

INSPECTION REPORT

CHADWELL ST MARY PRIMARY SCHOOL

Grays, Essex

LEA area: Thurrock

Unique reference number: 114900

Headteacher: Mr Alan Cass

Reporting inspector: Mrs Tusha Chakraborti
12603

Dates of inspection: 21 - 23 January 2002

Inspection number: 230207

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Riverview Chadwell St Mary Grays Essex
Postcode:	RM16 4DH
Telephone number:	01375 843280
Fax number:	01375 840071
Appropriate authority:	The governing body
Name of chair of governors:	Mr Roger Moore
Date of previous inspection:	17 January 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
12603	Tusha Chakraborti	Registered inspector	English as an additional language Foundation stage	What sort of school is it? How high are standards? a) The school's results and achievements How well is the school led and managed? What should the school do to improve further?
9334	Jenny Mynett	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
20877	David Pink	Team inspector	Equal opportunities English Geography History	How good are the curricular and other opportunities offered to pupils?
20457	Brian Fletcher	Team inspector	Mathematics Music Physical education Religious education	How well are pupils taught?
20534	Nichola Perry	Team inspector	Special educational needs Art Design and technology Information technology Science	

The inspection contractor was:

Cambridge Education Associates Ltd

Demeter House
Station Road
Cambridgeshire
CB1 2RS

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	20
PART C: SCHOOL DATA AND INDICATORS	21
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	25

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Chadwell St Mary Primary is an average sized primary school for pupils aged 4 to 11. It has 217 pupils, including the children in the Reception class. The vast majority of the pupils are from families with origins in the United Kingdom; six pupils are of black-Caribbean heritage and two of black-African heritage. Most pupils are drawn from the immediate area but some travel from further afield. The school takes pupils from a range of social backgrounds, only a minority of whom come from advantaged homes. Almost 33 per cent of pupils are eligible for free school meals, which is higher than the national average. Approximately 27 per cent of pupils, including those with statements, have special educational needs, which is above the national average. Attainment on entry, in the Reception class, is well below what is expected for this age group. Forty-five pupils joined and 11 left the school at times other than those of leaving or entry. The school went through a stage when its progress in implementing the national initiatives was insufficient and it was subsequently placed in special measures in December 1997. Since then the school was visited by Her Majesty's Inspectors of Schools (HMI) on several occasions for assessing the progress the school was making. In January 2000 the school was inspected by two HMIs and was removed from special measures.

The school went through a traumatic time when a fire destroyed its five classrooms in September 2000, only a short time after a major refurbishment of the school roof. However, the school has managed this crisis period efficiently and the classrooms have now been refurbished and remodelled, providing a more improved accommodation. The school is now an 'adopted school' of the Costco Wholesale Warehouse in Lakeside. It is working towards an Investors in People Award and has recently received an Excellence in Schools Award. A significant number of teachers are new to the school and, therefore, their good teaching has yet to have a long-term impact on the pupils' achievement over time.

HOW GOOD THE SCHOOL IS

Chadwell St Mary Primary is an improving school which is now providing its pupils with a sound education. The effective leadership of the headteacher and good teamwork between staff and governors have led to steady improvement in all aspects of school life in recent years. A very good and systematic programme for monitoring of teaching has been established and is being implemented effectively. As a result, the quality of teaching has improved significantly over the past two years. The school has a strong commitment to equality of opportunity and ensures a good level of inclusion for all its pupils. Standards are rising, slowly but steadily. This is particularly evident in Reception and in Years 1 to 4. As a result of overall improvement over the last three years the school is an effective one and now provides good value for money.

What the school does well

- The quality of teaching is good and, as a consequence, pupils make good progress in their learning, especially in Reception and in Years 1-4.
- The leadership and management of the school is good. The headteacher, staff and the governors work as a team very effectively in monitoring and evaluating the work of the school, which is leading to a gradual rise in standards.
- Procedures for monitoring behaviour are good, as a result of which pupils behave well and show positive attitudes to learning.
- Provision for pupils' moral and social development is good.

What could be improved

- Standards of attainment are below the national average in English at the end of Year 2 and well below at the end of Year 6. Standards in mathematics and science are below the national average in Year 6. Standards are also below those expected of pupils of this age in music in Year 6.
- Standards are below the expected levels in history and geography in Year 2 and well below in Year 6.
- Support staff are not trained sufficiently to support pupils' learning and not always deployed effectively.
- Attendance and punctuality are unsatisfactory.

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 January 2000, when it was judged to have made steady progress during its time in special measures and, therefore, was removed from special measures. The school has made good improvement since the last inspection. The key issues identified by the last inspection have been addressed successfully. The headteacher and other senior members of staff, supported by the governors, have ensured marked improvement in teaching. As a result, standards are rising, although slowly. Detailed, good schemes of work are in place and have been implemented effectively. Teaching is monitored effectively and a programme of in-service training is helping co-ordinators to support teaching and learning in their subjects more effectively. All these improvements and an effective teamwork, involving the staff, headteacher and the governors, indicate that the school is well placed to raise standards further.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			Similar schools
	1999	2000	2001	2001
English	E	E	E	D
Mathematics	E	E*	E	E*
Science	B	E	E	E

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The table above shows the average points score of pupils' attainment in the national tests in Year 6 from 1999 to 2001, which was well below the national average in English, mathematics and science. When these results are compared with schools that have similar characteristics to Chadwell St Mary, performance was below average in English and well below average in mathematics and science. Results in mathematics were in the lowest performing 5 per cent of schools. Over the last three years the results have remained low. This is because these groups of pupils went through a period, prior to 1999, when the quality of education in the school was unsatisfactory. However, taking the results of each year separately, it may be seen that there has been a significant improvement, with the overall trend being above the national trend in these subjects. Pupils are achieving well in the Reception class and Years 1 to 4. They achieve satisfactorily in Years 5 and 6. The overall trend in the school's results is above the national trend in these subjects.

Standards achieved by pupils at the end of Year 2 in the 2001 national tests were well below the national average in reading and writing but above average in mathematics. In comparison with schools with similar characteristics, they were well below in reading, below in writing and well above in mathematics. The improvement in the national test results is more evident at the end of Year 2 than those at the end of Year 6.

The inspection finds that standards in English are below average in Year 2 and well below average in Year 6. Standards in mathematics are above average and in science are average in Year 2 but below average in Year 6. Pupils in Years 1 and 2 make good progress in mathematics and science and satisfactory progress in English. Pupils in Years 3 to 6 make satisfactory progress, overall, in all three subjects. The analysis of pupils' work shows that pupils in Reception and Years 1 to 4 are making better progress than those in Years 5 and 6. This is because the pupils in Reception to Year 4 have benefited from the improved quality of curriculum planning and teaching over the last two years from an early stage. Pupils with special educational needs make satisfactory progress in relation to their prior attainment. The school sets realistic targets to raise standards and was very close in meeting its targets last year.

Standards attained by pupils in Year 2 are below the expected levels in history and geography but their progress is satisfactory. In all other subjects they attain average standards and make satisfactory progress. In Year 6, standards in music are below, and in history and geography well below, those expected for eleven-year-old pupils and progress is unsatisfactory in these subjects. In all other subjects, pupils attain standards that are in line with the expected levels and they make satisfactory progress.

Children's attainment on entry is well below the average for this age group. They make good progress and, therefore, most of them are likely to reach the level of attainment in line with national expectations for children of this age in all areas, except in communication, language and literacy, where attainment is still below the expected level.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school and demonstrate good attitudes both to school and to their learning
Behaviour, in and out of classrooms	Good. The effective implementation of the behaviour management strategy has improved pupils' behaviour significantly since the last inspection.
Personal development and relationships	Good. Relationships in the school are good, both between staff and pupils, and amongst the pupils themselves. Pupils take responsibilities seriously and carry them out sensibly.
Attendance	Unsatisfactory. The level of attendance in the school continues to be unsatisfactory, even though attendance and punctuality are well monitored by the school.

Pupils' attitudes to learning have been maintained at the same level since the last inspection. Pupils' behaviour has improved significantly since then.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	Aged 7-11 years
Lessons seen overall	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.

The quality of teaching is good, overall, with some very good teaching. It has been a key focus for school development planning for the past two years and, as a result teaching has improved significantly. Nearly two-thirds of the lessons were good or better. Teaching was better at the Foundation Stage and Key Stage 1, than at Key Stage 2. Pupils, therefore, make good progress in Reception to Year 2 and satisfactory progress in Years 3 to 6.

The teaching of the basic skills of numeracy and literacy is satisfactory throughout the school. There is a continuing need to focus upon the development of speaking and listening and the school is addressing this consistently. The planning for numeracy and literacy, overall, reflects the national strategies, which have been implemented satisfactorily.

Teachers' planning is good and is securely based upon schemes of work, particularly in the core subjects of mathematics, science and English. Learning objectives are shared with the class and they are reviewed and revisited at the end of each lesson. As a result, pupils are making good progress in the gaining of knowledge and understanding in these areas.

Behaviour management is now a strength and teachers take very good care to ensure that all pupils are included in the activities in the classroom. Questions are well used to ensure that all pupils have

an opportunity to contribute and to gain in understanding. Teachers' subject knowledge and understanding of how children learn are consistently good and they use assessment information satisfactorily to check their progress, particularly in the core subjects. Pupils with special educational needs are well supported in most lessons, both by the nature of the planned activities and the targeted help from the learning support assistants. In a small minority of lessons, support staff are not clear what help should be offered and occasionally have too little to do.

Girls and boys achieve equally well. Pupils of ethnic minority heritage and pupils with special educational needs make progress equal to that of others in their class. Higher-attaining pupils make good progress and the varied activities ensure that their needs are met.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and balanced curriculum. The range and quality of extra-curricular activities is good.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is satisfactory. Targets in individual educational plans are well-thought-out and are reviewed regularly.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory, overall. Provision for moral and social development is good. Satisfactory provision is made for pupils' spiritual and cultural development.
How well the school cares for its pupils	Pupils are well cared for. The provision for pupils' health, welfare and guidance makes a significant contribution to their personal and academic development.

The school is a secure and safe place for pupils to learn. It works well in partnership with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is led and managed well. The headteacher provides effective and strong leadership and a clear educational direction. He is supported well by the senior management team and the governors, in managing and improving the school.
How well the governors fulfil their responsibilities	The strategic role of the governors is well-developed. They have a clear understanding of the strengths and weaknesses of the school. Statutory requirements are met.
The school's evaluation of its performance	The school is following procedures very effectively to evaluate its success. The analysis of test results and the monitoring of teaching are used well to see where improvements could be made.
The strategic use of resources	The school makes sound use of all its staff. However, the use of support staff is not always efficient. Accommodation and learning resources are used well to enhance pupils' learning. Grants and other funds are used efficiently for their intended purpose

The school has an adequate number of staff. It applies the principles of best value well in all spending decisions and monitors its impact on financial planning closely.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school.• The school helps their children to become mature and responsible.• Children are making good progress.• The teaching is good.• The school expects children to work hard and to achieve their best.• Parents feel comfortable about approaching the school.• The school promotes good behaviour.• The school works closely with parents.• Parents feel that they are kept well-informed about their children's progress.	<ul style="list-style-type: none">• Some parents feel that the school does not provide an interesting range of extra-curricular activities.

An overwhelming majority of parents are very pleased with the school and welcome the improvement in educational provision over the last two years. The inspection team supports their positive views. The team finds that the school provides a good range of extra-curricular activities, which enhances pupils' opportunities for learning and physical activities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The school has no nursery provision and, therefore, children start at the Reception class. Their attainment on entry is well below that expected of children of this age. Children make good progress and achieve well throughout their time in the reception year. As a result, by the end of the reception year, they are on line to attain standards that are expected of children of this age in all areas of learning, except in communication, language and literacy where attainment is likely to be below the expected level.
2. Although the standards in the 2001 national tests were well below average in English, mathematics and science, the results show an improving trend over the past two years. This is because of the current improved curriculum planning and teaching. The inspection finds that standards in English are below average at the end of Year 2 and well below average at the end of Year 6, where pupils have not always had the benefit of the present good provision. Standards in mathematics and science are average at the end of Year 2 but below average at the end of Year 6. Pupils in Years 1 and 2 make good progress in mathematics and science and satisfactory progress in English. Pupils in Years 3 to 6 make satisfactory progress in all three subjects. The analysis of pupils' work shows that pupils in Reception to Year 4 are making good progress, overall. This is because these pupils have had better opportunities to benefit from the improvements made in the quality of curriculum planning and teaching over the last three years.
3. Pupils with special educational needs make satisfactory progress in relation to their prior attainment. The school sets realistic targets to raise standards and was very close in meeting its targets last year.
4. Standards in Year 2 are below the expected levels in history and geography, but their progress is now satisfactory. In all other subjects they attain average standards and make satisfactory progress. By the end of Year 6, standards in history and geography are well below, and those in music are below what is expected for pupils at 11 years of age. Progress is unsatisfactory in these subjects. In all other subjects, pupils attain standards that are in line with the expected levels and make satisfactory progress.
5. In English, standards in speaking and listening are below average. However, pupils are making satisfactory progress in developing their speaking and listening skills and are generally confident in talking to their teachers and other pupils. Pupils in Year 6 are generally able to explain their work clearly to the class. From an early age, they work together in pairs and groups, exchanging ideas and agreeing solutions to problems. However, some pupils remain passive for long periods during lessons. Many pupils have a limited vocabulary and, therefore, are often not able to express their views well. Attainment in reading is well below national expectations by the end of Year 6, although standards achieved by the higher-attaining pupils are satisfactory. These pupils are confident and interested readers who select books because of interest and challenge. However, there is a significant number of lower-attaining pupils who have not acquired enough skills to read a range of texts that are suitable for their age. By the age of seven, pupils are close to the national average. They read simple texts with confidence and are beginning to express opinions about the choice of books. The standard of writing is well below national expectations at the ages of both seven and eleven. There are insufficient opportunities across the curriculum for pupils to practise and develop their writing skills. Pupils use a limited range of vocabulary and are unsure about basic grammar. Although they are beginning to write in narrative and non-narrative forms, these contain limited ideas.
6. In mathematics, standards in Year 2 are in line with the national expectations. By Year 6 standards are below average. Pupils in Years 1 and 2, make good progress in counting, ordering, and subtracting numbers. Most can count forwards and backwards using given numbers beyond 100, and have a good knowledge of the number system. They know how to estimate simple lengths and how to measure in centimetres. They apply their knowledge of number to the collection of information and illustrate the results on a block graph. Pupils in

Years 3 to 5 continue to make satisfactory progress in learning about numbers and how to apply adding, subtracting, multiplying and dividing in solving problems. The rate of progress slows down considerably in Year 6, where pupils missed the opportunity to be taught systematically in early years. However, most have acquired basic number skills and know how to apply them to other aspects of mathematics. They are confident with whole numbers but have difficulty in placing the decimal point correctly.

7. In science, pupils in Year 2 attain standards in line with the national expectations. By Year 6, standards in science are below the national expectations. Pupils make good progress in Years 1 and 2 and satisfactory progress in Years 3 to 6. By the age of seven, pupils know about the properties of a range of different materials, for instance whether they are natural or man-made. They know that animals choose different habitats to live in and can suggest sensible reasons why animals will choose a particular place in which to live. They record their findings accurately in different ways, including tables and charts. At the age of 11, pupils plan for their own investigations and have a good understanding of the need for fairness in their investigations. Pupils have a very good knowledge and understanding of the human body, and the progress in their learning as they move through the school is well demonstrated by this particular area of study. They use computers effectively to represent the findings of their experiments in graphs. By the time pupils leave the school they have been thoroughly taught all aspects of the science curriculum and, with the emphasis on practical activities, develop a deeper understanding of scientific facts.
8. In information technology, pupils' attainment in Year 2 is average. Pupils in all years show good use of technical language and are beginning to make some good progress in learning new skills. They are becoming adept in mouse control, click and drag movements and the use of Internet connections and e-mail. There are gaps in pupils' knowledge and understanding, owing to the lack of provision, until recently. This means that older pupils, particularly in Year 6, missed out on this work further down the school, resulting in lower than average standards at the end of Year 6.
9. In religious education, standards are in line with the locally agreed syllabus, both in Years 2 and 6. Pupils in Years 1 and 2 learn about special books from different religions and learn to respect them. They discuss special people and events in their lives and share why they are special, with the rest of the class. In Years 3 to 6, pupils study the Bible and learn that it is made up of all kinds of writing: stories, poetry, letters and history. Pupils in Year 6 work on the theme of art in religion.
10. Pupils with special educational needs make sound progress towards targets set within their individual education plans. An effective inclusion policy means that these pupils have full access to the National Curriculum. The pupil who speaks English as an additional language is making good progress. The school has not yet identified any gifted and talented pupils but has recently introduced the procedures for this. There is no significant difference in the performance of boys and girls.
11. The school sets targets for its pupils and reviews them every year to ensure that they are sufficiently challenging. It was very close to meeting its targets last year.

Pupils' attitudes, values and personal development

12. Pupils enjoy school and demonstrate good attitudes both to school and to their learning. These high standards have been encouraged through sensitive teacher support and encouragement, which helps to raise pupils' self-esteem and confidence in themselves and their work. Most pupils are highly motivated, enthusiastic, and eager to contribute and participate, both in lessons and other activities in and around school. They are well-focused on their tasks and concentrate well for extended periods. Parents are particularly pleased by the way the school encourages pupils to work hard and achieve their best, and helps their children to become mature and responsible. Pupils have very positive views about their school. They feel it is, 'a really nice school'; 'the kind of school where you can make loads of friends'; the teachers are 'strict but helpful... if you do your work wrong they sit down and help you until you understand and get it right'; and there are 'lots of great after-school clubs'.

13. Within the Reception class, even the youngest pupils show a very confident and mature approach, both to work and in their relationships with one another. They listen attentively, concentrating well, and are developing good social skills as they engage in their tasks and activities. The pupils work and play very well together, happily sharing their resources.
14. The standards of behaviour in the school at the time of the last inspection were judged to be satisfactory and usually good. The successful implementation of a revised behaviour strategy over the last few years has brought about a significant improvement in pupils' behaviour. Apart from a small minority of pupils in Year 6, behaviour is now judged to be good. Parents recognise these improvements. They commented very favourably on the atmosphere and behaviour of pupils in the school. One older boy reported that he used to be very naughty and difficult but after a lot of persuasion decided to change and be good, 'and it's much better now being good'. The school has an orderly atmosphere and pupils are well aware of the school's rules, which they have helped devise. Pupils are very friendly and polite, happy to talk about what they are doing and very willing to show their work to visitors. Pupils feel that the school is a happy and secure place with no real incidents of bullying. The monitors feel they can often sort out any difficulties. There is an absence of oppressive behaviour, and a high degree of harmony exists between pupils of all ages. The small number of pupils from ethnic minority backgrounds are very well integrated into the school. During the last academic year there were two pupils who received fixed-term exclusions and another who was permanently excluded. However, the school has effective inclusion procedures and has successfully integrated pupils who have been excluded from other schools into the school.
15. Relationships in the school are good, both between staff and pupils, and amongst the pupils themselves. Parents feel that this is one of the major strengths of the school. The school works hard to promote tolerance and kindness and to ensure that pupils do not feel excluded. The older pupils are very caring and look after the younger ones. The peer-mentoring scheme provides a valuable opportunity for the Year 6 pupils to help mediate where there are difficulties or instigate play activities with children at lunch- and play-times. Pupils with special educational needs are particularly well integrated into school activities. Pupils work well together both in pairs and groups. This harmonious atmosphere promotes a good working environment and has a positive impact on learning. There were a number of good discussion groups observed, and in a Year 2 science lesson pupils worked well in small groups; for example, when investigating electrical circuits to light up a bulb. The older pupils spoke enthusiastically about the residential trips to Kingswood. 'It was excellent ... with lots of group work ... it was a good way for Year 6 to learn how to work together in teams and groups'.
16. The personal, social and health education programme, delivered through 'circle time', provides a safe environment for pupils to talk about important issues such as the power of advertising or alcohol abuse. This promotes pupils' understanding of a moral code, enabling them to share their views and feelings, values and beliefs. The class council sessions provide pupils with the opportunity to raise issues and concerns and offer suggestions for discussion by the school council. The clear aims and ethos of the school promote value and respect for each other, and are reinforced by the good role models of the staff.
17. Opportunities to develop pupils' personal development are good. In the Reception class, pupils are given a wide choice of activities and resources. This helps them to explore a variety of different materials as well as helping to develop their initiative. Whilst pupils in other classes are encouraged to develop their investigative skills and to evaluate their results, strategies are less well-developed to offer pupils choice and the chance to take responsibility for their own learning. Pupils willingly undertake roles of responsibility around the school. They take turns to act as class monitors, whilst older pupils have wider responsibilities, such as the 'yellow cap peer mediators'; they ran a tuck shop last summer; some pupils act as librarians; and there is a head girl and boy. The school council gives pupils a voice and an opportunity to become involved in the decision-making processes of the school. They reported that they have had a budget and were able to spend some of this on playground equipment.
18. The level of attendance in the school continues to be unsatisfactory, despite being well monitored by the school. The attendance figure of 91.5 per cent for the last academic year is below the national average. The unsatisfactory levels of attendance and punctuality have been raised as an issue at both previous inspections. A significant minority of parents continue to bring pupils to school late on a regular basis, which results in disruptions at the start of the day.

HOW WELL ARE PUPILS TAUGHT?

19. The quality of teaching is much better than at the time of the last inspection. It has been a key focus for school development planning for the past two years and the improvements made are based upon a clearly written teaching and learning policy, including well-defined aims to which all teachers subscribe. Teachers are beginning to use computers more efficiently to support pupils' learning across the curriculum.
20. The quality of teaching is good, overall. It was found to be at least satisfactory in 98 per cent of all lessons observed. Teaching is good in Reception to Year 2. It is satisfactory, overall, in Years 3 to 6. Thirteen per cent of all teaching is very good; over 70 per cent is good or better. There is little difference in the quality of teaching across the subjects or age ranges, although on balance, the inspection found that teaching was marginally better in the Foundation Stage and Years 1 and 2, than in Years 3 to 6.
21. There are significant strengths in the teaching that are apparent in most lessons. Teachers' planning is securely based upon schemes of work, particularly in the core subjects of mathematics, science and English. In some subjects, music and religious education, for example, new schemes of work have recently been introduced and detailed planning is in its early stages. Individual lesson plans are carefully written and are firmly based upon pupils' prior learning. This enables many pupils to progress at a good pace and to enjoy their learning. Learning objectives are shared with the class and they are reviewed and revisited at the end of each lesson to ensure that pupils' understanding is established well. This is a distinct improvement since the last inspection and it has added greater focus to pupils' learning.
22. Behaviour management is now a strength and is a good measure of how far the school has moved on since the last inspection. Teachers adopt a completely uniform approach to pupils' behaviour that is compassionate and understanding, but firm. This greatly improves the learning opportunities of all pupils. They are encouraged to respect each other and each other's work. In one personal and social education lesson, for example, senior pupils were debating how to advertise their school. The key feature of their response was their ability to advance good arguments and to appreciate the arguments of others.
23. Teachers take very good care to ensure that all pupils are included in the activities in the classroom, and in mathematics, for example, learning objectives are defined for groups of pupils based upon known prior learning. This helps pupils' self-esteem and confidence because all are assured some measure of success. Questions are well used to ensure that all pupils have a chance to contribute and to confirm understanding. Pupils with special educational needs are well supported in many lessons, both by the nature of the planned activities and the targeted help from the learning support assistants. In a small minority of lessons, support staff are not clear what help should be offered and occasionally have too little to do. Nonetheless, the help given is mostly of good quality and significantly enhances teaching and learning.
24. Teaching of the basic skills of numeracy and literacy is satisfactory throughout the school, although there is a continuing need to focus upon the development of speaking and listening. The skills of numeracy are not sufficiently included in lesson plans for other subjects to ensure that pupils gain practice in the application of the skills they have learnt. Good examples were seen in art and science lessons, however, when pupils reinforced their skills through drawing sophisticated patterns and devising a simple working circuit. The planning for numeracy and literacy, overall, reflects the national strategies, which have been well adapted to suit the needs of pupils at Chadwell St Mary.
25. Teachers have clear expectations of work and behaviour, although there is still a need for greater consistency in the presentation of written work. Pupils know what is expected of them and this produces a secure learning environment where pupils are given the best possible chance of learning. Pupils are encouraged to work together and to share ideas. This makes learning more enjoyable and fosters good social development. In one personal and social education lesson, pupils were discussing alcohol addiction. The strength of the lesson was in the pooling of ideas and the encouragement to pupils to share their thoughts and feelings with others. In a mathematics lesson, younger pupils enjoyed working in pairs and solving problems

together. In a history lesson, pupils co-operated well when they dressed up and enacted the story of Mary Seacole.

26. Teachers' subject knowledge and understanding of how children learn is good and markedly better than at previous inspections. The core subjects of mathematics, science and English are, in general, better taught than other subjects but this is because the school improvement plan has, necessarily, made teaching in these subjects a priority. Teachers use computers well to enhance pupils' learning across the curriculum and have started to teach computer skills systematically.
27. Teachers know the individual strengths and weaknesses of pupils very well and use assessment information effectively to check their progress, particularly in the core subjects. This ensures that pupils work at a pace that is appropriate for them and that they do not become frustrated in their learning. Pupils are given many opportunities to achieve, which, over time, builds confidence. This confidence is lacking in Year 6 for some pupils and in some subjects where teaching in the past has not been of the highest quality. Assessment in the Foundation subjects is less secure and there is little written evidence of what pupils know, understand and can do. Homework is used satisfactorily to reinforce learning.
28. In line with good educational inclusion, pupils with special educational needs are fully included in all lessons, with no obvious differences between their treatment and that of others. Teachers plan effectively to meet the individual needs of all pupils, including those with special educational needs. High expectations are maintained by teachers through generally well planned activities. The school is well aware of the provision needed for the gifted and talented pupils and in the process of identifying such pupils.
29. The use of additional support for these pupils is variable across the school but, overall, satisfactory. Some learning support assistants are effective, understand their role clearly and are well directed by teachers. However, this is not always the case. In some classes support is not effective as the support assistants are not trained appropriately. In these cases, pupils do not make satisfactory progress.

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

30. The quality and range of the curriculum provided for the pupils is satisfactory and the statutory requirements for the curriculum are met. However, the quality of what is provided could be improved for the higher-attaining pupils by setting work that more closely matches their abilities; and for the lower-attaining pupils by better deployment of classroom assistants to support them in their learning. In history, geography and music there are insufficient opportunities for pupils to develop their skills and so achieve standards appropriate for their age. There has been a good improvement since the last inspection, with the extension of time given to the curriculum.
31. The support given to pupils with special educational needs is satisfactory. Pupils are identified early in their school lives and extra support is given to enable them to play a full part in the life of the school. Pupils are taught in ability or mixed ability groups or whole-class lessons and not removed from lessons for individual support unnecessarily unless this is specifically outlined in their individual education plans. No pupils are disapplied from the National Curriculum. All pupils are fully integrated and experience equality of opportunity in all respects of school life.
32. The national schemes for literacy and numeracy have been introduced successfully into the school. These provide a good basis for the teaching and learning of basic skills in English and mathematics. There has also been an improvement in information and communication technology. The school has concentrated on improvements in these subjects, with some success. There have been improvements in some non-core subjects since the last inspection. The curriculum is planned consistently across all subjects through the introduction of national schemes of work, but in history, geography and music the provision is not yet adapted sufficiently to meet the developing needs of all pupils.

33. The school is implementing a good programme for personal, social and health education, which includes sex education and drug misuse. The importance of healthy eating and exercise is also explored as part of the personal, social and health education programme. There is a good range of extra-curricular activities, which take place at lunch-time and after school. These are well-attended by pupils and involve parents and other adults. The schools stages two drama/musical productions a year and there are a number of visits to shows and performances. There are strong links with organisations and businesses in the community and these enhance the quality of the provision for the pupils. The school is part of a local group of schools whose specific aim is to raise the standards of pupils' achievement.
34. The school has satisfactory relationships with partner institutions. Regular visits are made by relevant staff to local nursery schools. Information is passed to the increasingly wider number of secondary schools to which the pupils go on leaving the school.
35. The opportunities for spiritual, moral, social and cultural development are satisfactory, overall. Spiritual development is satisfactory. There are themes in the daily assemblies that allow pupils to reflect upon their lives and on the lives of others. They consider virtues, such as patience, in relation to their lives and the lives of others.
36. The provision for moral and social development is good. This is a strong feature of the school. The quality of the relationships between staff and pupils and between pupils is good because of the strong emphasis the school has placed on developing this area. Older pupils are expected to guide and help younger ones. Pupils are expected to take responsibilities and, consequently, this has a positive impact on the behaviour and quality of social life in the school. The head boy and head girl are involved effectively, with the headteacher, in celebrating the achievement of individual pupils. Older pupils help the younger ones to mediate their disputes. Agreed rules are clearly displayed in classrooms and pupils are clear about the standards of behaviour expected of them. There are good systems for rewarding pupils when they do well and for challenging them when they do not. These systems are understood and accepted by the pupils. Pupils have a strong sense of right because of the responsive and inclusive nature of the school. Pupils develop their contacts with other pupils in the school through the internal electronic mail system. The achievements of pupils are recognised in weekly assemblies.
37. The development of the pupil's own culture is satisfactory. Music is developing in the school and significant numbers of both boys and girls are involved in the choir. The school stages two dramatic performances annually and pupils acquire knowledge of western art and music. The pupils' knowledge of other cultures is developed through religious education. Links are established with a school in east London. This has resulted in pupil visits and exchanges between the schools. The school prepares its pupils satisfactorily for life in a diverse multicultural society and this aspect is improving.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The school provides a very caring and supportive environment. Its provision for pupils' health, welfare and guidance makes a significant contribution to their personal and academic development. Parents speak very highly of the school. They find it very friendly and supportive, and report that staff promote a sense of community where everyone is valued and encouraged to develop their individuality. Teachers monitor pupils' personal development closely and work sensitively to support their specific needs. The school seeks to ensure that pupils have equal opportunities. There are good systems in place to support the academic and personal development needs of pupils with special educational needs, and these pupils generally make satisfactory progress.
39. The procedures for assessment and for monitoring pupils' academic progress, especially in English, mathematics and science, are good and are well in the process of developing in all other subjects. The school has worked hard in developing its assessment procedures, using a range of optional and standardised testing, to assess pupil attainment against levels. The staff analyse data carefully and predict targets for their pupils. A good programme has been developed for assessing pupils' work each term, where work is evaluated by teachers and the headteacher. There are good procedures for the identification of pupils with special

educational needs. There is good liaison with outside agencies, which provide support. Good records are kept of pupils' progress in relation to their targets.

40. Procedures for monitoring and promoting discipline and good behaviour, and eliminating any oppressive behaviour are very good. This is reflected in the improved behaviour and orderly atmosphere in the school. The comprehensive behaviour policy provides clear guidelines and procedures for promoting good behaviour and dealing with any disruptive pupils or incidents of bullying. It clearly highlights the school's expectations and identifies the responsibilities of pupil's, staff and parents. The introduction of the yellow caps has helped to deal with some problems experienced between pupils. There is a good balance of rewards and sanctions, with staff offering a consistent approach to behaviour management. Pupils are involved in devising the rules and boundaries, and know what is expected of them. This has helped raise pupils' confidence and self-esteem. They value the system of house points and the headteacher's award, which they feel motivates them to work hard and behave well.
41. Procedures for monitoring attendance are good. Parents are regularly informed about their responsibilities regarding the need to ensure that their children attend school regularly and on time. Most parents call in promptly to inform the school when their children are away ill. However, despite the best efforts of the school there is still a significant number of parents who do not ensure their children attend regularly, or arrive on time. The school is looking to additional strategies to promote better attendance. The successful introduction of the breakfast club provides a good incentive for some children to get to school early. Good links have been established with the education welfare officer who gets involved in following-up cases, where necessary. Pupils with specific difficulties have full access to appropriate levels of care, dependent on their need. The school engages with external agencies, as appropriate, to the individual needs of pupils.
42. The school has very good systems in place for child protection and ensuring pupils' health, safety and welfare. The school has appropriate procedures and guidelines for child protection. The headteacher is the member of staff with designated responsibilities for child protection, and is well aware of the processes involved and the recent changes to the legislation. Other members of staff are also aware of child protection procedures. Well-established systems are in place to take care of pupils who may fall ill during the day, and there are effective procedures to meet the medical needs of pupils. A sufficient number of staff are qualified to provide first aid. The school has good links with the various support agencies and is about to appoint a learning mentor.
43. There is a comprehensive health and safety policy, and effective procedures in place to address the issues of safety and security of pupils in the school. Since the fire, the school has had comprehensive risk assessments undertaken and is reviewing security arrangements around the school. The headteacher and health and safety governor undertake regular health and safety checks and risk assessments, and report back to the governing body.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. The school's partnership with parents is good. The quality of information provided for parents is very comprehensive. Information regarding the school and its activities is detailed in the attractive school prospectus and governors' annual report to parents. Ongoing contact and information about forthcoming events is provided through regular newsletters. Topic information is circulated to parents each term. This enables parents to see what their children will be covering during the course of the year.
46. Parents feel that there are good links with the school. Most parents feel that the school is very accessible, and welcome the open-door policy and the way the school encourages suggestions and takes any concerns they have seriously, dealing with them promptly. Parents spoke positively of the community feeling about the school. The fire resulted in a large number of parents hurrying to the school to see how they could help out and support the school at that traumatic time. Parents reported that they are kept well-informed about the progress their children are making. A small number of parents commented on the amount of homework given and the range of activities outside school. The inspection team considered the amount of

homework given to be satisfactory and the range of extra-curricular activities provided to be good.

47. Consultation evenings are held regularly, providing opportunities for parents to review their child's progress and achievements. These are always well attended. The parent's annual reports regarding pupil's progress and attainment are very detailed. They clearly identify what pupils are able to do and mostly set targets for improvement. Parents of pupils with special educational needs are kept well-informed about their child's progress and are invited to be involved in the review processes.
48. A number of parents feel that it is the school's responsibility to educate their children. However, where parents are able to contribute to their child's learning and support them at home, this is having a positive impact on pupils' progress. The school warmly encourages parents to become involved in their children's learning by helping out in the school. Although most parents work, a small number of adults are volunteering to help with various activities around the school, such as listening to reading or helping out on school trips or accompanying pupils to swimming. Parents receive details regarding the homework policy and how they can help their children at home. Where parents participate in the home/school shared reading project and are regularly able to listen to their children read at home, this is contributing to the improving standards of reading.
49. Chadwell St Mary is very much a community school that has a long local history, and has seen many of the current parents and grandparents as previous pupils. Parents are invited to become involved in the life of the school and are encouraged to attend school events. Sports days and productions are often well attended. Although the Parent-Teacher Association is no longer active, a number of fund-raising and social events are still run by the school each year. These activities help to generate funds, which provide additional resources around the school. The events are well attended, with parents offering their help in a number of ways. Some of the funds recently raised have supplemented money designated by the school council to purchase additional playground equipment.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The headteacher provides effective and strong leadership in developing and managing the school and he is supported well by senior managers and the governors. Together, they ensure a clear educational direction for the school. The headteacher monitors the quality of the teaching and learning very effectively and ensures that that the outcome is well linked to the school's performance management and staff development programmes. Subject co-ordinators regularly attend appropriate training courses. Their role in monitoring teaching is developing well. Staff development is also related effectively to the school improvement plan. As a result of these measures, the quality of teaching has improved significantly and standards are beginning to rise.
51. The governors, particularly key members, support the school effectively and are well-informed about it. They participate fully in the review and development of the school improvement plan. Through its committees, the governing body has a good oversight of the standards attained by pupils, provision and of the monitoring of teaching, staffing and resources. The governors fulfil their statutory requirements fully.
52. The headteacher leads the special educational needs aspect of the school well. He has very good knowledge of this aspect and how to develop provision in the future. All pupils on the register for pupils with special educational needs have appropriate individual education plans in place, with appropriate learning targets. However, consideration could be given to the development of more group education plans based on whole-school literacy and numeracy targets. The school maintains an appropriate policy, is implementing the revised Code of Practice and meets all statutory requirements.
53. The school has a high commitment to equality of opportunity that permeates its ethos. Each pupil is valued and respected. The school provides enrichment through offering a good a range

of visits, welcomes visitors to enhance the curriculum and provides extra-curricular clubs that are well attended.

54. The school has sufficient, suitably qualified and experienced staff to meet the demands of the National Curriculum. Four new teachers joined the school in September 2001 and two of these are graduate trainee teachers. These teachers have received good support through the school's good induction programme, which is consistently applied. They are also well supported by the headteacher and their mentors. The school has sufficient number of support assistants but some of them are not adequately trained to support pupils effectively.
55. The school provides pupils with pleasant and good quality accommodation. The buildings and grounds are kept clean and are in good condition. The outside environment, such as courtyard and playgrounds is used efficiently to enhance pupils' learning. There are imaginative and colourful displays of pupils' work across many areas of the curriculum, creating a stimulating learning environment. Resources for learning have improved significantly across the curriculum over the past year and are now sufficient in quality and quantity, to meet the needs of the curriculum.
56. The school has a thorough approach to financial planning. The Chair of the finance committee, manages financial planning efficiently, in collaboration with the headteacher. The draft budget, carefully prepared by the headteacher in consultation with staff, is presented to the governing body for approval, with appropriate reference to the school improvement plan. Specific grants are used effectively and monitored efficiently. The governors apply the principles of best value in all spending decisions and closely monitor its impact on financial planning. The current budget shows a large amount of carry forward from the previous year. This is because the carry over amount includes the building insurance, which the school has held back, as some building work is yet to be completed. As soon as this is paid, the school will be left with an appropriate balance for the contingency fund.
57. The deployment of teaching staff is effective and ensures efficient management of the school. The school employs a high number of additional staff to support pupils' needs. However, some of these support staff are not suitably deployed and this has an adverse effect on some pupils' learning. Resources are used well to enhance pupils' knowledge and understanding in all areas of the curriculum. Good use is also made of visitors and outside visits to enhance pupils' learning. The school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. To raise standards further and to improve the quality of education the governors, headteacher and staff should
 - (1) raise standards of attainment
 - in English in both key stages;
 - in mathematics and science in Key Stage 2
 - in history and geography in both key stages
 - and in music in Key Stage 2 by
 - consistently providing appropriately differentiated tasks to match pupils' learning needs
 - ensuring that the outcome of assessment is used effectively to inform planning in all subjects
 - (2) ensure that the support staff receive appropriate training and are deployed effectively to meet the learning needs of pupils well
 - (3) continue to apply the good monitoring procedures for raising the level of attendance and improving punctuality

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	32
Number of discussions with staff, governors, other adults and pupils	61

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	19	8	1	0	0
Percentage	0	13	59	25	3	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 one percentage point.

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)	217
Number of full-time pupils known to be eligible for free school meals	72

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	68

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	45
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	7.6
National comparative data	5.6

Unauthorised absence

	%
School data	0.6
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	18	14	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	16	17
	Girls	9	12	13
	Total	21	28	30
Percentage of pupils at NC level 2 or above	School	66 (73)	88 (88)	94 (97)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	16	16
	Girls	9	11	11
	Total	19	27	27
Percentage of pupils at NC level 2 or above	School	59 (73)	84 (94)	84 (64)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	22	15	37

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	12	16
	Girls	10	7	12
	Total	25	19	28
Percentage of pupils at NC level 4 or above	School	68 (55)	51 (42)	76 (81)
	National	75 (75)	71 (72)	87(85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	16
	Girls	8	7	12
	Total	19	18	28
Percentage of pupils at NC level 4 or above	School	53 (68)	49 (71)	76 (77)
	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	6
Black – African heritage	2
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	206
Any other minority ethnic group	3

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)	8
Number of pupils per qualified teacher	22
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	17
Total aggregate hours worked per week	317.5

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	2	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	2001-02
----------------	---------

	£
Total income	591,910
Total expenditure	526,878
Expenditure per pupil	2,291
Balance brought forward from previous year	17,422
Balance carried forward to next year	82,454

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	217
Number of questionnaires returned	36

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	33	3	0	3
My child is making good progress in school.	56	42	3	0	0
Behaviour in the school is good.	39	47	3	6	6
My child gets the right amount of work to do at home.	39	44	8	3	6
The teaching is good.	58	39	0	0	3
I am kept well informed about how my child is getting on.	50	33	17	0	0
I would feel comfortable about approaching the school with questions or a problem.	75	11	8	3	3
The school expects my child to work hard and achieve his or her best.	72	19	8	0	0
The school works closely with parents.	47	39	11	0	3
The school is well led and managed.	69	22	6	3	0
The school is helping my child become mature and responsible.	58	39	3	0	0
The school provides an interesting range of activities outside lessons.	36	39	6	3	17

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

59. There is no nursery provision in the school. Children, therefore, start the school in the Reception class. Their attainment is well below average when they enter the reception. They make good progress and achieve well as a result of the good quality teaching. As a result, by the end of the reception year, they are on line to attain standards that are expected of children of this age in all areas of learning, except in communication, language and literacy where attainment is likely to be below the expected level. Girls and boys achieve equally well. Those children of ethnic minority heritage, and children with special educational needs make sound to good progress. Higher-attaining children make good progress and the varied activities ensure that their needs are met.

Personal, social and emotional development

60. Children are making good progress in personal, social and emotional development. Most children should meet the national expectations for children in Reception.
61. Children are developing good personal and social skills. They readily come together on the carpet for literacy and numeracy sessions, and listen with concentration. They enjoy taking part and some volunteer comments and quickly answer questions. Higher-attaining children think carefully about their answers. When they are given a 'free choice' from a number of activities, children are independent in choosing an activity, often sustaining their interest for a significant amount of time. They play happily alone and with others. They play together well in small groups or independently and have formed good relationships with one another and with the staff.
62. The teachers and support staff pay very good attention to children's personal, social and emotional development. Every effort is made to ensure that children settle in quickly and receive exactly the right amount of challenge and support.

Communication, language and literacy

63. Children are making good progress in communication, language and literacy. However, many are not likely to meet the Early Learning Goals by the end of the Foundation Stage because many come in with limited experience in this area of learning.
64. Children enjoy listening to stories and show interest in books. Teachers and learning support staff engage pupils in meaningful discussions and listen well to them, making them aware of the value of their efforts in communicating. Most children recognise alphabets and their name cards and know the initial sounds. Many can write individual letters and some are able to write their names. Some of them are well aware of appropriate use of capital letters and full stops and clearly demonstrate them in writing their sentences. Some are able to write a story, in correct sequence. Children talk about their work confidently and explain their individual tasks in detail. The sessions at the end of the day give them opportunities to demonstrate sound speaking and listening skills.
65. The teacher plans effectively, with activities linked appropriately to varying abilities. Regular and effective assessment, charts children's progress effectively and builds on their previous learning. Elements of literacy framework are well used to ensure that children develop a good understanding of phonics through stories and rhymes.

Mathematical development

66. Children are making good progress in mathematical development. The majority of these children are on line to achieve the Early Learning Goals by the end of the reception year. Most children can count confidently and identify numbers to 10. They recognise and name shapes and play the matching game correctly. Children are encouraged to learn counting rhymes and

to use their fingers when joining in. Children with special educational needs are able to join in the activities because of the good use of visual aids and sensitive support by staff who focus on what children can do. There are good opportunities for children to use displays of numbers, to count and to learn about space. The range of resources available to children gives a satisfactory variety of opportunities for the development of mathematical language and an understanding of shape and space.

Knowledge and understanding of the world

67. Children enter the school with a very basic general knowledge. They build successfully on this knowledge to understand more about the world in which they live and how they have grown and changed since they were babies. Most children are likely to reach the Early Learning Goals. Children extend their knowledge and understanding of growth effectively through observing the life cycle of a butterfly. Detailed planning ensures that all children take part in the wide range of activities available for them with very good adult supervision and support. Children make good progress in computer skills. They use the equipment with confidence and enjoyment, able to work collaboratively. They are able to log on and off correctly and demonstrate a familiarity with the use of the mouse. They use programs like 'My World' and 'Colour Magic and others to count, colour and draw pictures independently. They use a literacy program to identify sounds and the shape of letters. They correctly use the terminology of computing, such as 'mouse', 'keyboard', and 'cursor'. They are able to work in pairs and help each other.

Physical development

68. Most children are well on line to achieve the expected level of the Early Learning Goals. Children make effective use of the opportunities they are given to develop their physical skills, using the apparatus in the hall. All of the children work hard, moving with an appropriate standard of control and skill in a gymnastics lesson. They make good use of the space available, always leaving room for others to move safely. They use the apparatus sensibly and balance along a bar with little assistance. Some of them are able to demonstrate their movements to the class with confidence, allowing others to share their ideas. At playtime they make good use of the playground markings for games involving skipping and other large equipment, demonstrating good motor skills. In the classrooms, they show good manipulative skills in writing and drawing, handling pencils and brushes with confidence. They are able to cut card with scissors and use saws correctly to cut balsa wood safely. They use different construction kits to build walls and houses, explaining how a wall could be made to stand unaided.

Creative development

69. Children make good progress in creative and aesthetic development and most are on line to achieve standards in line with Early Learning Goals. They mix colours, knowing that blue and yellow make green and use vibrant colours to draw portraits of their families. Some use computers effectively to draw, using various shapes and different colours. They talk about pictures and favourite colours and why they like them. They sing well and have a good sense of rhythm and pitch. They handle instruments carefully and correctly, showing an ability to match rhythm to the sound of their name. They listen carefully to the performances of one another. They can follow complicated clapping patterns set by the teacher. The children show a positive enjoyment of music.
70. Careful collaborative planning, involving all the adults, ensures continuity in children's learning. Assessment in reception is continuous and notebooks are maintained to record progress and development of all children in detail. The staff in the Reception class have made a considerable effort to ensure that the learning environment is welcoming and stimulating. Displays are well organised and used as learning resources; children show respect for them and replace any items borrowed. Parents are welcome in the Reception class, coming into school with their children before registration, and feel able to discuss their children's progress.

ENGLISH

71. The standard of attainment of pupils in English, by the age of 11, is well below the national average and below average when compared with schools with similar backgrounds. The standard of attainment of pupils by the age of seven is below the national average in writing and well below in reading for pupils in similar schools. This is based on the national test results for 2001 and is supported by evidence collected during the inspection. There has been a significant improvement in the teaching of pupils across the age range, which has not yet had time to have an impact on standards for all pupils. Evidence from the inspection indicates an improvement in standards in Years 1 and 2, also in Years 3 and 4. Standards in Years 5 and 6 are lower because pupils have significant gaps in their previous knowledge that the current teachers are trying to fill. The school narrowly missed reaching its target for 2001. Extra classes are available for certain pupils to support them in their achievement. Standards of attainment fluctuate considerably year by year because of the small number of pupils in a year group and because of the significant number of lower-attaining pupils. However, the trend since 1997 has been one of improvement, although attainment is still well below the national average.
72. The achievement of pupils is satisfactory. Standards are improving. The achievement of pupils in lessons is good, and this is a direct result of improved teaching. The achievement of pupils in Years 1 to 4 is good because of sustained improvements in teaching during their time at the school. Teaching has improved significantly, but this has been too recent to have an effect on pupils' test results. As a result, progress over time is only satisfactory. A significant number of teachers have been in the school a very short time and their good teaching has yet to have a long-term impact on the pupils' achievement over time.
73. Standards in speaking and listening of Year 6 pupils are below those expected for this age group. Teachers are now providing good opportunities for pupils to develop their speaking skills and pupils are generally confident in talking to their teachers and other pupils. Pupils in Year 6 are able to explain their work clearly to the class and are confident in their, albeit limited, range of language. Pupils are expected to be good listeners. From an early age, they work together in pairs and groups, exchanging ideas and agreeing solutions. The use of drama is increasing. There are opportunities to take part in school productions; but also in Year 1 pupils increase their knowledge of events in the life of Mary Seacole by role-playing characters in those events. Pupils with special educational needs who are supported by classroom assistants contribute well to lessons. However, others remain passive for long periods during lessons.
74. The standard of attainment in reading is well below national expectations, overall, although the standard attained by above average pupils is satisfactory. These pupils are confident, interested readers who select books because of interest and challenge. They are confident in the use of the library and can locate information easily and quickly, using reference texts. There are a significant number of lower-attaining pupils, who acquired enough skills to read simple texts. In Year 2, pupils are close to the national average. They read simple texts with confidence, they address new words phonetically and are beginning to express opinions about the text and choice of books.
75. The standard of writing is well below national expectations at the age of 11. There are insufficient opportunities across the curriculum for pupils to practise and develop their writing skills. Handwriting and presentation of pupils' work have improved because of the introduction of daily lessons and attempts are being made to improve spelling in the same way. By the age of seven, pupils' handwriting is developing but is inconsistent. Pupils use a limited vocabulary and are unsure about basic grammar. Although they are beginning to write in narrative and non-narrative forms, these contain limited ideas. The higher-attaining pupils are confident in their writing and make few grammatical and spelling mistakes. Their writing is beginning to become more imaginative with words used to heighten the effect. Pupils use their computer skills satisfactorily to enhance their learning in English. Library provision has improved significantly and the school has begun to use the library for developing pupils' library skills.
76. The quality of teaching and learning is good. Seven out of the 10 lessons observed were good or better and there was no unsatisfactory teaching. There was good teaching across the school. Learning is better in Years 1 to 5 than in Year 6. In Year 6, teaching is good but

routines of behaviour are not so firmly established. Where teaching is good, teachers know the pupils well and match work to their level of ability to ensure that all groups of pupils make good gains. They pace the speed of lessons to engage the pupils and make good use of the classroom assistants to support pupils. Because teachers manage behaviour well and have high expectations of pupils' behaviour, pupils feel secure in their learning and are well-behaved. Pupils enjoy their lessons because of the friendly yet positive relationships established by teachers.

77. In some lessons, however, the higher-attaining pupils are not sufficiently challenged and the lower-attaining pupils are insufficiently supported. Teaching is planned satisfactorily and lessons are based on the structure of the National Literacy Strategy. The teaching of handwriting has improved standards of presentation in the pupils' work. However, teachers are unclear about standards expected and do not challenge pupils sufficiently to improve their writing. Opportunities for extending pupils' independence in learning are lost in the final session of lessons. Greater emphasis on getting pupils to recognise what they have learnt, encouraging pupils to assess and evaluate their achievements would enable pupils to take greater control over their learning.
78. The National Literacy Strategy has been introduced successfully into the school. The leadership and management of English are good. Good assessment procedures have been introduced so that teachers have sufficient knowledge of their pupils. Better use could be made of this information to improve standards, by using it to raise expectations for individual pupils. Improvement since the last inspection has been satisfactory. Standards are steadily improving and the emphasis put on improving pupils' handwriting and spelling is having an effect. The use of drama in the curriculum in Year 1 is assisting pupils in the development of their speaking and listening skills. Language skills are used in other subject areas but more planned opportunities would help pupils to achieve higher standards.

MATHEMATICS

79. Since the time of the previous report, attainment in mathematics has continued to improve significantly, although the gains made by pupils in Year 2 have not been matched by those in Year 6. This is because there have been serious deficiencies in teaching and learning for Year 6 in previous years. However, these pupils are gaining ground steadily, although large gaps remain in their background knowledge and understanding.
80. In the national tests of 2001, all but two pupils in Year 2 attained the national standard of Level 2, and a large proportion of pupils, significantly higher than the national average, attained the higher Level 3. Overall, the results were above the national average, although not quite as good as the previous year, and well above the average for similar schools. The general trend over the past three years is upward.
81. The inspection findings for pupils in Year 2, based upon lesson observations, looking at previous work and conversations with pupils, confirm the test results. Pupils are achieving well and they are making good progress in all aspects of the mathematics curriculum. Pupils with special educational needs are well supported by the class teacher and by the learning support assistant, although the kind of help required is not always defined in the lesson plan. Attainment for the large majority of pupils is at least in line with the national average and above for a significant proportion.
82. The picture for Year 6 is not quite so bright. In the national tests of 2001, just over half the pupils in Year 6 attained the national standard of Level 4, compared with a national average of 71 per cent. Relatively few pupils, just over one-tenth, attained the higher Level 5 compared with 25 per cent nationally. However, the overall result was significantly better than the previous year, by almost 10 per cent, although well below the national average and well below the performance of similar schools. The trend is upward. In the 2001 tests, girls performed better than boys, which does not reflect the national pattern, although this was not apparent during the inspection week.

83. The inspection finds that standards in Year 6 are below average, which confirms the test results. However, there is evidence of improvement in standards over the last two years. There is also improvement in Years 3 to 5, where the basic skills of numeracy are developing much more strongly than previously because of the continuity and improved quality of the teaching. Overall, pupils are achieving satisfactorily and making sound progress, although there are pockets of underachievement and unsatisfactory progress in Year 6, where there is a need to target additional support for pupils with special educational needs. Attainment in Year 6 is currently below the national average, although it is better in the element of number, where many gaps have been filled, than it is in shape, measure and handling data.
84. Pupils in Years 1 and 2, make good progress in counting, ordering, and subtracting numbers. Pupils confirm their knowledge of number in board games, where the competitive element sharpens progress. Many pupils know the number bonds for 2 and 10, and apply what they know to telling the time and working out the change from fifty pence, for example. Pupils also name a wide range of 2-dimensional and 3-dimensional shapes and count edges, corners and sides. They know how to estimate simple lengths and how to measure in centimetres. Pupils apply their knowledge of number to the collection of information, such as the favourite crisps of the class or modes of travel to school. They illustrate the results on a brightly coloured block graph.
85. Pupils in Years 3 to 6 continue to make at least satisfactory progress in learning about number and how to apply it to solve problems, but the rate of progress slows considerably in Year 6. Pupils advance their skills in understanding and using money and spend a fruitful lesson working within a budget, ordering items from a commercial catalogue. Some pupils have difficulty with large numbers but check their answers confidently with a calculator. Pupils find the area and perimeter of simple and complex shapes by counting and then by using the formula. In one enterprising and imaginative lesson, pupils set up a restaurant menu and converted the prices in pounds sterling to other world currencies, including the Euro. Pupils are confident with whole numbers but have difficulty in placing the decimal point correctly. A check on pupils' previous work shows developing skills in measuring with standard and non-standard units, the use of coordinates to fix the positions of points and identifying symmetry through reflection and rotation. The key focus in Year 6 is necessarily upon the development of basic number skills and how to apply them to other aspects of mathematics.
86. Pupils apply their mathematical skills satisfactorily to other subjects. In geography, they read maps using four-figure references and in history, pupils use a time-line to chart events. Pupils demonstrate their knowledge of pattern in art, and, in science, pupils use number skills in devising simple electrical circuits.
87. The quality of teaching and learning across the school is good. It is never less than satisfactory. It is much better than at the time of the previous inspection, when one-third of all teaching was described as unsatisfactory. Lesson objectives are shared with the class at the beginning and recapitulated at the end. In this way, pupils are able to see the progress that they are making and this inspires them to greater efforts. Lessons are well planned and follow the guidelines of the National Numeracy Strategy, which provides a sharp focus to teaching and good continuity in learning for all pupils. The best teaching is precise and builds upon pupils previous learning. Questions are used well to ascertain learning and pupils are asked to explain their answers, which helps to confirm what they know. Oral and mental sessions are mostly crisp and effective and stimulate the pupils' interest and responses. Pupils are well managed and this creates a climate for learning in which pupils feel safe and secure. There are shared expectations of work and behaviour. Daily assessment is good and teachers are well aware of what their pupils know, understand and can do. Learning support assistants work closely with class teachers in supporting pupils with special needs but are sometimes less well deployed than they might be. Occasionally, teachers talk for too long at the beginning of the lesson and pupils become restless. Relationships are nearly always good and based upon mutual respect. Overall, pupils respond well.
88. The subject is co-ordinated satisfactorily and great efforts are being made to improve standards, particularly in Year 6. Pupils' progress is carefully monitored and challenging but realistic targets are set. Resources are good and are well deployed, with the exception of information technology, which is not sufficiently used to confirm and extend learning. Good

progress has been made since the last inspection and all the signs are that this positive course will continue.

SCIENCE

89. Results in both key stages continue to show an improving trend and indicate satisfactory progress. Standards in both key stages have improved since 1998 and projections for 2002 indicate continued improvement. Inspection evidence shows that standards are at present average in Year 2 and below average in Year 6.
90. In Years 1 and 2, pupils successfully develop their knowledge and understanding of physical processes through the study of growth and the senses, where pupils demonstrate their ability to name body parts and identify changes, for example, through the process of ageing. Pupils are able to identify differences between living things, such as plants and animals. Pupils also make gains in their learning when looking at the application of switches and circuits and most can build an electrical circuit successfully and understand health and safety issues.
91. Older pupils study properties of materials such as metals and the impact of forces and they discover through experiments, for example, that some metals are better conductors than others. Experiments help pupils discover the effect of different forces, for example, the effect of weight on elastic bands. Pupils understand that the force of gravity keeps us on earth and recognise that friction is a force that acts between two objects. Other experiments show effectively pupils' growing understanding of the properties of solids, liquids and gases. Pupils, including those with special educational needs, enjoy their investigative work and can recognise the value of fair testing. Increasingly good use is being made throughout the school of cross-curricular links with other subjects, particularly literacy and information and communication technology. Pupils are encouraged to express their ideas clearly, further developing their speaking skills, and most pupils are able to respond confidently and accurately.
92. Lessons seen during the inspection were all satisfactory, with one lesson good and one very good. Overall, the quality of teaching is satisfactory and is improving further throughout the school. It is based on teachers' growing confidence and subject knowledge and follows national guidelines well. There is still a need to ensure that the curriculum offered meets the current specific needs of the school, in particular the low levels of prior learning and attainment of the oldest pupils. Attention needs to be given to appropriate planning for these pupils. Successful lessons are well-structured, have clear learning objectives, which are shared with pupils, and are supported by a range of teaching and learning styles designed to motivate and engage all pupils. A good example of this was seen in a Year 3 lesson, where good teaching enabled all pupils successfully to build a circuit and light a bulb. Teachers use a wide range of questions to assess pupils' progress and understanding, which is having a positive impact on pupils' learning. In a Year 2 lesson, this approach allowed pupils sufficient freedom to experiment and the class teacher's 'clues' to support learning facilitated successful learning.
93. Expectations of pupils' behaviour are very high and this is achieved through consistent application of the whole-school behaviour management policy. Teachers ensure that classroom routines are carried out and many classes are establishing a sound work ethic which is helping pupils make progress in their learning. Pupils show clear enjoyment of their learning in science in almost all lessons and they make good progress. In many lessons pupils' prior learning is well consolidated and more able pupils show good knowledge, particularly where well-planned extension tasks are in place; for example, in a Year 3 and 4 lesson, where pupils were encouraged to solve the problem of low light in their bulbs by adding another battery to the circuit. Pupils are well-motivated, are able to recall appropriate scientific vocabulary and make accurate responses when teachers probe. More able pupils can describe processes clearly, draw conclusions and predict and make judgements about outcomes. In Year 6, pupils' progress is hampered by very low levels of prior learning and attainment.
94. Lessons are strongly inclusive and pupils with special educational needs are well supported and make satisfactory progress in their learning. As a result, pupils with special educational needs make satisfactory progress. Overall, the use of support enables pupils to make choices

and maintain independence. In some lessons the use of support is less effective and in one lesson pupils were disrespectful and dismissive of support.

95. The science curriculum is regularly enriched through a range of trips; for example, to the science museum and local environmental centres and visits from a theatre group, which focuses on science. The school has also been involved in a healthy eating project. The resources offered by information and communication technology in science lessons to support and extend learning are developing but are not yet used enough. Science teaching in both key stages is making a strong contribution to the extended English curriculum through well planned collaborative activities. In two lessons there were examples of good whole-class reading, for example, reading learning objectives and questions from displays, which included some good use of initial sounds.
96. Leadership and management of science are both good. The co-ordinator has a clear understanding of curriculum development and resource requirements and is aware of the need to raise standards in science. However, there is a requirement to examine critically the learning needs of individual pupils to ensure that the planned curriculum meets the needs of the current school population.

ART AND DESIGN

97. Standards of work in art are broadly in line with those expected nationally for pupils of seven and 11 years of age. Planning follows national guidance well and teachers' planning is increasingly matched to pupils' prior learning and attainment. As a result, pupils are making satisfactory progress. Teachers' developing subject knowledge, confidence and enthusiasm motivate pupils well and are contributing to the significant improvement in teaching which is promoting higher standards. Art lessons contribute well to other areas of the curriculum and develop pupils' cultural development. There is some use of information technology and mathematics in artwork on pattern.
98. The quality of teaching was good, overall. Lessons were well planned, teachers demonstrated good subject knowledge and ensured that pupils made rapid progress in gaining appropriate knowledge and understanding. There were good opportunities for discussion, which ensured that pupils could share ideas with others and evaluate each other's work. Appropriate technical language was revisited, showing some good prior learning, and new learning was effectively pulled together during a summing-up session at the end of the lesson.
99. In one lesson, pupils' artwork was supported well by carefully structured questions which enabled lower-attaining pupils to succeed. Pupils were studying a wide range of well-known artists' work, discussing and offering opinions about differences, similarities, styles and colours. These views were presented by groups, each pupil with a specific role, to the rest of the class. Pupils delivered their presentations confidently whilst others listened attentively and asked further questions of the group. In the other lesson there was good development of the theme about how the artist produced the picture, supported by some background information about the artist, and how pupils will plan their picture of the same title. Teaching demonstrated a good planning process, using sketch-books, with strong emphasis on the need to plan, as in literacy.
100. Display around the school is delightful and demonstrates the wide range of art experiences pupils have. Pupils have access to a variety of medium and their art skills are being well developed. A wide range of artists is studied, including Klee, Kandinsky and Klimt as well as other more traditional artists. Particular attention is paid to line and shape and techniques used by these artists. Discussions with pupils show a sound understanding of the use of pattern and colour to create mood and pupils can recognise and talk about different styles used.
101. Management of art is developing well and there are plans to use a new software package to provide on-going monitoring of standards in art. The subject is well resourced and enables coverage of the curriculum.

DESIGN AND TECHNOLOGY

102. No design and technology lessons were observed during the inspection, although some work and photographic evidence was available for scrutiny and the co-ordinator provided some information. These indicate that pupils in each year group are taught the full designing and making process. There was, however, insufficient evidence to make secure judgements on the standards of work or the quality of teaching in the subject.
103. Planning now follows recommended national guidance well, and this is supported by teachers' 'activity cards' that identify the most appropriate teaching strategy for specific activities. Teachers' plans indicate that pupils receive their full entitlement to the design and technology curriculum and that the subject is increasingly well resourced. Many of the school's resources for design technology were destroyed in a fire and the school is in the process of replacing them as well as building up a new resource base. The school has used the opportunity well to consider current needs and is replacing resources as they are identified in planning.
104. Staff are slowly receiving some training, although there is a lack of courses available. The co-ordinator has had access to only one course relating to food and is due to attend another shortly on materials. Links with other subjects are developing. Information and communication technology is being used to support design technology throughout the school and numeracy and literacy are used through pupils' planning, making lists, self-assessment sheets and measuring.
105. Overall, provision in design and technology has improved since the previous inspection and the school is continuing to correct identified weaknesses.

GEOGRAPHY

106. Standards in geography for 11-year-olds are well below those expected nationally and pupils make unsatisfactory progress in Years 3 to 6. Standards are below those expected at the age of seven but pupils are now making satisfactory progress.
107. By the age of seven, pupils have a knowledge of the immediate locality of the school. They begin to conduct fieldwork by conducting a survey of traffic. They begin to analyse the information collected on the survey by using a tally chart and they identify safety features. By the age of 11, pupils compare some of the features of a seaside resort with their own locality. They know the difference between physical and man-made features and so are beginning to expand their specific vocabulary. They know about the processes through which water passes before being piped into homes. In Year 3, pupils use atlases and other texts to find out about the location of airports in India. This extends both their knowledge of India and systems of world transport. Pupils show little recognition of the impact of people on the environment and give few reasons as a result of their observations. Skills, like those of map work, are insufficiently developed and pupils do not acquire enough specialised vocabulary.
108. The quality of teaching and learning in the lessons seen was satisfactory. Relationships between teachers and their pupils are good and this helps pupils to be confident in their learning. Because of the good management by teachers, pupils are well-motivated and interested in their learning. Teachers' planning ensures the appropriate coverage of the subject. However, teachers are unsure of standards expected of pupils at particular ages. This contributes to low standards. Skills have not been taught well enough in the past for pupils to build upon what they have previously learnt. In mixed-age classes there is insufficient recognition of what pupils of given ages should be achieving.
109. The co-ordinator is new to the post and has yet to make an impact of standards of pupils attainment. However, she is developing her role effectively. The curriculum, based on national guidance schemes, has been introduced and ensures that there is some consistency in what is to be taught.

HISTORY

110. The standard of attainment of pupils in history by the age of 11 is well below that expected of pupils of a similar age and progress is unsatisfactory. The standard is below expectations by the age of seven and pupils make satisfactory progress.
111. In Year 1 pupils are beginning to gain an understanding of events, people and changes in the past. They listen to the story of Mary Seacole and begin to follow the stages in her life which led to her contribution to improving nursing care. They recognise that she was from Jamaica and went to nurse British soldiers in the Crimea. In Year 2, pupils can follow a time-line and recognise the differences between holidays taken now and in Victorian times. Pupils do not develop sufficiently the skills relating to using and understanding evidence. In Years 3 and 4 pupils know about Henry VIII and his wives. They can use a time-line to sequence events in the Tudor period. They begin to use evidence - such as an inventory - but are not skilful in asking questions about its usefulness in finding out about the past. In Years 5 and 6 pupils understand that there was a difference in the lives of the rich and the poor in Tudor England. They begin to collect evidence from Britain since 1950 and note how this can provide information about changes which have taken place since that period.
112. The quality of teaching and learning in the lessons observed is satisfactory. Teachers have good relationship with their pupils and this enables them to set high expectations of behaviour. This helps pupils to be confident in their learning. In Year 6, pupils are encouraged to bring artefacts into school and to talk about them to the class. This provides good opportunities for developing their speaking and listening skills. Teachers plan from guidelines, which have been nationally produced, but these have not been sufficiently adapted to ensure consistent development of the skills and vocabulary of the older pupils. Consequently, pupils from Years 3 to 6 do not demonstrate enough knowledge of main events in topics, nor do they show sufficient development in the use of historical skills. They show little idea of recognising reasons for and the consequences of actions taken by people in the past. Teachers have insufficient information about what pupils have learnt and so do not plan sufficiently for pupils of differing abilities and in different age groups.
113. Management is satisfactory. The co-ordinator is new to the post and is clear about what needs to be done but has not had sufficient time to make an impact on standards. Insufficient use is made of nationally expected standards of attainment to guide teachers and raise expectations as to what pupils should achieve.

INFORMATION AND COMMUNICATION TECHNOLOGY

114. It was only possible to observe two lessons during the inspection, but these and evidence from lessons in other subjects, scrutiny of teachers' planning and discussion with the co-ordinator, indicate that standards are continuing to improve. Standards are about in line with those expected nationally for pupils by the time they are seven and 11. This represents some improvement since the previous inspection; however, the school recognises that standards need to improve still further, particularly for the more able pupils.
115. Planning now follows national guidance, although there is a need further to adapt this to meet the needs of the current school population. Analysis of teachers' planning indicates that all areas of the National Curriculum for information and communication technology are covered but not yet in sufficient depth to redress earlier gaps in pupils' learning. There is, as yet, insufficient independence in the use of computers; for example, a learning support assistant worked with a small group drawing together their ideas and word processing them but the adult operated the computer.
116. In both lessons, pupils showed good prior learning and demonstrated good use of technical language. Evidence shows that pupils are beginning to make good progress as they learn and practise new skills; for example, they are becoming adept in mouse control, click and drag movements and the use of Internet connections and e-mail. Motivation levels are high and it is evident that pupils enjoy their learning in information and communication technology.

117. Teaching is satisfactory, overall. Teachers show an increasing level of confidence and subject knowledge since the last inspection, although there is still a reliance on individual teachers' enthusiasm and expertise. In one lesson seen, pupils' learning was significantly enhanced by very good teaching. The pace of the lesson was fast and expectations high. As a result, all pupils were able to describe accurately the processes required to edit received e-mail, using appropriate technical vocabulary.
118. The new co-ordinator is knowledgeable and working hard to improve standards in this area. The school is developing a wide range of resources to support teaching in information and communication technology but there are no plans to establish a computer suite. Instead it is intended that a number of portable laptops will be purchased so that learning opportunities can remain more flexible throughout the school. Although information and communication technology is used in teaching and learning in other subjects, not enough work is yet done to use it to support learning across the curriculum. The school recognises the challenge and has plans to take part in further in-service training.

MUSIC

119. The attainment of pupils in music in Years 1 and 2 matches the national expectation. Pupils make satisfactory progress in music lessons and, in a short time, achieve all that can be reasonably expected of them. In Years 3 to 6, progress and achievement are not as good as they should be and pupils' attainment is below the national expectation. This is because there is no settled music curriculum for pupils of this age group, although a new scheme has just been introduced.
120. Performance is the strongest element in the music curriculum in all year groups. Pupils sing well in the classroom and in assembly. They enjoy singing together and have a good understanding of phrasing and pitch. Pupils have an opportunity to learn to play a musical instrument and until recently there was a flourishing recorder group. Pupils regularly take a prominent part in the local schools' music festival and during the inspection a large choir of boys and girls practised songs from the shows. The choir gives public performances to parents and sings to a good standard. At Christmas, the choir sang at the local senior citizens home.
121. Other elements of the music curriculum are less well-developed. Pupils listen to music as they enter assembly but they are not told what it is or invited to make comments about it. Pupils have too little opportunity to compose and write down music and, consequently, older pupils especially do not develop their musical skills sufficiently in preparation for the secondary school. Pupils do not keep a written record of what they do and this slows down the rate of progress.
122. Pupils in Year 2, recognise the beat and the tempo of music. They sing familiar songs at different tempos and note the effect on the mood of the music. Pupils say that singing slowly makes them feel sad. They sing a vigorous action song "Dingle Dangle Scarecrow" from which they derive great enjoyment. Pupils accompany themselves on percussion instruments well. Pupils in Years 3 to 5 learn more about rhythm, beat and tempo by playing along to a recorded jig, first beating time with chopsticks and then singing and playing instruments. They progress to a rhythmic chant of "Dr. Knickerbocker", led by the teacher, performing with enthusiasm and style.
123. The quality of teaching in the lessons observed is satisfactory, overall, and it has several good features. Teachers are enthusiastic and they make sure that all pupils, including those with special educational needs, enjoy the lesson and take a full part. Pupils are managed well and the balance between creativity and control is just right. Teachers of older pupils tend to expect too little and make too many allowances for the fact that pupils have not been taught well in previous years. Too few risks are taken with the result that too little progress is made. The work set for older pupils is not challenging enough. Although teachers have a satisfactory awareness of what pupils know, understand and can do, they do not keep a written record of their progress. This makes good lesson planning difficult.

124. Music is managed satisfactorily and the co-ordinator works hard to ensure a broad range of extra-curricular activity. Resources are satisfactory and used well, although there is a need for more tuned percussion instruments.

PHYSICAL EDUCATION

125. Standards for seven and 11 year olds are sound and pupils make satisfactory progress.
126. In Year 2 and Year 6, most pupils' attainment matches the national expectation. Pupils make at least satisfactory progress throughout the school in the development of physical skills and achieve appropriately for their age. Provision for swimming is made in Years 3 to 4, and although it was not possible to observe these lessons during the inspection week, records indicate satisfactory levels of attainment and progress. By the time pupils leave the school, about three-quarters are able to swim to the national standard for primary schools.
127. Pupils in Year 2, demonstrate their physical agility as they stretch and bend during the warm-up session. They know how to balance the body on one hand or foot and hold the position confidently for 30 seconds. They observe the work of others and make sensible comments. Pupils demonstrate balance to the rest of the group and receive spontaneous applause for their efforts. Under the teacher's clear direction pupils set up the large apparatus in a mini-assault course, and practise balancing, jumping and landing correctly. Some pupils complete the course in imaginative and adventurous style learning a good deal about themselves in the process.
128. Pupils in Years 3 to 6, after a vigorous warm-up in bleak weather, practised the skills of basketball, including the chest pass and rebounding from the board. After a demonstration by the teacher, inspired pupils tried their luck in shooting and some were successful in achieving a basket; all improved their skills. Older pupils returned to balancing in the gymnasium and this time choreographed a sequence of balanced positions, which showed good development from their learning in the previous years.
129. The quality of teaching and learning throughout the school is satisfactory and is improving. Pupils respond well to enthusiastic teaching. They enjoy physical activity. Lessons are well planned and follow a published scheme that provides continuity and skills progression in successive years. Pupils are managed well and safely. Teachers demonstrate what they want pupils to do and this gives pupils confidence to try. Lessons move at a steady pace and all have an opportunity to improve their physical skills, including those with special educational needs. Teachers expect high standards of work and behaviour and are rarely disappointed. Good use is made of the available equipment to stimulate and sustain the pupils' interest.
130. The subject is managed confidently and it is developing well throughout the school. There is a range of extra-curricular activities, including football, netball and rugby, coached by a parent. Additional coaching in football is provided by one of the school's sponsors, a national wholesale company. The school has good facilities for sport, which includes a substantial grassed area on which competitive matches are played.

RELIGIOUS EDUCATION

131. By the end of Year 2 and Year 6, pupils' attainment in religious education meets the requirements of the locally agreed syllabus. Pupils are taught the subject from a multi-faith perspective. This helps them to understand the differences and similarities in world religions. There is an excellent display in the hall that pupils see every day in assembly about the traditions, customs, symbols and artefacts of the world religions.
132. Only two lessons were seen during the inspection so that judgements are based upon observations, talking to pupils and a scrutiny of teachers' plans and pupils' workbooks. Pupils, including those with special educational needs, make sound progress throughout the school. For the majority, knowledge and understanding grow steadily. In the lessons where pupils' learning is supported by the opportunity to see and touch the symbols of religion, as was the

case in Year 2, progress is good. Assembly themes and aspects of personal and social education support teaching in religious education.

133. Pupils in Year 2 learn about special books and in the lesson seen were taught to respect the Torah. This led to a discussion of other holy books and their meaning to the people who regarded them as special. Pupils also discussed special people and events in their lives and shared why they were special with the rest of the class. One pupil said, 'My bedroom is special, because that is where I go to be alone'. Several pupils mentioned younger brothers and sisters and grandparents. Older pupils study the contents of the Bible and learn that it is made up of different kinds of writing: stories, poetry, letters and history. Pupils look at ways of behaving and compare their class rules to the Ten Commandments. In this way they gain an understanding of why rules are necessary and how they help people to live together in communities. Pupils in Year 6 work on the theme of art in religion, and boldly state that there are times when words are not enough.
134. The quality of teaching is satisfactory and has several good features. As a result, pupils gain in knowledge and understanding of different world religions. Pupils are well managed, and relationships are good, which leads to pupils developing good attitudes to learning. Pupils are encouraged to say what they think and teachers listen well to what the pupils say. In this way, pupils build up enough confidence to contribute. Teachers vary their teaching methods and use role-play and drama when it is appropriate. This helps to stimulate interest and provides pupils with additional insights. There is a set of resources appropriate to each religion and teachers make good use of these to aid understanding. Although teachers are aware of what pupils know, understand and can do, there is no written record of their progress. Pupils make a satisfactory record of what they learn and, in Year 2, for example, illustrate items that are special to them.
135. The subject co-ordinator is working hard to establish a teaching programme that promotes good and progressive learning. Resources are good and are used well to support teaching.