divide decimal numbers accurately. Less able pupils cope with the pace and challenge of the work well and are given individual support where necessary. The tasks set for them are pitched well to meet their individual needs and this allows them to concentrate on areas of uncertainty, such as place value. The one pupil for whom English is as an additional language was given appropriate assistance and his

understanding of number is at a satisfactory level. He and other pupils use a good range of vocabulary. They understand and explain terms such as partition, quotient and inverse with accuracy. This good level of support is effective in including all pupils in the activities and learning in the subject.

88. Pupils extend their knowledge and understanding across all aspects of the subject. For example, they collect and handle data efficiently to produce a range of graphs in both mathematics lessons and in recording their findings in science experiments. In art, pupils measure accurately to ensure their hat designs fit properly. They benefit from their understanding of shape to create the right templates for making their designs. Pupils use computers to create graphs and spreadsheets, but information and communication technology is not used sufficiently to ensure all pupils develop confidence. Higher ability pupils know what to do, but others were still unsure. The more able pupils benefit from working in a small separate group on a weekly basis. However, during the rest of the week, tasks are not specifically planned to challenge their thinking. As a result, these pupils do not all always make the progress which they could.
89. Teaching is generally good and is characterised by a positive, lively and enthusiastic approach and the use of a broad range of different teaching methods. In Year 6, pupils participate enthusiastically in mental bingo sessions where the winning numbers are the answers to long division or multiplication sums. In a Years 1 and 2 lesson, the teacher asked good questions to ensure pupils knew the names and properties of different shapes. In Years 4/5, pupils paraded with number cards to help others understand the significance of place values before and after the decimal point. Teachers give pupils lots of encouragement and help them to believe in success. Lessons were well paced and purposeful. Because teachers shared the learning objective with pupils, the plenary sessions were well used to evaluate how much pupils had learned. Teachers manage assessment well and use it to ensure that the majority of pupils receive appropriate challenge. In all classes, there is good support for lower ability pupils with tasks adapted for them and sensitively supervised by the learning assistants.
90. The subject leader provides positive direction, strongly focused on raising standards. This has improved considerably since the last inspection. She has completed a detailed analysis of assessment data and has identified areas of weakness. Improved procedures for monitoring and evaluating teaching and learning have given her a good understanding of teaching effectiveness. She has developed and implemented a clear action plan, which is improving standards.

SCIENCE

91. Pupils' attainment is in line with national expectations by Year 2, but below expectations by Year 6. Although results have improved significantly since the last inspection, test results indicate that pupils' attainment by Year 6 was well below the national average in 2001. Pupils in the current Year 6 are achieving levels which are below expectations, but this year group contains a high number of pupils with special educational needs. In comparing their current levels of attainment against those which they achieved in Year 2, most pupils have made sound progress. Pupils of average and below-average ability are making satisfactory gains in knowledge, but higher ability pupils are not progressing satisfactorily. In 2001 tests, the number of pupils achieving the expected Level 4 was in line with the national average, but the number who achieved the higher Level 5 was below average. This is also the case when results are compared with those achieved in similar schools, although the number achieving Level 4 is above average. There is no significant difference between the attainment of boys and girls. Teaching has placed more emphasis on involving pupils in scientific investigations

and this has helped their understanding of the subject. However, there is clearly not enough challenge for more able pupils to help them develop an insight into patterns and consider scientific principles in sufficient depth.

92. At Year 2, the school has maintained attainment at a satisfactory level since the last inspection. In 2001, the number of pupils achieving the expected level in assessments was above average, but the number achieving beyond it was below average. Current pupils are attaining levels in line with expectations with a number of more able pupils progressing well. There is a greater focus in teaching all pupils to observe and record their findings. In answering questions about healthy living, pupils were able to explain the effects of eating a balanced diet as it provided vitamins and iron for their growth. More able pupils were able to outline the functions of the heart and lungs and had an appreciation of the importance of blood and how it circulated round the body. In a lesson for pupils in Years 2 and 3, good questioning by the teacher enabled pupils to understand the role of medicines to combat illness. Pupils were made aware of the need to take such medicine under adult supervision and the importance of not touching syringes. Pupils had a sound understanding of materials and how they could be changed. They linked this to their learning in preparing and cooking food in design and technology lessons. Pupils also have a satisfactory knowledge of how to wire up an electric circuit to provide lights for models that they had made. Pupils with special educational needs benefit from good quality support which enables them to be fully included in all scientific activities. They often make good progress and achieve standards which are close to those attained by most other pupils of their age in the class. Pupils recorded their results in simple notes, but there is not enough time given to them to write up their experiments and develop literacy skills as far as they should.
93. Only two lessons were observed at Key Stage 2 where teaching was generally sound, but did have shortcomings in helping pupils to create a fair test for measuring the way sound travels to the ear. In a lesson on how materials change, pupils were encouraged to consider a range of substances that could be changed from solid to liquid. Pupils knew that ice could be changed into water and then steam and that the process could be reversed. They used expressions such as evaporation and condensation accurately and built on their previous work on heat insulation to set up a test that would produce recordable results. Pupils worked together with enthusiasm, but the lesson did not allow them enough opportunity and time to pursue their own ideas on testing. As a result, while pupils understood the basic principles, more able and inquisitive pupils could not fully develop their own lines of investigation. In a Years 5/6 lesson on sound, groups of pupils were asked to evaluate materials which muffled sound. However, there were variations in both the sound source and the materials being used, which meant that pupils' results could not be compared. Pupils were not able to establish 'fair' tests with only one variable nor could they realistically measure their results. While they pursued this investigation with a more structured test later, they did not have an opportunity to fully investigate how and why sound travels through materials. Pupils know the principles of fair testing and record their experiments in a well-structured manner with references to the objectives, predictions and conclusions. They have acquired a broad understanding of life and living processes and use the school's wild life area to observe insects and habitats. They also have a satisfactory knowledge of physical processes and can recall these in tests, which they undergo at the end of each topic. However, while learning is successful for pupils with special educational needs and those of average ability, more able pupils are not sufficiently challenged to ask questions and to ascertain why things do not always work out as expected.
94. Teaching follows the government recommended scheme of work supplemented by a commercial scheme. Teachers generally make good use of this guidance to plan lessons in detail and ensure that pupils cover all aspects of the subject, acquiring the skills and

knowledge expected. Nonetheless, they are still coming to terms with the best way to use the guidelines and evaluate the practicality and effectiveness of the suggested activities. Teachers prepare lessons well, share objectives with the pupils and use time well. They maintain a brisk and purposeful atmosphere and keep pupils interested and involved. They manage plenary sessions well to compare pupils' findings, their ideas and recap on the key learning points. However, where anomalies have occurred, teachers do not always have the confident subject knowledge to help pupils explore these. The co-ordinator is undergoing training to extend his understanding of the subject and to provide assistance to colleagues, but currently there is a lack of depth in the way pupils are made to examine their findings.

ART AND DESIGN

95. Pupils' attainment is in line with expectations at the end of Year 2, but below those expected at Year 6. Standards at Year 2 are similar to those at the last inspection, but they have fallen at Year 6. Only one lesson was observed and judgement is based on displays of work and talking to pupils. Although there are pleasing examples of earlier work on display and recorded in photographs, current work shows little development as pupils progress through the school. This is because there is no detailed scheme of work based on the outline national guidance. There is, therefore, insufficient focus on the art skills, knowledge and understanding to be developed at each stage of learning. In Year 6 there is some duplication of the learning planned in design and technology, which means that skills are not developed as widely as possible. Consequently, pupils do not make the progress expected.
96. By the end of Year 2 all pupils, including those with special educational needs, make satisfactory progress within a narrow range of experiences. They produce drawings from observation in a range of media. Appropriate shapes and colours of fruit are depicted in wax crayon and pastel. The work does not show the details and texture that pupils would achieve from close examination of the subject, however. Paintings of minotaurs show suitable representations of how these mythological creatures might look. Although offering considerable scope for the imagination, examples show little variation in shape or detail. Pupils have a little experience of producing line and colour effects with the computer, but this is not part of a co-ordinated programme.
97. Pupils continue to produce representational work and by the time they are 11 results show a similar standard. This is because pupils have had little opportunity to develop techniques and imagination and observational skills. Pupils learn about some famous artists and their work. From looking at Van Gogh's prints pupils identify the predominant colours in *Wheatfield with Cypresses* and *Sunflowers*. Pupils' paintings demonstrate similar colours, but there are no observations or comparisons of texture.
98. The overall quality of teaching is satisfactory. Lessons are well organised and prepared. Clear introduction and presentation of task ensure that pupils fully understand what they are to do. For instance, pupils learn how to transfer a tracing of an intertwining Celtic design and examine suitable examples of this pattern. However, the subject is not linked with any programme of development. Most pupils listen carefully and show good concentration. Good opportunities to explain plans and present results help pupils in Year 6 to develop their communication skills. They work together amicably and most enjoy the lessons. Teachers use art lessons to illustrate learning in other subjects, but do not develop pupils' creative skills sufficiently. Learning objectives are not clearly defined and teachers' expectations are not high enough.

99. The subject co-ordinator has an informal overview of the subject. The lack of a comprehensive scheme of work means that there is no co-ordinated whole-school plan for developing pupils' skills. There is now a need to monitor art provision and to work with teachers to encourage a progression of skills and full curriculum coverage. Resources are limited and reflect the small amount of money allocated to consumables. The funds allocated for each class augment spending, but are not always available to provide the necessary range of materials for art.

DESIGN AND TECHNOLOGY

100. Pupils attain standards that are in line with national expectations at the end of Year 2, but below expectations by Year 6. Only two lessons took place during the inspection and were observed. Further evidence was obtained from discussions with pupils and staff and a scrutiny of work. The standards achieved currently are the same as those reported at the last inspection. Pupils, including those with special educational needs, are given a good range of opportunities to study the subject and as a result boys and girls progress at a satisfactory rate.
101. In Year 1, pupils examine how to construct model buildings and use card and construction kits to achieve a good level of success. Pupils explain the processes that they have followed and the materials which they found effective to use. They prepare basic plans of what they intend to do and consider how successful they have been. In Year 2, pupils achieve satisfactory results in making models with axles. They planned their designs with careful thought about methods of construction and with attention to the quality of the finished product. Pupils used recycled card to make these moving models and considered a variety of ways of making the necessary joints. They studied the best way to fit axles and decided to make a card frame, which they agreed was the most effective method. In order to obtain a good finish, pupils disassembled cardboard boxes and turned them inside out in order to have a receptive surface for painting. Pupils explained that the wax coating on the outside of the boxes would not allow them to finish their models as they wanted. Pupils attained good standards in the quality of their constructions and sound standards in recording their designs in diagrams with a brief explanation of their intentions. Teaching was obviously well organised and successfully stimulated pupils' interest and willingness to apply themselves and learn. Similarly in a lesson on making a glove puppet, pupils were highly focused on stitching material according to the teacher's clear instructions. They worked with great concentration and benefited from the sympathetic and patient support of the teacher and a visiting helper. Pupils' application and learning were well developed in the process.
102. In Years 3 and 4, pupils make sound progress in both designing and making and respond well to the challenge of more demanding assignments. Pupils design models that involve the use of electricity, such as lighthouses and lanterns. They consider how to incorporate bulb holders, wiring and batteries into their models and discuss the solutions with each other and their teacher. Their designs are well presented and reflect their thinking and planning. Their constructions are successful and pupils carry out an appropriately detailed evaluation of their results. By Years 5 and 6, however, pupils do not make sufficient progress in developing skills and knowledge. Pupils have successfully planned and constructed temples in connection with their study of the Greeks and were planning to make musical instruments linked to their study of sound in science. However, in the process they have not significantly extended their skills beyond what they were doing in previous years. They use recycled materials such as card boxes and join these with glue, staples and tape. In their current project of designing and making musical instruments, Year 6 pupils were again mainly using card. Pupils consider new criteria in designing their instruments and link this effectively to their study of how sound is produced and amplified. They write up plans and some do so on computer, but this does not

extend to using design software. Diagrams are hand drawn and elementary. Pupils look at examples of shakers, scrapers and drums, but do not look at more sophisticated instruments in order to consider how to cope with construction problems. They evaluate the effectiveness of their finished articles, but during the making process there is not enough formal consideration of how to improve processes and avoid problems.

103. Teaching is good in Years 1 and 2. Plans set out clear objectives and set targets for pupils lesson by lesson. Teachers identify the exact aspect which they want pupils to complete by the end of the session and share this with them. They refer to this during the lesson and remind pupils of how much time they have left. Good questioning from adults helps pupils to think through what they are trying to achieve. No teaching was observed in Years 3 and 4, but the programme which pupils follow extends their knowledge and skills effectively. Teaching for Years 5 and 6 has shortcomings because: a) it does not introduce pupils to a wide enough range of materials; b) it does not help them to develop their design skills in enough depth; c) there are not enough focused practical tasks to introduce them to the expected range of techniques and making skills. Teachers follow the government recommended guidelines, but do not always identify exactly the skills to be developed in a unit of study. While teachers keep a note of the skills which pupils develop, they do not maintain a systematic record of how pupils' progress. This makes a major contribution to the fact that pupils are not making the advances that they should in Years 5 and 6. The management of the subject has been assigned to a teacher new to the school in September. She has a good idea of the priorities needed to improve learning, but has insufficient time to monitor lessons as yet. Resources and planning are correctly her first priority.

GEOGRAPHY

104. During the inspection only three lessons were observed, one in an infant class and two in junior classes. Discussions with the teachers and pupils in Years 2 and 6 and an analysis of work have provided additional information about the subject.
105. Attainment at the end of Year 2 is satisfactory, but well below expectations at the end of Year 6. Since the last inspection there has been no progress in the development of a policy or in the role of the co-ordinator. The school has developed a curriculum map and uses the recommended scheme of work as the basis for teaching, but does not use either consistently. No assessment procedures are in place, except for teachers' evaluation at the end of a topic.
106. The teaching and learning observed in the one lesson in the infant class were good. Pupils used a world map and recognised the United Kingdom. They also knew where to find South America, Italy and Israel and used the mnemonic 'never eat shredded wheat' to identify compass points. Pupils do not know the whereabouts of Barnaby Bear, although the curriculum map for the infant classes features him as part of a continuous unit. The recorded work in Year 2, although lacking in quantity, is of good quality. Pupils recognise and label features of the local environment and talk about the area using geographical words such as 'near', 'far', 'island' and 'mainland'. Pupils use a digital camera to identify and photograph local features. They compare the imaginary Scottish island of Struay and the town of Shelley and realise the differences between island and mainland life.
107. In the junior classes teaching was satisfactory in the two lessons observed. Years 3 and 4 pupils identified South Africa on a world map, recognised the animals peculiar to the area, and made reasonable judgements about how to travel from the United Kingdom to South Africa. However, they could not explain why they were studying South Africa and what they would learn. The study of Chembokali in the autumn term consisted of very few pieces of work,

some of which were low-level colouring and labelling activities. Pupils could explain that Chembokali was in India and could make basic comparisons about houses and schools. Years 5 and 6 pupils collected data about favourite holiday destinations and used a database to produce a bar or pie chart showing the information. Pupils had difficulty thinking of reasons to explain their findings and the teacher lost opportunities to encourage pupils to research the features of particular countries. Groups of pupils presented their findings to the class. They were confident and organised and the teacher used opportunities to reinforce learning.

108. By the time they are 11, Year 6 pupils identify some countries on a world map, but cannot identify mountain ranges or rivers or explain their effect on the landscape and the way of life of the people who live near them. They are unable to make any comparisons between countries and Shelley using geographical terms. Pupils could not remember the last geography topic they had been taught. In both key stages there are links between information and communication technology and geography, but opportunities are lost to develop skills in literacy and mathematics. There are no geography displays in the school except for a small Year 1 local environmental display in the library.

HISTORY

109. The attainment of pupils at the end of Year 2 is in line with expectations, but at the end of Year 6 it is below the levels expected nationally. Standards at the end of Year 6 have fallen since the last inspection. Attainment is unsatisfactory because the teaching of history is lacking in depth and does not encourage pupils to make comparisons and draw conclusions about the links between the past and present.
110. Two lessons were observed, one in Year 2 and the other for Years 5 and 6. Although the teaching and learning in both lessons were good, pupils' prior knowledge in Years 5 and 6 is below expectations. Pupils have insecure knowledge of chronology and are unable to talk confidently about a range of historical events.
111. The school has developed a curriculum map and uses the government recommended scheme of work to teach history. There is no policy and no evidence that history is taught regularly and systematically in all classes. History teaching has had a low profile because the main priorities for the school have been to improve standards in the core subjects. The co-ordinator has not worked with staff to develop the teaching of history. He does monitor planning termly and offers help and support as required. He has used the history budget to buy books and the library service, but the school has an inadequate range of artefacts to support the curriculum.
112. Planning in Year 2 is good and sets realistic, but challenging targets. The pace of the lesson was good and encouraged pupils to think about how difficult aspects of life could be for people in the past. In Years 5 and 6, planning is satisfactory, but lacks depth in developing key skills and concepts. The use of records and irons to illustrate changes in household objects since 1948 was good and caught the attention of pupils. Challenging questioning enabled pupils to draw conclusions about how and why objects had changed. Opportunities were lost to develop links through literacy as some pupils did not know how to summarise information and just copied chunks of text.
113. By age 7 pupils understand that history is important because it gives an insight into how people lived in the past and how changes have come about. They know about the changes in hospitals from the time of Florence Nightingale to today and can describe the changes between the life of their parents, grandparents and themselves. They know that houses in the time of the Great Fire were built of wood and that this contributed to the rapid spread of the

blaze. They also understand that fire brigades were established because of the Great Fire. Although teaching and learning were good, there is a lack of evidence from pupils' work to confirm that the Key Stage 1 programme of study is taught systematically.

114. By Year 6 pupils understand that history tells us about the past. They talk about the differences between Ancient Greece and life today, but are unable to explain the effect of the Greek civilisation on society today. Pupils talk about the myths and legends of Ancient Greece, the paintings they have drawn and the helmets and shields they have made, but are unable to discuss the important features of the period. They have a limited knowledge of important events in history and an insecure grasp of how artefacts and resources can help sort fact from fiction and present a range of views. Recorded work throughout Years 3 to 6, although of satisfactory quality, is of limited quantity. Pupils' work does not show a range of opportunities to learn about the impact of civilisations and periods of history; it is mostly concerned with pictures, worksheets, labelling and a limited amount of independent writing.

INFORMATION AND COMMUNICATION TECHNOLOGY

115. Pupils' attainment is in line with expectations at Year 2, but below expectations at Year 6. Judgements are based on a scrutiny of pupils' work as well as observations of teaching and planning and on a discussion with the co-ordinator. At the time of the last inspection in 1997 progress was uneven, but pupils achieved levels in line with national expectations. Pupils make much more use of information and communication technology than previously, but the standards achieved do not match the increased national expectations. Pupils develop satisfactory skills in word processing, but their knowledge of control technology and different communication applications is unsatisfactory. Although progress has accelerated, it has not accelerated quickly enough.
116. Pupils in Years 1 and 2 make use of a simple robot to learn the principles of control. They also use a variety of software, which involves commands and simulations. They show confidence in the way they use the keyboard and mouse and understand the way to open, change and close programs. Pupils use painting programs to draw pictures and to write simple sentences. They have experimented with line and colour and have created pictures using 'line' and 'fill'. Developing these skills further, they have designed Christmas and greetings cards. This involves changing the size of images and altering the font type, colour and size. However, they have not yet had the opportunities to write extensively, or to use their word processing skills in other areas of the curriculum such as religious education, history or geography. Their data handling skills are not sufficiently developed to incorporate graphs or charts in mathematics and science.
117. By Year 6 pupils have experience of loading new software and have extended their word processing skills to produce some well-presented material, which includes imported illustrations. Their home produced newspaper makes good use of design, word processing and publishing skills. Pupils use software to create graphs and present data, but they do not have enough opportunities to develop their confidence in these activities. Pupils use the Internet and e-mail as a way of obtaining and transmitting information. In researching on the Internet however, pupils often use search engines which are not easy to understand. Thus when some pupils found a relevant illustration for their topic in geography, they also downloaded many pages of superfluous data. More able pupils can create a spreadsheet and are developing their skills well, but this is not true of all pupils. Pupils are enthusiastic and behave very well when using the computers. Older pupils help to explain ideas to younger ones and there are some good systems for cascading information from pupil to pupil.

118. Resources are well organised for teaching and pupils use computers for focused instruction and in class time. Teachers have completed the national training programme and their skills are at a satisfactory level. Nonetheless, they do not consistently plan tasks for pupils to carry out and learning is thus spasmodic rather than continuous. There are not enough planned links to ensure that information and communication technology skills are regularly developed across the curriculum. The school has enough software to develop pupils' learning in all areas but control technology where resources are unsatisfactory. The school has recently acquired digital cameras, which are well used for class displays and it has Internet access, which is helping pupils' learning. There is no formal system for assessing pupils' progress, but teachers are maintaining notes on what pupils can and cannot do. Pupils with special educational needs and those learning English as an additional language are fully included in learning. More able pupils receive opportunities to extend and practice their skills, which benefits them, but this is not organised on a consistent basis to challenge them across all aspects of the subject.

MUSIC

119. Throughout the school, pupils' standards are below expectations. This shows a fall in standards since the last inspection. Although only one lesson was observed, judgements are based on talking to pupils and listening to pupils in assembly. Progress is as yet inadequate and unco-ordinated. This is because there are no guidelines to help teachers plan for each element of the music curriculum to be developed fully.
120. Pupils have regular opportunities for singing in music lessons and in assembly, accompanied by tapes of vocal music. This shows that their voices are tuneful and that they sing with appropriate timing. Older pupils satisfactorily demonstrate two-part singing. Pupils use a varied range of interesting percussion instruments to keep to a steady beat in time to accompany songs. However, by Year 6 pupils' performing and playing skills are under-developed. Lack of confidence and very limited skills with percussion instruments show that pupils have had little experience in making their own music. At present, the school does not offer tuition in recorder or keyboard playing. There is a possibility of guitar tuition being arranged at a future date. Pupils listen to suitable instrumental and vocal music in assembly, but there is little focus or attention on this aspect of the occasion. Pupils name famous composers, such as Vivaldi and Beethoven, but cannot name any music that they listen to. All pupils, including those with special educational needs, are fully included in learning and make a similar level of progress.
121. It is not possible to give an overall judgement on the quality of teaching as only one lesson was observed. However, good teaching of singing was evident. Confident class management and high expectations of voice control produced good progress during the lesson. This was achieved by effective revision of pupils' understanding of volume and tempo and pitch. Pupils learn that these influence the mood of music. Good opportunities to practise led to pupils' effective learning of a new *Cinderella* song. Pupils present their songs at end of term concerts celebrating Christmas and at the leavers' ceremony.
122. The school makes good use of links with other schools to supplement their provision of music. This includes an informal event for which a group of schools perform together songs and music they have practised. A very interesting current local project involves pupils working with a composer to create music for the shared 'I wish' theme. Pupils in each class have written their wish. This in turn contributes to the literacy links with the subject. Interesting thoughts are based on both personal and world issues. Examples are 'I wish I could live for ever'; '... that I was the fastest person in the world'; '...that no bad people would be born and the people

already born and bad will never be bad again.’ Some of these will be combined in a song to be learned and performed by everyone involved. These very positive efforts would benefit from a clear and comprehensive programme to broaden pupils’ understanding of music making.

PHYSICAL EDUCATION

123. The standards which pupils achieve broadly meet those expected nationally in Years 2 and 6 and have been maintained since the last inspection. However, pupils do not have instruction in swimming at Key Stage 2, as is specified in the National Curriculum, and therefore they do not receive the full statutory curriculum. The school has good facilities indoors and outdoors to teach all games, gymnastic and dance skills. Pupils are enthusiastic and attain the expected levels in these activities, although only lessons of games and gymnastics could be observed during the inspection. Teachers have the necessary knowledge and skills and in the two lessons observed the quality of teaching was good. However, currently pupils have no experience of swimming, partly due to recent financial restraints and partly due to problems of availability. Both these elements are capable of resolution in the near future and the school has to ensure that swimming instruction is reinstated to ensure it meets its statutory obligations.
124. Year 1 pupils enjoy physical activities and participate with pleasure and application. Most know the reasons why they need to warm-up at the start of the lesson and the effect of exercise on their heart. They listen attentively and follow instructions accurately. For example, all pupils moved very sensibly and safely when changing speed and direction in the introductory activity. They showed increasing control and co-ordination when using a range of movements to balance and form the shapes asked of them. Pupils in the class were from the Foundation Stage as well as Year 1 and they worked with each other very well. When asked to observe each other, one half of the class watched carefully to identify good performances and explain why they thought they were good. Some identified which sequences they liked and why they had enjoyed them. With support from the teacher, pupils suggested ways in which movements could be improved. All pupils made sound progress in their learning, including pupils with special educational needs who were supported effectively to overcome their initial reluctance to take part.
125. Most pupils in Years 3 and 4 know how to throw and catch a ball and worked well with partners when required. They are self-disciplined and keen to co-operate. The teacher gave clear and precise guidance on what was expected and pupils listened well. They threw balls to one another and varied the way they threw and caught, changing hands and distance. With simple but realisable goals pupils maintained their concentration and sought to improve their skills. While the teacher asked pupils to demonstrate good practice, there were not enough opportunities for pupils themselves to comment and evaluate what was good and what could be improved. Overall, attention and behaviour were good. However, when a pupil was unco-operative, he was withdrawn from the class for an extended period without being given the chance to reintegrate himself. All other pupils fully participated in the session including those with special educational needs and those for whom English as an additional language, who had no problem in understanding instructions and following them.
126. Teachers have good class control, even in suddenly wet conditions when classes have to retreat inside and make use of the hall at short notice. They organise classes efficiently to ensure that all pupils are fully aware of what is expected of them. The pace of lessons is well maintained and pupils are actively involved in a way which helps to develop their stamina. Teachers plan their lessons in detail to give a good structure and enable pupils to extend and

apply their skills. Pupils participate keenly in out-of-school activities such as football and netball. The school takes part in inter-school matches and athletic competitions, which are much enjoyed by pupils.

RELIGIOUS EDUCATION

127. Although the teaching and learning observed in religious education were satisfactory throughout the school, attainment is unsatisfactory in the infant classes and well below expectations in the junior classes. Pupils do not receive a broad and balanced programme of teaching which fully reflects life today. Teachers are reluctant to teach the subject because of insecure knowledge and the lack of a coherent scheme of work. All pupils are included in lessons and make the same level of progress regardless of their ability levels or background.
128. The religious education co-ordinator is aware that the subject is not taught consistently or regularly and has booked the Essex religious education adviser to lead in-service training in February. The current policy is out of date, but due for revision. The Essex Standard Advisory Council for Religious Education document called 'Open World' is in school. However, teachers do not use it as they are unfamiliar with the content. The school has the Qualifications and Curriculum Authority scheme of work, but does not use it consistently. The school has developed a curriculum map for use in September 2002. It has a limited range of artefacts and resources to aid teaching.
129. In the two lessons observed in the infant classes the content is appropriate. Pupils are engaged and interested at a satisfactory level. Planning is good. Year 1 teaching mainly consists of stories with a religious or moral theme and important religious days. In Year 2 the Passover meal was used to teach about the importance of celebrations and symbols. Pupils could recall some elements of the presentation, but needed the teacher to ask challenging questions in order to develop understanding. At the end of the lesson the pupils did not fully understand the lesson objective.
130. By age 7 pupils have a limited knowledge of Bible stories and Christian celebrations, but lack confidence in explaining their significance using appropriate language. Attainment is not in line with the agreed syllabus.
131. Teaching in Year 6 is satisfactory and introduces pupils to the Bible as a collection of books containing stories. A Christian timeline was developed covering 3000 – 2000 BCE. The pace was slow and pupils were occasionally allowed to lead the discussion. Pupils made progress in ordering the stories and learned about 'Before the Common Era', but were unable to suggest many stories unless prompted by the teacher. Pupils in Years 3 and 4 were taught that there are many interpretations of Jesus and his qualities. Lack of resources hindered understanding, although pupils could list appropriate words to describe Jesus.
132. By age 11 pupils have made unsatisfactory progress in religious education. They know some of the stories of the Bible, but have not made the connection between the Old and New Testaments and the stories contained in each. Although some could talk about Christians and their beliefs, pupils' understanding was insecure. They admit that they do not do religious education very often. One pupil is of the view that religious education is 'rubbish and a waste of time because he is not a Christian'. Pupils lack knowledge of other religions and peoples and could not make the connection between Muslims and September 11th. One pupil could discuss Hindus and Sikhs, but had studied these religions in another school. Attainment is below that set out in the agreed syllabus.