

**THE JAMES OGLETHORPE PRIMARY
SCHOOL**

Cranham, Upminster

LEA area: Havering

Unique reference number: 102268

Headteacher: Ms D Rowles

Reporting inspector: Mr J Plumb
No:16930

Dates of inspection: 7th – 10th July 2003

Inspection number: 246188

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Ashvale Gardens
Cranham
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Appropriate authority: The governing body

Name of chair of governors: Mrs M Sach

Date of previous inspection: November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
16930	Mr J Plumb	Registered inspector	Physical education Religious education English as an additional language	What sort of school is it? How high are standards? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
16472	Ms C Stormonth	Lay inspector		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?
28170	Mr I Chearman	Team inspector	English Art and design Design and technology	How good are the curricular and other opportunities offered to pupils?
12394	Ms C May	Team inspector	Science History Music Foundation Stage Special educational needs	
32310	Mr E Morrison	Team inspector	Mathematics Information and communication technology Geography Educational inclusion, including race equality	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a larger than average sized primary school with 318 pupils on roll. The school provides education for pupils aged four to eleven. The socio-economic circumstances of the families served by the school are above the national average. The proportion of pupils eligible for free school meals, at 4.7 per cent, is below the national average. Ten per cent of pupils are included on the school's register of special educational needs (SEN), a proportion below the national average. The proportion of pupils with statements of special educational needs is below average. However, the proportion of pupils with special educational needs and indeed more complex needs in the current Year 2 is higher than the school's overall average. Few pupils come from minority ethnic backgrounds and only one pupil is at an early stage of English acquisition. There are two Traveller children. The school is over subscribed and pupil mobility during the school year is low. The school is involved in a number of local and national initiatives to improve standards. Attainment on entry to statutory school age is above average in all areas of learning except for writing which is average. The governors have set challenging targets to raise standards in English and mathematics for eleven-year-olds.

HOW GOOD THE SCHOOL IS

This is a good school with a number of outstanding features. Very good leadership from the headteacher creates a learning environment where all pupils are valued and their achievements celebrated. The quality of teaching and learning is good across the school. Standards are above average in English, mathematics and science by Year 6. Relationships are excellent. Procedures for ensuring pupils' welfare are excellent. The school provides good value for money.

What the school does well

- The standards in English, mathematics and science are above average by Year 6 because of the good teaching.
- The leadership of the headteacher, other members of the senior management team and the governors is very good.
- The care the school takes of its pupils is excellent.
- Pupils' attitudes and behaviour are very good.
- The extra-curricular provision is excellent.
- The links with partner institutions is excellent.
- The impact of parents' involvement on the work of the school is excellent.

What could be improved

- The use of assessment to inform planning to raise standards could be more consistent across the whole school.
- Access to the curriculum for pupils with SEN and for higher attaining pupils could be better in a number of classes across the school by better matching work to their needs.
- The provision to raise pupils' awareness of cultural diversity could be improved.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There have been good improvements since the previous inspection in November 1997 and the capacity for further improvement is very good. There has been an improvement in the use of assessment to inform teachers' planning but there is room for further improvement. All schemes of work now identify the development of skills within each subject area and so there has been significant improvement in respect of this issue. More opportunities for investigative work have been provided since the previous inspection and teachers have been trained to improve their subject knowledge in science. Problems identified with the building then have been dealt with. In addition, standards have improved in mathematics and science

and the provision for ICT is better than what it was at the time of the previous inspection. The care for pupils is better as is the partnership with parents / careers.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	A	B	A	C
mathematics	A	B	C	D
science	A	A	A	C

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

National test results for 2002 show that, by the end of Year 6, pupils attained standards well above the national average in English and science and standards in line with the national average in mathematics. Compared with similar schools (determined by the number of pupils eligible for free school meals), pupils attained standards in line with the national average in English and science but below in mathematics. Test results for 2003 show a very significant improvement in mathematics. In the current Year 6, standards are above average in English, mathematics and science. Standards in information and communication technology (ICT) are above national expectations. The proportion of pupils who can swim more than 25 metres competently using a range of strokes is significantly above average. In art and design and design and technology, standards exceed the national expectations and in all the other foundation subjects they are in line with national expectations. In religious education (RE), standards are in line with the expectations of the locally agreed syllabus. Most children enter reception with broadly average standards but by the time they are of statutory school age most have attained standards above those usually found nationally. Throughout their infant years most pupils make good progress and attain standards above the national average in most subjects by the end of Year 2. Although pupils with SEN make satisfactory progress overall they often do not make sufficient progress when included with their peers in mainstream classes in the non core subjects because not all teachers match work well enough to their needs. Gifted and talented pupils too often do not make enough progress because they are not sufficiently challenged. Pupils with English as an additional language (EAL) make good progress and achieve good standards as do Traveller pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have very positive attitudes to learning and really enjoy their lessons.
Behaviour, in and out of classrooms	Behaviour in the classrooms and around the school is very good.
Personal development and relationships	Personal development is very good. Relationships are excellent and are based on mutual respect for all.
Attendance	Attendance is good and above the national level.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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 across the school. Relationships between teachers and pupils are excellent. The management of pupil behaviour is very good. Pupils have very positive attitudes to learning and make good progress. The teaching of English, mathematics and science is good and pupils make good progress in these subjects. The teaching of literacy and numeracy across the school is good. When pupils with SEN are given one-to-one support by the teacher for SEN and when they are supported by learning support assistants (LSAs) in class they make good progress. However, not all teachers match work well enough to the needs of pupils with SEN in all lessons and on these occasions they do not make sufficient progress. The teaching strategies for pupils identified as gifted and talented are not yet sufficiently robust and so these pupils are not always sufficiently challenged. Pupils with EAL and Traveller pupils are well taught.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good, broadly based and balanced curriculum. The provision for extra-curricular activities is excellent. Links with the community and partnership institutions are very good.
Provision for pupils with special educational needs	Satisfactory. Not all teachers match work well enough to the needs of pupils with SEN in their classes. Not all teachers use the individual educational plans for these pupils sufficiently robustly to inform their planning.
Provision for pupils with English as an additional language	The provision for the few pupils with EAL is very good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' moral and social development is very good. Provision for pupils' spiritual and cultural development is good but more could be done to raise pupils' awareness of cultural diversity.
How well the school cares for its pupils	The procedures for child protection and pupils' welfare are excellent. Procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are excellent. Although assessment procedures are good more consistent use could be made of assessment across the school.

Links with parents are very good. Parents' involvement in working in partnership with the school to support their children is excellent

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, other members of the senior management team and the governors provide very good leadership. The management of the school is very good but the management of SEN in the classroom could be improved. The school improvement plan is very good.
How well the governors fulfil their responsibilities	Governors are both very effective and very supportive of the headteacher. The committee structure is very good and enables governors to meet their statutory responsibilities very well.
The school's evaluation of its performance	The headteacher and governing body have a clear picture of the school's strengths and weaknesses. Procedures for self-review and evaluation are very good. The icing on the cake in this school is that the headteacher provides quality non-contact time to allow the subject co-ordinators to monitor the quality of teaching and learning in their subjects.
The strategic use of resources	Financial planning is very good. Resources are targeted effectively. The application of the principles of best value is good.

There are sufficient teaching and learning support staff. The accommodation is good overall. However, poor drainage of the school's field causes problems in the winter months and has an adverse impact on the provision for games. Resources are good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They like the fact that this is a happy school. • They think that the school trips are amazing. • They consider that the teaching is good. • They appreciate the good standard of discipline in the school. • They value the strong links that the school has with pre-school groups. 	<ul style="list-style-type: none"> • Some parents are confused about the target-setting process. • They are not happy about the short time slots they have at parent consultation meetings. • They are very worried and upset by those few inconsiderate parents who ignore the yellow zig-zag lines outside of the school and park their cars dangerously whilst waiting for their children

Inspectors' judgements support parents'/carers' positive views. Evidence gathered by inspectors indicates that parents need not be worried about the target-setting process within the school. However, inspectors agree with parents' concerns about the short time slots at parent consultation meetings and the headteacher has already taken positive action to address this matter. Parents are rightly concerned about the very small minority of parents who park their cars inconsiderately, particularly at the end of the school day, and would ask all parents to think twice before parking on the yellow zig zag lines so that they do not put the safety of children at risk.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Baseline assessment indicates that when pupils enter the reception class (the Foundation Stage) their standards are broadly average. Throughout their time in the reception class they make good progress because of the good teaching that they receive and so, by the time they reach statutory school age, they attain standards above those expected nationally in almost all the areas of learning.
2. In 2002, results in the national tests for seven-year-olds indicated that, when compared with all schools, standards in reading were in line with the national average. Compared with similar schools (determined by the proportion of pupils claiming free school meals), standards in reading were well below the national average. Standards seen in reading by Year 2 pupils during the inspection were above the national average.
3. Results in writing in the 2002 national tests indicated that standards were above the national average compared with all schools and in line with the average compared with similar schools. Standards observed during the inspection indicate that writing by Year 2, although above the national average, is not as good as indicated by the 2002 results. This is supported by the results from the 2003 national tests but no comparative data has yet been published. This must be seen against the context of the proportion of pupils with special educational needs (SEN) in the current Year 2 group being significantly above the overall average of SEN pupils within the school as a whole.
4. Teacher assessments for seven-year-olds in speaking and listening in 2002 indicated that the standards at the higher Level 3 were above the national average. This is supported by inspection evidence as the current Year 2 attain standards in speaking and listening which are above the national average.
5. The national test results for 2002 in mathematics for seven-year-olds show standards to be below the national average and well below the average for similar schools. Standards attained by the current Year 2 pupils are above the national average in mathematics. This indicates a very significant improvement in standards compared with the test results in 2002 and is supported by the raw results from the 2003 tests.
6. Teacher assessments in science in 2002 indicated that attainment was in line with the national average overall but that attainment in physical processes was well below. Standards of work seen for the current Year 2 are above the national average and there is no apparent problem in their understanding of physical processes.
7. Standards by the end of Year 2 are above average in art and design, design and technology and ICT. In all of the other foundation subjects, standards are in line with national expectations. In religious education, pupils by Year 2 attain standards above those expected in accordance with the locally agreed syllabus for pupils of their age.
8. The national tests for eleven-year-olds in 2002 indicate that standards in English and science were well above the national average compared with all schools and in line compared with similar schools as determined by the proportion of pupils eligible for free school meals. However, measured using prior attainment, a much more reliable measure than free school meals unless there is significant pupil mobility through the key stage (and in this school this is not the case), standards were well above. In the mathematics test, standards were in line with the national average but below compared

to similar schools. Based on figures for the last five years, the trend in the school's average point score for all core subjects was below the national trend.

9. Standards of work seen for the current Year 6 are above the national average in English, mathematics and science. The 2003 national test results suggest a very significant improvement in the proportion of pupils attaining the higher Level 5 in mathematics when compared with the results in the year 2002.
10. Standards by the end of Year 6 are above the national expectation in art and design, design and technology and ICT. In all of the other foundation subjects standards are in line with national expectations except for swimming where standards exceed expectations for pupils of that age. Standards in religious education are in line with the expectations of the locally agreed syllabus but if teachers' subject knowledge in Years 5/6 was more secure it is likely that they could be above.
11. Pupils with SEN make good progress when they are withdrawn from a lesson to work on a one-to-one basis with the SEN teacher. They make good gains with their reading and spelling and become more confident in writing. When they have targeted support from learning support assistants in lessons they also make good progress. However, often when they are included with their peers for subjects with their class teachers without targeted LSA support they do not make enough progress because work is not matched to their needs by their class teachers. In the foundation subjects, pupils with SEN often underachieve because class teachers do not always make effective use of the targets on their individual educational plans when preparing their short-term lesson plans and so are not always prepared with robust strategies to support these pupils in lessons. Not all teachers in the school have recognised that they have the responsibility to plan flexibly to meet the needs of pupils with SEN at all times. Not all teachers are in tune with the expectations as laid down in the Code of Practice for working with pupils with SEN and this is a weakness. Pupils identified as gifted and talented too often underachieve in lessons because they are not provided with sufficiently challenging activities to extend them. The one pupil with English as an additional language (EAL), at an early stage of English acquisition, makes good progress because he receives good quality support by his teacher who uses his mother tongue effectively. Traveller pupils make good progress because they are supported well and their gains in learning are small stepped gains. Although there is no evidence to suggest that minority ethnic pupils underperform the school does not robustly monitor their achievement as a group.

Pupils' attitudes, values and personal development

12. Pupils continue to have very good attitudes to school and behaviour both inside the classroom and around the school is also very good as was the case at the time of the previous inspection. This is an inclusive, lively and supportive community where the ethos is very positive and relationships are excellent. Minority ethnic pupils and Traveller pupils are fully included in the life of the school and are settled and happy. Pupils really enjoy their lessons and all the interesting activities that enrich their learning and provide for a very high quality school life.
13. Children under five and pupils throughout the rest of the school have very good attitudes to learning especially when the teaching inspires very good work and expectations are high. Pupils typically settle to work quickly and are very keen to learn, have good concentration levels and answer questions eagerly. They follow instructions well, work hard and respond well to praise and encouragement. They are keen to discuss their work and take pride in good presentation. This was exemplified in a very fast moving and demanding mathematics lesson in a Year 5/6 class on number patterns in towers of bricks. Pupils felt exhilarated when they achieved the lesson

goals. Pupils feel that their lessons are fun, interesting and offer challenge. They also say that it is 'cool' to be clever and success and good effort are celebrated.

14. Behaviour in the classroom and around the school is very good. Lunchtimes in the hall are pleasant convivial times. Behaviour in the playground and on the field is very good and pupils amuse themselves well. During lunchtimes pupils are well supported by midday assistants. Pupils show reverence during assemblies, especially during reflection and prayer, and sing enthusiastically. Pupils confirmed strongly that bullying and racism seldom occur, when reported are dealt with very effectively and are simply not tolerated by staff and pupils alike. There have been commendably no exclusions in the past year.
15. Relationships throughout the school are excellent and are based on mutual respect for all in a caring school community. 'We're like a big family' one pupil said. Teachers and other staff speak positively to pupils and all talents are valued. This builds confidence and self-esteem and helps pupils tackle new learning and do their best. Boys and girls and the small number of pupils from minority ethnic backgrounds mix freely and happily. Pupils have a very good understanding of the impact of their actions on others and show great respect for each other's feelings and values. They work very well together, sharing equipment, taking turns and supporting others.
16. The personal development of pupils is very good. Pupils are polite, helpful and friendly, have good social skills and readily take on responsibility. Older pupils have a range of jobs they carry out well including supervising the cloakrooms for younger pupils, looking after the fish and helping to run the Infant Bible club. The residential trip to the Isle of Wight extends Year 6 pupils' personal experience outside school very well and pupils thought it was 'amazing'. Pupils really enjoy and appreciate the wide range of extra-curricular activities they take part in and speak with particular pride about the Samba club. Pupils savour their participation in school plays such as the recent 'After Alice' production, class assemblies and the musical and sporting activities they engage in. The school council gives pupils 'a voice' in the school and pupils are very keen to channel forward suggestions for school improvement. Council representatives reviewed the new buddy system during the inspection and found ways to improve it. Pupils use their initiative when they produce their own magazine called 'The Dragon' which won a Newsday Challenge award. Pupils know the value of kindness and feel it is their moral duty to support the less privileged and have raised funds for a variety of good causes, testified by a noticeboard full of certificates and thank you letters.
17. Pupils are developing independence in their learning when they carry out research and have the freedom to choose resources and activities and take greater responsibility for their own learning. This is a weaker feature however, and pupils do not have enough opportunities to use initiative in learning. Learning objectives in some classes are shared, enabling pupils to evaluate their progress against given criteria by the end of the lesson. In this way, pupils in the Year 5/6 physical education class were able to offer friendly advice to classmates and to the teacher to improve performance!
18. Attendance is good and is above the national level. Authorised absence is mainly attributable to genuine illness and over a fifth of absence is accounted for by holiday taking during the summer term which the school actively discourages. Unauthorised absence levels are commendably well below the national average. Punctuality on arrival at school is generally good. This good attendance and punctuality make a valuable contribution to pupils' learning.

HOW WELL ARE PUPILS TAUGHT?

19. The quality teaching is good throughout the school and is better than at the time of the last inspection. There is a very healthy proportion of very good teaching across the school and a small proportion of quite inspirational teaching and learning. Only one unsatisfactory lesson was observed. The weakest teaching occurs in one Year 3/4 class, where the unsatisfactory teaching and teaching, judged just satisfactory, was seen. A number of teachers do not plan sufficiently to match work to meet the needs of pupils with SEN when they are included with their peers for a range of subjects and they do not always have robust strategies to challenge pupils identified as gifted and talented. Not all teachers have embraced what is meant by inclusion as outlined in the Code of Practice for SEN and do not plan with sufficient flexibility to meet the needs of pupils with SEN. On too many occasions teachers were found not to use the strategies and targets identified on individual education plans when working with pupils with SEN and on these occasions this resulted in underachievement for these pupils. It is these weaknesses which prevented the overall judgement for teaching and learning emerging as very good and indeed the school emerging as a very good school. Overall the quality of teaching is better than what it was judged to be at the time of the previous inspection.
20. In the Foundation Stage the quality of teaching is good and so children under five make good progress. The teachers create an environment in which children are secure and happy in their learning. They plan a good range of activities which capture children's imagination and so they make good gains in their development of speaking and listening skills. The only weakness in the teaching is that children are sometimes required to write over or underneath the teachers'/adults' writing rather than 'having a go' for themselves and this impedes their progress in writing.
21. Teachers' subject knowledge is good overall except for in religious education. In religious education the lack of good subject knowledge was seen to have an adverse impact on pupil learning in Year 1/2 and also in Year 5/6. Very good subject knowledge on the part of the co-ordinator for ICT contributes to the above average standards pupils attain in ICT by the end of Year 2 and Year 6. Good subject knowledge on the part of the teacher in a Year 3/4 art and design lesson resulted in pupils developing the skill of aesthetic discrimination as they collected visual information to use in an unfamiliar context.
22. Short-term planning is good overall and makes a very significant contribution to the good progress most pupils make in most lessons. However, where pupils are not clear about what is expected of them because of weaknesses in planning then this impedes their learning. This was observed in a Year 5/6 religious education lesson about the purpose of baptism and so pupils ended up being totally confused. On the contrary, very good planning and challenging activities delivered at a brisk pace, as observed in most English, mathematics and science lessons, resulted in pupils making good progress and attaining above average standards for their age. The use of homework is satisfactory overall and makes a satisfactory contribution to pupils' independent learning.
23. The teaching of literacy and ICT across a range of subjects is good except that not all teachers make effective use of literacy targets identified for pupils with SEN. So when set a writing task in history or religious education, pupils with SEN do not always get the help and support as outlined on their individual education plans. The teaching of numeracy skills across the curriculum is developing well but, as recognised by the school, there is still a long way to go.
24. Relationships between teachers and pupils are excellent and the management of pupil behaviour is very good. This was observed in a very good Year 3/4 physical education lesson when the teacher skilfully managed some very tricky behaviour and as a result prevented a pupil from interfering with the learning of the rest of the group. Because

pupils have confidence in their teachers they are prepared to ask questions and because the teachers answer well the pupils deepen their understanding and increase their knowledge. This was observed repeatedly in one Year 1/2 class. Teachers make very good use of questions and when pupils answer with information that is not quite right the teachers skillfully build on the answers given and enable the pupils to progress further in their learning. Very effective use of questioning was observed in a Year 2 numeracy lesson on counting and resulted in the pupils making good progress.

25. The quality of teaching for Traveller pupils and for the pupil with EAL who is at an early stage of English acquisition is good. When withdrawn from lessons for one-to-one support, pupils with SEN make at least good and often very good progress because of the good and very good teaching they receive. When included in mainstream classes with targeted learning support assistant support they also make good progress because of the effective deployment of learning support assistants (LSA) support which makes a very valuable contribution to their learning. However, too often class teachers do not match work well enough to these pupils' needs and this weakness results in underachievement. Higher attaining pupils and those identified as gifted and talented are not always sufficiently challenged and so sometimes underachieve. The school recognises a the need to develop more robust teaching strategies to improve the quality of educational provision for pupils identified as gifted and talented in particular areas of the curriculum.
26. Pupils' level of interest, concentration and understanding are good throughout the school in most lessons because of the good teaching. However, on a few occasions in one Year 5/6 class, interest and concentration declined because the teaching lacked sparkle and energy. Overall, the quality of learning in most lessons is at least good and so most pupils make at least good progress over time in most subjects. Once the quality of teaching for pupils with SEN and those identified as gifted and talented is improved and becomes more consistent across all classes and subjects then it is likely that the quality of teaching in this school will improve still further and become consistently very good.

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

27. The curriculum provision in the Foundation Stage is good. The school provides a good, broadly based and balanced curriculum for Key Stages 1 and 2 that includes all the subjects of the National Curriculum and religious education. The curriculum meets the statutory requirements for all subjects. Comprehensive schemes of work are in place. The school has given a high priority to literacy planning and has been successful in maintaining its good standards in both key stages. Planning for religious education meets the requirements of the locally agreed syllabus.
28. The two-yearly cycle of planning in the foundation subjects ensures that pupils have access to the full National Curriculum through the national scheme of work adopted since the last inspection. For example, topics in history and geography are supported by planning webs that define coverage where possible for other subjects, and are used in year group planning by teachers. A key issue at the last inspection was to ensure that the key skills were identified in subjects. This has been achieved through the curriculum guidelines. This ensures good provision for the development of pupils' skills and knowledge, except for a few pupils when they are withdrawn for instrumental music tuition or special educational needs. Pupils experience a rich, creative curriculum and cross-curricular planning links are good overall.
29. The planning for and delivery of the National Literacy and Numeracy Strategies are good. The school structures learning around the key objectives that define progress.

Although changes in planning have taken place since the last inspection, there is still work to do to ensure that pupils of all abilities are challenged by their work. Teachers' skills in aspects of the strategies such as pace, leading discussions, and questioning to develop vocabulary, are now good. This is because areas for development are clearly identified, training is directed well to effect improvements, and all staff work very effectively as a team with the objective of raising standards.

30. The consolidation of literacy and numeracy skills across the curriculum, although good overall, is not sufficiently robust. This has improved since the last inspection but planning for this basic skills learning in parallel class groups is not consistent. There is good practice by some teachers in planning, so that the more able pupils and those with special educational needs are challenged, but this is not shared effectively, so all staff do not fully exploit this potential. The continuous assessment of pupils' learning in mathematics and literacy is a good feature in provision as this provides staff with information that helps them to refine curricula and provide the best learning opportunities for different groups of pupils. This is not yet the case in most foundation subjects. However, subject co-ordinators collect samples of work and scrutinise books to check for the consistency of pupils' experience against curriculum requirements. There is good provision for swimming instruction and pupils achieve above average standards against national expectations. The satisfactory provision throughout the curriculum for pupils with special educational needs is evident in most lessons but not all. There is some inconsistency and work is not always matched to their needs. Teachers and assistants plan well together. Teaching assistants give good support to pupils in additional literacy support groups so that they can access the curriculum at a level that suits their needs and matches their abilities well. The school holds a register of gifted and talented pupils and is currently seeking to improve the sound provision made for these pupils in lessons, but the strategies to ensure that they are always sufficiently challenged in all lessons are not sufficiently robust. The curriculum provision for Traveller pupils is good and the school is well supported by the local education authority (LEA) Traveller Service. The school provides very well for those pupils who are learning English as an additional language.
31. The provision for extra-curricular activities is excellent, both in quantity and quality. It enriches the whole curriculum and particularly in physical education and the arts. All pupils have access, although there is less available for the younger pupils. Inspectors noted a very good level of attendance and so, a good input into pupils' learning. In observing, inspectors noted the high quality of pupils' sportsmanship, co-operation, and determination to succeed. A major strength of the school is its good co-operation with, and the use it makes of, the local community to enhance its provision for pupils, for example the excellent work on the new garden and the outside classroom, and the impressive work of parent helpers during lessons or after school, especially those who hear pupils read or organise clubs. The good range of curriculum opportunities planned through visits to and from the school for pupils spans the whole curriculum, for instance residential adventurous pursuits on the Isle of Wight, outings to historical sites and field trips, and visits to the school by the local church leaders, firemen, or drama workshops. The school has very good contacts with partner institutions and makes very good use of the opportunities available for pupils' learning. It works very well with the local secondary schools, and advanced skills teachers have an organised programme to raise standards in mathematics and provide tuition in French. Discussion with Year 5/6 pupils suggests that they enjoy their French lessons. Physical education is well supported by a local secondary school with Sports College status.
32. The school's arrangements for personal, social and health education are good, and supported by effective, definitive policies. This very good provision permeates the whole curriculum through well-planned circle time, assemblies and aspects of subjects. Much of the sex education and drugs education is taught through this curriculum and

supported by topics in science. Inspectors shared a high quality lesson on human birth in which pupils showed a very mature response in clarifying their understanding and learning. The very good response in this lesson reflects very well the school's strategy of framing learning in terms of caring relationships and the very good quality relationships and attitudes that characterise the work of the school.

33. Plans are very well implemented to support a structured programme in education for citizenship. The school council is well embedded and this gives pupils good opportunities to take responsibility and be proud of their input into improving the school. Pupils spoke enthusiastically with inspectors of their pride in gaining awards and of their contacts with governors on the school dress code. They recently introduced a buddy system on the playgrounds where appointed pupils are the first port of call in solving pupils' concerns. This demonstrates the very good relationships and mutual respect that exists between staff and pupils. The class councils are operating well. In discussion, pupils confirm that they value the new class councils and that these operate well in sharing rules for behaviour and in developing new ideas to share in the school council.
34. The keystone to the good and improving provision is the headteacher's good role as the curriculum manager. The governors' curriculum committee consults regularly with senior managers and staff. Subject leaders have been given fully delegated responsibility for their subject areas and all staff also, through the very good school improvement planning through team leaders. Assessment is not used sufficiently rigorously to provide feedback on how well the curriculum matches the needs of all pupils, especially the most able and those with special educational needs. This information is not yet used sufficiently effectively to provide training and resources to improve standards further.
35. As at the time of the last inspection, the provision for pupils' spiritual development is good. The school places high value on the worth of the individual, and on raising self-esteem. Assembly themes complement spiritual development well. They are well planned, promote opportunities for all and reinforce the values that the school holds dear. For example, the well thought out assembly for pupils in reception and Years 1 and 2 was designed to promote a sense of belonging. It was pitched at exactly the right level and helped pupils to understand human feelings and emotions very well. In this assembly, pupils were sent out with a mission, some pupils were given adhesive stars to wear and at break and lunch times the other pupils were asked to seek out one of the 'starred' pupils and play with them. Other acts of worship incorporated moments of quiet reflection during which simple prayers were said. The music assemblies provide a very joyful start to the day, where songs of worship are sung paying very good attention to appropriate dynamics and expression according to the mood of the hymn. This simple but effective celebration promoted the values held dear to the school, helped pupils to link music lessons to a wider framework of reference and made a very good contribution to pupils' spiritual development. The very high quality displays related to the subjects of the curriculum demonstrate the good level of spirituality promoted both in daily lessons and on special occasions. For example, following a recent visit to the Isle of Wight where pupils compared old and new churches, a very old Bible was brought into school, put proudly on display and treated with great reverence and respect. Pupils have also made collages of places that are special to them and have produced some reflective writing about stories they have heard. Pupils have clearly been inspired by works of artists such as Van Gogh and by 'magic moments' in practical science.
36. Displays also help to promote social and moral development and the provision for pupils' moral and social development that was good at the time of the last inspection has improved and is now very good. In one class the pupils have written recipes 'for a

good friend'. Class rules and jobs lists are displayed. Throughout the school, the pupils respond well to the teachers' very high expectations of behaviour. Considerate and respectful behaviour is expected routinely throughout the school and pupils are taught to behave courteously towards one another from their earliest days in school. The clear emphasis on mutual respect stresses consideration and care for others. Pupils are encouraged to reflect on both local and worldwide events and to do what they can to help with regular collections for charities. Teachers and assistants make very good role models for pupils in the way they work together promoting and fostering excellent relationships and high quality interactions. Pupils are taught to distinguish right from wrong. Circle time and personal, social and health education lessons are used constructively to talk about positive attitudes and values and help pupils to realise that they need to take responsibility for their actions. The planned programme links well with subjects such as art and design, religious education, history and geography. Studies for younger pupils include an emphasis on rules and developing a healthy lifestyle, as well as keeping themselves safe. Valuable learning about citizenship includes helping others and looking after the environment, respect for similarities and differences between peoples and personal relationships.

37. The school council provides valuable opportunities for pupils to make decisions and exercise responsibility. They elect representatives to the school council and this aids their understanding of the democratic process and the importance of personal qualities required in a role of responsibility. Pupils play a significant part in effecting decisions about the school. For example, they played a large part in the introduction of trousers as part of the school uniform for girls by holding debates and conducting a survey. The outcomes of these events were taken to the governing body and relayed to the parents. Opportunities are provided for pupils to work collaboratively in all subjects, either in groups or pairs. Pupils are encouraged to show consideration and sensitivity towards one another and are taught the value of friendships during break and lunchtimes.
38. The provision for pupils' cultural development remains good. Pupils are encouraged to enjoy both literature and poetry in their lessons. The school's cultural values are reinforced through displays and posters throughout the school. For example, the younger children follow Barnaby Bear's adventures around the world and thus learn a great deal about other countries. History and geography lessons help pupils to understand the world today and in the past. Religious education and music make a significant contribution to pupils' knowledge of other cultures through teaching about beliefs of different religions and cultures. The main Christian festivals are routinely celebrated and, in religious education, pupils learn about those of other religions such as those celebrated in the Jewish faith. Pupils benefit from listening to, and participating in, a range of styles of music. For example, the Samba club, the choir and the orchestra provide a wide variety of different cultural experiences as do visitors to and visits out of school. Although the provision for this aspect is good, the school is actively seeking to raise the awareness of staff and pupils alike of cultures other than European in order to further improve this area of school life. The school recognises that more could be done to promote pupils' awareness of cultural diversity and inspectors agree with the school's view.
39. The lunchtime Bible clubs, organised by a parent governor, promote all aspects of spiritual, moral, social and cultural education very well. These are very well attended and promote positive attitudes such as friendship and faithfulness. The pupils who attend the club for Years 3 to 6 help to run the one for the younger pupils, giving them the opportunity to take responsibility for actively promoting values that the school holds dear.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school takes very good care of its pupils and this is a strength of the school and which has improved since the last inspection. Staff really care about pupils and pupils confirmed their strong trust and confidence in their teachers and other adults in the school and said that 'they would always have someone to talk to if they felt worried or troubled'. This helps pupils to feel happy, safe and secure. Links with outside agencies to support pupils with SEN and also Traveller pupils are good. There is a good link with the speech therapy service to support pupils within the school.
41. Procedures for monitoring and improving attendance are very good. Registers are consistently maintained, scrutinised regularly and absences are rigorously followed up to encourage good attendance and minimise unauthorised absence. Holiday taking during school term time accounts for a significant amount of absence and despite the school's best efforts to discourage term-time holidays, some parents rarely heed the school's advice to give education the greater priority. Large numbers continue to take their children on holiday, causing serious learning disruption.
42. The procedures for monitoring and promoting behaviour are outstanding. Behaviour is managed in a highly effective and positive way that is constantly reinforced throughout the school day. Behaviour management is a real strength in the classroom and lessons proceed without interruptions that impede learning. Behaviour expectations are very clear and rewards and sanctions encourage better behaviour and effort. Supervision on the playground and field is excellent and midday staff in particular interact positively with pupils at lunchtime. The procedures for eliminating any oppressive behaviour are also excellent. Bullying and racism are dealt with effectively when reported and the 'no blame' approach works very well. There is a good anti-racist policy.
43. The arrangements for child protection are very good and fully meet all the requirements. Staff are aware of the procedures and the school is vigilant and carefully monitors any suspicious circumstances. Pupils who live with relatives other than parents are also supported sensitively. When pupils are sick or injured they receive a high level of care and attention and all pupils' medical conditions and other disabilities are catered for very well. The new welfare room is spartan but is undergoing refurbishment to offer more comfort. The management of health and safety is excellent and all the regular checking systems and risk assessments are thorough and any issues arising are addressed quickly. There is a robust Internet safety access policy. The school is a safe and secure place.
44. The monitoring of pupils' personal development is good, promoted by teachers both formally and informally who know pupils well and keep their own records about personal development progress. Teachers show high levels of support and commitment to pupils and are able to give them good advice for improving attitudes, social skills and encourage a good work ethic. Time is allowed for staff to share information about pupils when pupils move up to the next class. This ensures those pupils who need additional support are well known and given the help they need.
45. The school has developed good procedures for assessing and tracking pupils' progress in English and mathematics, which are currently being introduced across the school. Policies and guidance provide practical suggestions for formative and summative assessment. The co-ordinators have established challenging expectations of teacher marking and procedures for 'closing identified gaps' on weekly planning. Portfolios have been built up that illustrate different styles of marking in literacy and need to be developed for mathematics and other subject areas.
46. Teachers complete half-termly assessments in literacy, mathematics and science. An individual record follows the pupil through the school when end-of-year assessments are recorded. Subject co-ordinators are provided with release time to analyse

attainment data and the outcomes from this exercise are used to inform planning to raise standards.

47. The school is currently introducing new computer software packages, which will allow for the interrogation of data and will plot future targets for all pupils. Staff training has been planned for this. Consistent application of these new systems and consolidation of existing practice will support future decision making about modifications to planning and teaching. This is likely to support the development of procedures for monitoring the achievement of minority ethnic pupils, pupils with SEN and those identified as gifted and talented. Assessment procedures for the demarcation of EAL needs are robust. There are good procedures for identifying the precise needs of pupils with SEN but once targets have been set not all teachers use them consistently to support their planning for pupils with SEN.
48. School procedures for raising the profile of assessment are well reflected within the classroom. This involves setting clear and precise learning objectives for each lesson. There is less evidence of targets set for individuals or groups of pupils. The school is starting to develop some good practice in pupil self-assessment, especially in Years 5 and 6, where children are involved with writing reports on themselves, and self and peer-group marking.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. The partnership with parents is a strong and successful feature and has improved markedly since the last inspection. Parents' contributions are very much appreciated as an important part of the school community. Parents have very positive views of the school and are happy with most aspects. They are particularly pleased with the good teaching, how approachable the school is and the high expectations for pupils to work hard and do their best.
50. Some parents have some minor misgivings about the homework arrangements, the quality of information they receive and whether the school works closely with them. On investigation, no cause for concern was found: the homework arrangements are satisfactory, the quality of information parents receive is very good and the school provides some very good opportunities to work closely with parents. The most disagreement was amongst Year 2 parents who appealed for more help and advice for national tests preparation for their children.
51. The effectiveness of the school's links with parents is very good. The family induction arrangements are very effective. Children are able to settle quickly when they start school. Parents are welcome in school and have good working relationships with staff in joint approaches to improve standards, behaviour and to ensure pupils' happiness. Parents of pupils with SEN are well supported but the culture has not yet developed of involving parents directly in setting the targets on pupils' individual education plans.
52. The quality of information provided for parents is very good. The regular, friendly newsletters keep parents fully in touch with news and information. Other letters are good and let parents know about curricular planning, any special activities and trips. The quality of information about pupils' progress is very good. The formal consultation opportunities to see work and share progress and discuss new targets for learning are very good. Parents are pleased that the consultation arrangements have improved in response to their requests for more time and greater privacy. The open house system works very well when staff are available each day to informally discuss and address any immediate issues. The headteacher is a visible presence before and after school and is very keen to talk to parents and help them in any way she can and parents admire this. Full annual school reports are good. They are particularly good for

reporting progress in personal development and the core subjects. The school prospectus and the governors' annual report to parents are well written and contain all the required information. The contribution of parents to their children's learning at school and at home is good. Pupils confirmed some uneven homework experiences across the year groups and between year groups.

53. The impact of parents' involvement on the work of the school is excellent. Many governors are parents and actively help to move school developments forward. Many parents regularly volunteer to help each week offering high quality support in the classroom especially for reading and practical work. When needs arise parents willingly help with activities like the book fair, trips and swimming. As part of the school's 'partnership strategy' parents were asked to contribute to the next school improvement plan and parents really appreciated being involved in the process. Parents' views are gauged in an open and friendly way and parents' ideas are welcomed and valued as part of school improvement.
54. The Parents' Association is an outstanding fund-raising and social group. The quality of information provided is excellent. Parents are very supportive of the school and raise large sums of money to achieve ambitious projects such as refurbishing and replenishing the libraries. Recent fundraising paid for the upgrading of the reception outdoor play area and many parents gave up weekends to produce the very attractive and well-loved celebration garden area. Parents come in large numbers whenever they are invited: to assemblies, school productions, leavers' show, sports and musical activities and various very helpful meetings to support their children's learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The quality of leadership provided by the headteacher is very good. The headteacher, deputy headteacher, the other members of the senior management team and the governors work in effective partnership and successfully inspire and enable all staff to achieve their very best for the pupils. The headteacher provides a very clear and focused educational direction for the school. Her vision, shared by all staff, focuses on raising standards, whilst never losing sight of building the confidence and self-esteem of every pupil. There is a commitment to success for all. The headteacher, new in post, recognises that Rome was not built in a day and has plans to improve the quality of access to the curriculum for pupils with SEN and to extend pupils identified as gifted and talented. She recognises that more has to be done to promote pupils' awareness of cultural diversity and believes that once achieved this good school will be a very good school and inspectors agree with her. These areas for improvement have been identified by her very robust self-evaluation of the school and are already in the long-term strategic plan for school improvement. Overall, leadership and direction are better than at the time of the previous inspection.
56. Management is very good and has improved since the last inspection. The headteacher skilfully delegates responsibility to the members of the senior management team and empowers them to fulfil their roles and responsibilities in the effective management of the school. All managers are clear about exactly what is expected of them and work as an effective team to successfully improve the quality of education provided for pupils. The monitoring of teaching and learning is carefully planned and is much improved since the previous inspection. The secret of the success of monitoring the teaching and learning is that the headteacher has given subject co-ordinators quality, non-contact time to do it. The next plank is to monitor the quality of provision for pupils with SEN and for those who are gifted and talented. Improved inclusion is at the heart of the school's strategic thinking and is integral to the school improvement plan. Although the inspection team judged the management of SEN to be satisfactory, there are weaknesses in the provision. Not all teachers in the school have embraced the culture

that it is their responsibility to plan flexibly to meet the needs of pupils with SEN in their classes and their teaching of pupils with SEN has not yet been rigorously monitored. Subject co-ordinators have not yet had the training and do not have the skills to monitor the provision for pupils with SEN and as yet the special educational needs co-ordinator (SENCO) has not had the time to do it. Not all teachers use pupils' individual education plans to inform their strategy in working with them and this is a weakness. There is also room for improvement within the school to improve the management of the quality of provision for pupils identified as gifted and talented and to ensure that they are better catered for in lessons. However, procedures for monitoring whole-school priorities are robust and it is clear exactly who has responsibility to monitor what and by when. The headteacher has successfully created a culture of a self-evaluating school and recognises the next step along the journey is to create an all-inclusive school. In her own evaluation she has put her hand up to the fact that monitoring of minority ethnic achievement is not yet happening but that there is a commitment to make it happen.

57. The headteacher is consultative and has put systems in place to successfully involve staff, pupils and governors in the whole-school decision making process. Her open style of management is valued by all staff and parents and she is held in high regard by them. The school's mission statement and aims are very good. This is a happy school and all who work in it enjoy doing so. The office staff, site manager and cleaning team take a pride in their work and feel valued for what they do. All routine management issues run smoothly and the site manager sits on the premises committee of the governing body. Because all staff are secure in their roles they work together to provide a high quality of educational provision for the pupils.
58. The school improvement plan is very good. It is a very effective tool with which to manage change. The evaluative criteria are an excellent feature and enable the school to successfully evaluate the impact of the priorities in terms of the real differences for pupil outcomes. The priorities on the plan focus on raising standards, improving and enriching the curriculum and enhancing the quality of the accommodation. All staff in this school know what is in the plan and the part they have to play in making the plan work. The priorities on the plan are carefully and meticulously costed.
59. The governing body is very effective. It has a very good sub-committee structure to enable it to meet its statutory responsibilities very well. The governing body acts as a critical friend to the headteacher. They are involved in whole-school decision making and the school's planning process. They are very supportive of all staff and take their designated roles, for example the designated role of SEN governor, very seriously.
60. Financial planning is very good and this is an improvement since the time of the previous inspection. Financial control is a major strength. All of the minor recommendations in the most recent auditors' report have been acted upon. Very good use is made of new technology to support the smooth running of the school. The principles of best value are applied well. All staff, including learning support staff, are effectively and efficiently deployed. Effective use is made of specific grants, such as the standards fund for improving the quality of education and raising standards for pupils. Funding for SEN is used very well. Given the good teaching and learning, the school provides good value for money.
61. There are sufficient and adequately qualified staff to meet the needs of the National Curriculum and religious education. Most staff provide good role models for pupils and there is a good gender balance. The provision for support staff is not generous but sufficient. The deployment of the teaching assistants is well targeted and this includes specific and effective support for pupils with special educational needs and those who speak English as an additional language. Good systems are in place for the induction of staff new to the school. Learning support assistants are given opportunities for training

to increase their effectiveness. The headteacher regards staff as the school's most important resource and staff development is given a priority. The school's strategy for performance management is well established, with individual targets for teachers well linked to overall targets in the school improvement plan. Governors take a full role in making the systems work effectively to raise standards. Team leaders are effective in monitoring performance against targets and evaluating improvements. With the headteacher, they are also a unifying influence so that all share the aims and aspirations of the school.

62. The school is making good use of its very spacious accommodation. Attractive bays have been created in areas that were formerly cloakrooms. This has considerably enhanced the educational provision for the pupils. For example, easily accessible computer suites have been made at either end of the long corridor to serve both the older and younger pupils. A very attractive shared area has been created to provide additional space and resources for the two reception classes. This is used very well to help implement the new National Curriculum for this age group. The school is fortunate in having many rooms for specialist use. It has a well-resourced library and rooms for music tuition and food technology.
63. Considerable effort has been put into maintaining and improving the fabric of the building, and the leaking roof, identified as a key issue in the previous report, has been largely addressed, although there is a small area that still lets in water when there is torrential rain. The staff and pupils enhance the appearance of the school by mounting very attractive displays and the site manager and cleaning staff take very good care of the building. From time to time, staff make good suggestions for improvements, many of which the site manager is able to carry out himself. The school improvement plan shows how the school intends to improve the accommodation and facilities for the pupils by, for example, creating better outdoor play facilities for the reception class pupils. Although there is only a small budget for improvements to the buildings and grounds this is planned for and managed very well. Any money received from lettings is put back into the accommodation pot. There are extensive and attractive grounds that are well maintained. However, the large playing field quickly becomes water logged and is out of use for most of the year. This has an adverse impact on the curriculum for physical education because sporting activities, undertaken in the winter months, cannot take place on the field. As curing the problem will be very expensive and cannot be financed from the school budget, the school has tried to raise money to effect improvements, but, so far, these efforts have been unsuccessful. In dry weather, however, the grounds are used well and valued and appreciated by the pupils because it is used well to enhance the quality of both lessons and leisure time.
64. The overall adequacy of the learning resources is good. Resource levels are good in English, design and technology, art and design, music, religious education and physical education, while resources in mathematics, geography, history and science are satisfactory. Topic boxes are being built up and stored centrally. In ICT the number of computers has increased significantly since the last inspection and there is a good range of software. The school library has a wide range of fiction and non-fiction books with excellent access to it during the school day and lunchtime.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. The governors, headteacher and the other members of the senior management team should give attention to the following points to improve further the quality of education provided and raise standards for all pupils:

1. Improve the use of assessment to inform planning to raise standards by:

- a) ensuring that the school's assessment procedures are implemented in all subjects with improved consistency by all teachers across the school; and
 - b) ensuring that all teachers implement the school's marking policy consistently and point out to pupils exactly what they need to do to improve their work.
(Paras: 45, 47, 48, 98, 112, 122, 137 and 142)
2. Improve access to the curriculum for pupils with SEN when they are included with their peers in lessons and ensure that higher attaining pupils are always challenged to achieve their very best by:
- a) ensuring that work is well matched to pupils with SEN in all lessons so that they can understand what they are expected to do and achieve a greater measure of success;
 - b) encouraging all teachers to use the strategies and targets identified on individual education plans to inform their short-term lesson planning when working with pupils with SEN;
 - c) providing more challenging activities for higher attaining pupils in all lessons so that they are fully stretched and enabled to achieve their very best; and
 - d) arrange for the SENCO and the gifted and talented co-ordinator to monitor the quality of teaching and learning for pupils with SEN and higher attaining pupils across the school.
(Paras: 11, 19, 23, 30, 47, 56 and 141)
3. Improve pupils' awareness of cultural diversity by:
- a) training all staff so that they know how to raise pupils' awareness of cultural diversity; and
 - b) audit all schemes of work to identify where opportunities to promote awareness of cultural diversity can be built into planning.
(Paras: 38 and 147)
4. Work in partnership with the local education authority to improve the drainage problem on the school field so that it minimises the disruption for games during wet weather conditions.
(Paras: 63 and 137)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	46
Number of discussions with staff, governors, other adults and pupils	37

Note that four lessons were not given a grade for teaching

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	16	14	8	1	0	0
Percentage	7	38	34	19	2	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 two percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	318
Number of full-time pupils known to be eligible for free school meals	15

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	31

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	5.5
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	18	25	43

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	17	18
	Girls	23	22	22
	Total	40	39	40
Percentage of pupils at NC level 2 or above	School	93 (94)	91 (94)	93 (98)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	18	15
	Girls	22	20	20
	Total	37	38	35
Percentage of pupils at NC level 2 or above	School	86 (94)	88 (91)	81 (94)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	21	19	40

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	18	21
	Girls	18	16	19
	Total	37	34	40
Percentage of pupils at NC level 4 or above	School	93 (90)	85 (86)	100 (98)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	19	21
	Girls	17	16	19
	Total	36	35	40
Percentage of pupils at NC level 4 or above	School	92 (88)	88 (94)	100 (98)
	National	73 (720)	74 (74)	82 (82)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	296	0	0
White – Irish	3	0	0
White – any other White background	5	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	1	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	2	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	7	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	12.4
Number of pupils per qualified teacher	25
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	181

FTE means full-time equivalent.

Financial information

Financial year	2001/02
	£
Total income	772,782
Total expenditure	700,247
Expenditure per pupil	2,097
Balance brought forward from previous year	27,803
Balance carried forward to next year	72,535

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	6
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

323

Number of questionnaires returned

194

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	35	2	2	0
My child is making good progress in school.	53	43	3	1	0
Behaviour in the school is good.	49	49	1	0	1
My child gets the right amount of work to do at home.	32	51	14	3	0
The teaching is good.	51	45	3	0	1
I am kept well informed about how my child is getting on.	31	53	13	2	1
I would feel comfortable about approaching the school with questions or a problem.	53	41	4	1	1
The school expects my child to work hard and achieve his or her best.	57	39	3	1	0
The school works closely with parents.	31	60	7	1	1
The school is well led and managed.	51	44	2	1	2
The school is helping my child become mature and responsible.	48	49	3	0	0
The school provides an interesting range of activities outside lessons.	51	38	7	0	4

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

66. There are 44 children in the two reception classes. Children start school in the September following their fourth birthday. Most children experience pre-school education and most have attended the pre-school group in the same building. Children join the reception year with average attainment. There are a few children with speech and language immaturity and these children make the same good progress as other children. The school works closely with the speech therapist for one child and the staff help the child to practise his spoken sounds under her guidance. The pupil who has English as an additional language makes very good progress because his class teacher speaks Italian and this is the language he speaks fluently. By the end of the reception year, most pupils reach above the standards expected nationally. This shows a good improvement since the previous inspection when pupils attained average standards.
67. Teaching is good and teachers use the generous space well to provide for children's different learning needs. There are effectively three rooms for the two reception classes. These enable the staff to provide a wide range of exciting learning experiences for the children. Teachers make creative use of the indoor space and have begun to improve the space outside. They are aware of further improvements they could make as they become more used to working as a discrete key stage. Lesson planning is securely based on nationally recommended areas of learning and children learn well. Teachers manage behaviour with great skill. Relationships between children and adults are excellent.
68. The children who attend the pre-school based in the school bring their records with them and the staff use these as a starting point for teaching and learning. The teachers keep very good and continuously updated records of children's progress and learning that begin as soon as the children join the reception class. They inform planning very well because they identify children's individual learning needs effectively.
69. Relationships between staff and parents are good. Parents are pleased with the education their children receive and the few who work in the classrooms regularly provide good additional support that is highly appreciated by teachers.
70. Leadership and management are good, and although there are areas to improve, the leader of the reception year has good strategies planned to improve learning and provision further. All teachers and adults are committed to high standards. Teaching assistants are generally used well to support teaching and learning. Teachers have begun to use the new national assessment scheme and their assistants are trained to support children's learning through English and mathematical activities. The reception leader keeps up-to-date with best practice by attending locally organised meetings and the teachers are about to begin some action research that will improve provision and learning further. Good resources are used well to help children learn, but there are still improvements to be made for outdoor play.

Personal, social and emotional development

71. By the time children enter Year 1, good teaching and learning results in standards being well above those expected for their age in most aspects of this area of learning. Children's progress and behaviour is very good. All adults place a great emphasis on the importance of this area of learning. Children are swiftly taught to understand and use learning routines very effectively so that they learn and play very well together. They

take off and put on their own coats and put their name cards in the special place that indicates their presence, and if they have a packed or school lunch they place it in the appropriate space independently at registration times. They are taught to select their own learning activities well, to take turns, share and to return resources to their correct place. Children are able to stay on task and sustain concentration well due to good teaching, the interesting activities provided and the opportunities they are given to engage in those activities that interest them most.

Communication, language and literacy

72. Teaching of spoken communication and reading is good. By the time children enter Year 1, they reach above average standards in speaking and listening. Frequent opportunities are provided for children to talk with adults, and for children to explain what they have learnt. They also have opportunities to talk to one another and to adults during their play. This means that staff have opportunities to assess learning and to help children develop skills in speaking and listening in a variety of different circumstances.
73. Most children are likely to reach above average standards in reading. Children look at and share books together daily, knowing the difference between story and 'true' books through the use of a wide variety of different types of literature. When assessing children's reading, teachers take time to talk about the books they are looking at in order to measure their understanding, speaking and listening skills and to give advice to improve reading. Teaching is good in recognising letters and sounds and building up words. Many children greatly enjoy practising reading on their own and with the teacher. Parents are very supportive and most children read at home every day. As a result of good teaching and parental input children make good progress in reading.
74. Teaching of writing is satisfactory and the children attain the standards expected by the end of the reception year and their progress is satisfactory. They can all write their names on their work and use their knowledge of letter sounds well to write simple words correctly and to make good attempts at more difficult words. Their knowledge of punctuation is satisfactory. The more able children write one or two sentences unaided with well-formed letters. Teachers model writing well and, by the end of the summer term, children are well prepared for their literacy lessons when they enter Year 1. Children are given opportunities to write freely in their play and, during the inspection, children were seen to use the writing table for a long time, concentrating well. However, in the children's work examined, sometimes children are required to write over or underneath the adults' writing rather than 'having a go' for themselves. This practice hampers children's progress.

Mathematical development

75. Good teaching and learning results in children reaching standards above average in this area of learning by the time they enter Year 1. Children's understanding of number is very good and their use of space, shape and measures is good. They use mathematical language well to describe size and to count in a variety of practical ways using toys and other mathematical apparatus. They say 'one more' and 'one less' when adding and subtracting. Lesson introductions ensure children know what to learn. These are followed by good learning sessions, as seen when a number chart was used effectively to teach counting forwards and backwards in tens. In the good lesson observed, four interesting activities using water were provided and the children remained engrossed. However, as there were only two adults and four groups, the two groups without an adult were not clear about the task and learning opportunities were missed. Examination of the pupils' work revealed that children are often required to use

low level worksheets or to fill in work books recording tasks that would be better done practically and the results recorded by teacher observation and discussion.

Knowledge and understanding of the world

76. Most teaching is good. Children make good progress and they reach above average standards expected by the time they enter Year 1. Children participate in a very wide range of learning activities, with well-planned times for them to talk about their work with adults during their play both in the classroom and outside. They find out about living things that improve their observation skills and learning about the world around them and are given opportunities to plant flowers and vegetables and observe their growth. They use a good range of different materials when building and constructing, such as old cardboard boxes and small construction toys. Children are taught to use computer programs well so that by Year 1 they use a mouse confidently to click on icons and to drag and drop symbols on the screen.
77. Visiting speakers support children's learning well. In the good lesson observed the local vicar told the children about the use of water in religion. This lesson had been prepared well and a doll selected for the Christening ceremony. The children chose the doll's name by voting, and the vicar explained the process in simple terms that the children could understand. A Christening party, for which the children had made their own squash after doing a survey of preferred tastes, followed the ceremony. Whilst mention was made of the role of water in other religions, opportunities for children to learn about other cultures is limited.
78. Whilst many worthwhile practical activities are provided for all aspects of this area of learning, the use of worksheets for the scientific aspects of this area of learning detract from the quality of an otherwise good curriculum.

Physical development

79. The quality of teaching is good. By the time they enter Year 1 most children reach the standards expected for their age. Children have frequent opportunities to develop their awareness of space in their daily play activities. They move around sensibly, showing an awareness of one another when using wheeled toys outside. Children have regular lessons in the school hall and opportunities are provided for vigorous movement and where children can practise skills such as climbing, balancing, throwing and catching. However, in the lesson observed the teacher was on her own and all the children in the class were being taught early cricket skills simultaneously. The management of this lesson was such that the children did not make the progress they otherwise would. Inside the classrooms, children use different resources and tools to improve their fine manipulative skills when writing, cutting and sticking and their fine motor skills are good.

Creative development

80. Teaching is good and most children meet the expected standards for their age by the time they enter Year 1. They make good progress when painting and drawing because of the quality of support they receive. They paint self-portraits and create pictures that interest them using different materials and textures to make collages. They experiment with play dough to make three-dimensional models and they use different shaped objects for printing. The teaching of music is very good and, in this aspect of creativity, children obtain above average standards. In the excellent lesson observed, the two reception classes, three of the reception class staff and the part-time music teacher worked together to create a happy 'party' atmosphere in which the children learned a great deal about music whilst also having tremendous fun. The lesson, although challenging, was pitched at exactly the right level to move children's learning forward.

As a result of the excellent relationships between all involved and interesting activities, the children's behaviour and response were outstanding and this made a very valuable contribution to their learning.

81. Daily role-play activities reinforce learning well and there are many well resourced areas in which children can act out stories they have heard and recreate their experiences. This provision improves not only their imagination but also their use of spoken language and social skills as they play together and learn to understand other people's points of view and lifestyles. Often an adult is on hand to intervene and move children's learning forward. When this happens children learn very well.

ENGLISH

82. Standards by the end of Year 2 and by the end of Year 6 are above average and these standards have been maintained since the last inspection. Overall, pupils are above average in reading, speaking and listening and in writing. Most pupils make good progress and achieve well in lessons and this includes boys and girls. Those pupils who have English as an additional language make very good progress. Pupils with special educational needs make satisfactory progress because their individual education plans for English are not well enough monitored for small steps in learning. However, very good inclusion of these pupils was seen, for instance in Year 5/6.
83. Standards in speaking and listening continue to be above average, as they were at the last inspection. Pupils express their ideas clearly, using a good range of descriptive and technical language that is rooted in the good opportunities for speaking and listening constructed by teachers in lessons for English, and in other subjects also. They listen well to teachers and to each other and respond to questions appropriately. Years 1 and 2 teachers were seen to encourage pupils to frame contributions in appropriately complex language for different abilities so that all pupils were challenged. In Year 6 pupils discussed the merits of allowing fox hunting to continue, considering arguments for and against. Pupils were confident in making extended responses to others' arguments, and the more able pupils in discussing the priority of issues they identified in persuading others of the validity of their views. A good range of points for and against were discussed.
84. Pupils are very familiar with the routines of the National Literacy Strategy. They know clearly what is expected of them and listen carefully to instructions. They enjoy the well-constructed opportunities for discussion to practise their good skills and vocabulary, and because of their very good attitudes and relationships they learn well. In Year 2, pupils develop vocabulary and sentence structure when they define the characteristics of the albatross, such as its brightly coloured beak and its ability to glide effortlessly through the air. Their descriptive discrimination with language is very good. Punctuation is good for this age. In Year 4, pupils learn to use pronouns correctly, identify proper nouns and the most able have secure understanding of the apostrophe for different uses including the possessive context. They joke with the teacher by saying, 'there is no such word as can't', because they hear it often. In Year 6 they have acquired very good skills in using dictionaries to confirm meaning and to explore new vocabulary. They have good knowledge of grammar and language, for example when many identify imperative verbs.
85. Standards in reading at the end of Year 2 and Year 6 are also above the national averages. In Years 1 and 2, pupils have access to a wide range and a large number of books that are well graded to match the needs of pupils of different abilities. This ensures that skills grow systematically. They are adept at sounding out new words and some use context clues for meaning. At the age of seven many read a range of texts independently with fluency and accuracy and the more able pupils read with expression

and with a good grasp of what they read. Most are interested in books, though many keep to the limited range in the graded scheme that gives an appropriate level of challenge. More able pupils are familiar with popular authors. Regular reading time, in addition to the literacy hour, ensures that most pupils read longer texts silently and with good concentration by the age of eleven. Their understanding is good and some read with dramatic expression, reading ahead for context. They talk about books, compare them and write about them. Pupils' skills in using reference books to retrieve information and for personal research are good. Home reading diaries are used well to record skills, experience, and to communicate with parents. The excellent support by parents hearing readers in the school has had a good effect, especially for the boys.

86. Pupils' writing skills are above average overall throughout the school. Pupils throughout the school write for a widening range of purposes and audiences. Their writing includes stories, factual accounts and poetry. By age seven most pupils communicate meaning well in legible form with the more able using joined script. Many spell and punctuate well, using extended sentences. Standards of correctness are good. They learn to retell stories to a good standard, such as *Mog and the Vee-ee-tee*, and they use writing well in other subjects, such as in geography to describe the travels of *Barnaby Bear*. Handwriting is taught as a separate skill and by the age of eleven, most pupils are developing a joined script that is becoming a speedy and personal style. Their work is mostly well presented and accurate. The good quality booklets produced by pupils after residential studies on the Isle of Wight are used well to consolidate writing, using personal accounts of experience and a daily diary. Pupils say they value these highly as a memento of their happy time in the school.
87. Year 4 pupils write good accounts for their age in contributing to the class encyclopaedia of sport. Older pupils write vividly with good choice of vocabulary for purposes, such as in their good accounts of what it was like to be a child evacuee in the Second World War. They imitate the style of a fable in high quality work when they create their own original compositions. Most have a good understanding of conventions and many use punctuated speech for dramatic effect. Pupils with special educational needs make sound progress, and for those learning English as an additional language progress is very good. The use of drafting to improve expression, effect and content is satisfactory. Spelling is regularly reinforced through dictionary work, teachers' good example or marking, and by regular home tasks. Some of the work is word processed, such as when they redraft writing for and against fox hunting, or when they use PowerPoint to record a visit to All Saints Church.
88. Teaching is good overall with some very good teaching also observed. There was no unsatisfactory teaching seen. Teaching assistants give good support in classes and their work for Early Literacy Strategy and for Additional Literacy Strategy is also good. They have created a stimulating environment for pupils with special educational needs where their achievements take pride of place on display. In the best lessons, teachers move learning along at a rapid pace, taking into account the differing abilities of all pupils by good use of ongoing assessment and selective open and closed questioning to challenge all pupils. The work for pupils is graded so that all are stretched and teachers ensure that they extend learning for higher attaining pupils by planning challenging tasks. Clear and high expectations of pupils, based on good ongoing assessment, ensure that pupils know what to do and that it has to be their best effort. The best teachers model the learning for pupils so that they are inspired and keen to try new skills. In a Year 5/6 class the teacher framed arguments concerning fox hunting by acting out strong views that may be held by certain people and helped pupils understand the challenge of influencing such views by reasoned argument. Pupils understood clearly. A challenging task was set for homework. Nearly all pupils volunteered to write a letter to their MP about the subject. The quality of relationships is

very good in the school and these are developed to the best effect by the strongest teachers to maximise learning.

89. Marking of pupils' work is good in most classes and teachers give high quality feedback to pupils on their work. In discussion, older pupils said how much they valued this. Teachers share targets for learning with pupils as the lesson begins but, in some lessons, these targets, and pupils' progress towards them, are not evaluated to assess learning. The sharing of targets is best developed in Years 5/6. Pupils write down their personal targets and evaluate progress themselves. They also have group targets for literacy skills. Shared target setting is an area where teachers can improve their skills and consistency, and thus enhance pupils' attainment. The match of work to some pupils' needs can be improved; most notably, tasks and expectations for the highest and lowest attaining pupils. This was a weakness at the last inspection and although improved it is still causing underachievement for some. When there are classroom assistants in the lessons, pupils with special educational needs achieve well but when they are not, unless teaching is very good, they struggle and their capacity for independent learning is slowed.
90. Teachers in Years 1/2 work as a team to address a weakness in word recognition by using 'jolly phonics' in their planning to improve pupils' word recognition skills. Vowel trees grow in every classroom and fruits such as 'ee' and 'ow' inspire pupils to learn. This consistency of planning and organisation by staff in working together to improve standards is a strength throughout the school. A significant strength of teachers is the ability to maintain high quality displays that motivate and inform, and give pupils pride in their efforts. These are seen in corridors, halls and nearly every classroom.
91. Leadership and management of the subject are good. Results of annual tests and sampling of work by different groups of pupils are analysed to identify areas for improvement, so that these can be addressed to raise standards further. This strategy has improved the quality of writing in Key Stage 1. The reorganisation of the library resources to facilitate better learning is a good achievement and pupils now have personal access at lunchtime.

MATHEMATICS

92. Attainment in mathematics by the end of Year 2 and Year 6 is above the national average. The overall standards shown are similar to those at the time of the last inspection. Evidence from this inspection is that the proportion of pupils attaining Level 5 in Year 6 has increased. This is a result of a focus on improving pupils' skills in problem solving. Although the majority of pupils achieve as well as they should, a minority of pupils do not make as much progress as they could in lessons. This is due to variations in matching activities to pupils' needs.
93. By the end of Year 2, pupils have developed a good grasp and recall of number facts to 10, and read, write and order numbers correctly to 20. They are competent in identifying mystery numbers in addition and subtraction sums and solve simple money problems. They understand non-standard and standard measurements. Pupils successfully draw block graphs, pictograms and use Venn diagrams, both in their exercise books and using the computer, and can explain about the information carried on them.
94. By the end of Year 6 most pupils manipulate number with increasing confidence. Higher attaining pupils multiply and divide decimals by 10 and 100 and describe their effect. Most pupils have good recall of number facts and properties, including square numbers, multiples and factors. Most pupils draw regular shapes accurately and scrutiny of books demonstrates good knowledge of shape properties. In discussions,

pupils were able to demonstrate a wide range of calculation methods in all four operations and were confident in recording these in a variety of styles. Interpretation of graphs reinforces literacy skills.

95. The quality of teaching and learning in mathematics is good, with some aspects that are very good. This is reflected in pupils' eagerness to contribute to discussions, their good behaviour and ability to respond using mathematical vocabulary correctly. A good range of oral and mental starters were seen during the inspection. These were used effectively to revise previous work, engage all pupils in mathematical thinking and set up the objectives for the lesson.
96. In the best lessons, teachers maintained a brisk pace and used skilful questioning. In Year 2 the teacher used both open questions to the whole class and specific questions to individuals to maintain focus on a counting exercise. The teacher also used questioning to quickly spot misunderstanding when using measuring equipment and dealt with it sensitively to ensure that pupils progressed smoothly to measuring straight lines on an imaginary island map. In Year 5 clear explanation and demonstrations were used to support pupils in work on a number investigation. The lesson was successful as a result of the teacher recording facts on the board and giving the pupils a starting point to investigate a Fibonacci number sequence. Where work was matched to pupils' needs most pupils showed a willingness to persevere with the task.
97. A range of resources is used effectively to promote interest in mathematics, including spreadsheets, calculators and presenting work in practical and realistic contexts. In Year 5 and Year 6, pupils worked happily in small groups on computer activities. Pupils used mini whiteboards to discuss, check and agree answers before entering them on the computer. The teacher used very specific language in asking pupils to justify their different ideas. The pupils responded well to this and maintained their desire to try out more ideas.
98. The leadership and management of the subject are satisfactory. They are led by an experienced co-ordinator who has worked hard to produce detailed reports on his analysis of test results each year. Planning follows the requirements of the National Numeracy Strategy and models of teaching techniques are reflected in classroom practice. The profile of the subject across the school is underdeveloped and display of mathematics does not feature highly around the school. Marking is inconsistent and does not always set a clear target for individual improvement.

SCIENCE

99. Standards are above the national average by Years 2 and 6. This is a good improvement on those attained in the last inspection when standards were found to be average with too few pupils attaining higher levels. The criticism about too few practical activities has also been addressed. Throughout the school, progress is good for all pupils, including those with special educational needs when additional adult help supports them in lessons. No difference was observed between the attainment of boys and girls.
100. By the end of Year 2, pupils understand well what living things need to grow and change. They know the differences between healthy and unhealthy food and are good at categorising natural and manmade materials and knowing how some materials can be changed. They are also good at designing and conducting scientific enquiry because they ask pertinent questions and carry out investigations well. This was evident when Year 2 pupils used batteries, bulbs and wire to complete an electrical circuit. Both Year 1 and Year 2 pupils are good at using a variety of methods to record and analyse findings that utilise worksheets and written accounts that reinforce literacy and numeracy skills well. They use scientific language well to explain their learning.
101. By Year 6, pupils understand the differences between solids and liquids well and they are equally as good at comparing the properties of materials and understanding the processes of evaporation and condensation. They have good understanding of the structure of flowers, of pollination and fertilisation and of electricity, magnetism and the solar system. They use scientific terms accurately to explain their learning when writing and speaking and when calculating and using graphs to interpret the results of investigations, all of which reinforces numeracy and literacy skills well. All these good skills and knowledge were seen when Year 5 and Year 6 pupils formed perceptive hypotheses to investigate air pollution around the school. Pupils with different levels of attainment recorded findings well, using notes, graphs and charts. They understood how to reach conclusions that were well grounded in evidence.
102. Teaching is good overall. The quality ranges from very good to barely satisfactory. Where teaching is most successful, probing questions and the highly effective use of resources and of the school grounds enthuse pupils and drive their learning forward. In these lessons, provision for pupils' social development is very good because they work so well together. When working independently, they are good at selecting what they need to do next to improve their learning, but this best practice has yet to spread throughout the school. Very well planned investigations lead to elements of surprise, for example when Years 3 and 4 pupils found out that bicarbonate of soda removed stains from ceramic tiles more effectively than toothpaste. These moments of surprise contribute to their spiritual development. Teachers make good use of pupils' work to raise awareness of the powerful presence of science in the world around them. The high quality teaching and displays contribute hugely to the pupils' very positive attitudes to science and so to their learning.
103. The leadership and management of the subject are very good. The subject leader has a good understanding of standards throughout the school and what to do to maintain them and even improve upon them through the use of a subject action plan. He has already worked alongside some year groups to help raise standards and intends to continue this good practice. Resources are good and include some electronic microscopes. However, the use of ICT does not feature very highly throughout the subject.

ART AND DESIGN

104. At the end of Year 2 and Year 6, pupils' attainment is above national expectations. This represents a good improvement since the last inspection when standards were satisfactory. Only two lessons were seen; other evidence was drawn from the scrutiny of pupils' recent work. There has been a good improvement in teaching and learning. Most pupils, including those with special educational needs and those for whom English is an additional language, make good progress and achieve well. This is because the school has adopted a new national scheme of work that meets all the requirements of the National Curriculum and because the able subject leader guides teachers well through training, and by example. The good standard of work is reflected in the quality of displays around the school. All groups of pupils achieve well and gifted artists have good opportunities to reach high standards.
105. Pupils in Years 1 and 2 demonstrate good skills when they design posters for events such as sports day and the summer fair. Their portraits and figures show good visual perception and use of colours and tints to achieve flesh and discrimination of facial features. They are enthusiastic and knowledgeable when they describe their good interpretation of Miro's techniques in their art when they used paint flicks, splashes, brushing and printing in their good interpretation of his use of colour and his style. They have individual flair when they make collages of their special places both with mixed media and natural materials on subjects such as Australia, a conker tree or the London Eye, in a theme linked with religious education.
106. Displays of work by pupils in Years 3 to 6 also show good cross curricular links. They design Grecian vases with detailed creative patterns in this style, or brass rubbings with detailed and imaginative embellishment using a wide range of media and techniques. They design and produce good aboriginal patterns on the theme of Dreamtime. Sketchbooks show a wide range of good quality work with some excellent work in the style of Van Gogh by older pupils. Teachers' good skills and understanding move this forward to high quality paintings of a vase of irises in the artist's style. This process is seen again to result in good learning in their work in the style of Stern, concerning the Moulin Rouge. Years 3 and 4 pupils paint pictures that are full of vitality and movement, depicting celebrations such as birthdays, or scoring a goal at the football match.
107. The quality of teaching and learning is good. In a Year 3/4 lesson, the teacher gave pupils good opportunities for aesthetic discrimination as they collected visual information to use in an unfamiliar context. Pupils took pleasure in creating a face using printed images from magazines in preparation for work in the style of Picasso. Pupils' attitudes to the work are adventurous and they show sustained concentration. This is because teachers have high expectations and help pupils to achieve well through their good knowledge and understanding in the teaching of the subject. In a good Year 5/6 lesson pupils achieved well because of the teacher's planning, organisation and expertise when they created pictures in the style of Kandinsky using Colour Magic on computers. More able pupils achieve very good visual effect and interpret it well as the meeting of the real and imaginary world, explaining clearly the techniques, colour palette and forms used to create their impression. Pupils' development is well supported by skilled contributions from the community such as when they use quilling techniques to create three-dimensional representations.
108. Leadership of this subject is good. There is satisfactory assessment of standards across the school by sampling and careful monitoring of pupils' work so that good progression in their artistic development takes place. There are limited opportunities to monitor teaching. Planning and curriculum are regularly checked for quality. The co-ordinator organises the Art Club and, through this and teaching, transmits her enthusiasm to pupils, parents and colleagues. The school has been awarded the prestigious Artsmark award and this only arrives when staff work as a team and

produce high standards across the whole range of curriculum. The next target is for the Artsmark award for collaborative art. This is an area where the curriculum needs to improve further for older pupils, and thus a well chosen focus for learning.

DESIGN AND TECHNOLOGY

109. Pupils' attainment at the end of both Year 2 and Year 6 is above national expectations. This judgement is based on limited evidence as little design and technology was taught because of curriculum organisation, and only one lesson was seen during the inspection in Year 2. However, discussion with the temporary co-ordinator and pupils, scrutiny of displays and recent pupils' work and planning all indicate that standards are good. There has been a satisfactory improvement since the last inspection. This needs to be consolidated by parallel improvement in assessment and in the quality of pupils' own evaluation of their work as part of the design process.
110. The school has invested in a good range of equipment and in specialist areas for food technology and for design and making. This has produced better opportunities for pupils to access good learning. This, along with the adoption of a national scheme of work that structures teaching and learning, has led to the improvement in standards. Years 1 and 2 pupils make moving pictures using levers and axles and, in their work in geography, make African round houses of good quality. Their designs for packaging, for example money boxes, demonstrate good awareness of utility and appropriate use of material for specific purpose. In sketchbooks they draw design plans and more able pupils are able to use plan and elevation views very well to visually define their products. Older pupils' work builds logically on earlier skills and pupils of all abilities achieve well. Years 3 and 4 pupils produce good designs for their torches and their work on purses is of good quality. However, they have not yet tested them for security and function. Their good making skills in choosing materials and using tools skilfully for their ages produces well made products that give pleasure and satisfaction. They are proud to share their ideas and have good skills in describing process and purpose. This is because they are encouraged by teachers to share ideas and investigate design through discussion. In Years 5 and 6 the work is linked to history when they design masks and make tiles. In their work on shelters, teachers provide good opportunities for using tools and materials when pupils investigate waterproofing and run-off efficiency. All pupils are keen to make their products attractive and teachers ensure that they have the opportunity to give attention to finish and quality.
111. In the Year 2 lesson seen the teaching was satisfactory because the opportunity was missed to give pupils practice in using tools and fastenings, when adults did this for them. Year 2 pupils measured, made holes and fastened parts together themselves. In all other respects teaching was good and all groups of pupils learned well because of the good planning and organisation of the teacher and the teaching assistant. Pupils were making a rotating window device to present facts. For instance, one pupil drew a tree around the window, and the rotated circle behind presented wild life habitats on it. Another pupil modified the device by cutting, to make rotation easier. The teacher's good monitoring of the task picked this up, celebrated the achievement, and shared it with the class to enhance learning for all. In all classes there is normally a good level of independence in learning and doing, and this is an improvement since the last inspection. In the pupils' work seen, their own evaluation of their thinking in designing and making, and ideas for improving their product, is not consistently reinforced in the teaching. Mini-books are now in use for this purpose. The best practice in this respect needs to be shared to improve the consistency of teaching further.
112. There is at present no subject leader and there is inadequate impetus to move the subject forward. The existing standards are currently secure under the supervision of

the deputy headteacher. As yet there is no assessment to identify how the curriculum may be even better matched to pupils' needs and this is unsatisfactory.

GEOGRAPHY

113. By the end of Year 2 and Year 6 most pupils attain expected levels. Strengths include good progress in map skills, with pupils in Year 1 developing early skills in recording routes around the school, to the local allotments and local villages. By the end of Year 6, pupils are using a range of maps and plans at different scales to support work both in geography and other curriculum areas. Those pupils with special educational needs make satisfactory progress. Their work is well presented and they contribute well in class, showing an enjoyment for the subject, but the work is not always matched to their needs and on these occasions they underachieve.
114. In Year 1 and Year 2, pupils show awareness of places beyond their locality as they follow the travels of Barnaby Bear. Good use is made of resources, including reference books, maps and pictures, to develop pupils' understanding when looking for similarities and differences in physical and human features. In Year 1, whilst talking about Sherwood Forest, pupils discussed the characteristics and preservation of different land uses. These opportunities contribute well to their social and moral understanding. Pupils demonstrate good recall of geographical vocabulary and this was used effectively in a Year 2 lesson where groups of pupils had to match up photographs of New Zealand to pieces of text describing physical features.
115. In Year 5 good use is made of the local area. Year 5 pupils carry out shopping and traffic surveys in Cranham. They extend their geographical understanding by starting to formulate their own questions to investigate. In Year 6 a residential visit to the Isle of Wight extends pupils' knowledge of places and provides opportunities to study coastal features and land use. Pupils were eager to talk about the visit and to demonstrate their knowledge. Pupils clearly enjoyed the residential visit and made good progress, not only in geographical skills but also personal and social skills.
116. Evidence from book scrutiny demonstrates that pupils in Year 6 are able to make comparisons within a wider world context, including weather patterns and the study of rivers, mountains and glaciers. Links with other subject areas, including English, ICT, science, mathematics and art and design, are starting to develop. During the inspection, in Year 6 aerial maps of the school were used in comparing levels of pollution. The teacher supported pupils in identifying significant features when finding their correct location. The use of the map helped the pupils recognise patterns of pollution within the school grounds.
117. Overall the quality of teaching and learning is satisfactory, with some examples of very good and excellent practice. Where teaching is most successful, the teacher uses resources effectively. In one excellent lesson a letter and holiday photographs were used very effectively and contributed to the excellent learning. Pupils were enthusiastic to find out more about the country they were studying and this led to some lively group discussion as information was looked up in reference books and on the Internet. By allocating different groups to find out information and present their findings, the pupils' social skills were also very well developed.
118. The subject is well led by an enthusiastic co-ordinator. Planning, portfolios of work, observations of work and numerous attractive displays indicate that the curriculum is planned satisfactorily. The co-ordinator has established good links with the Havering Environmental Educational Unit and pupils have already benefited from workshops on recycling. Globes, atlases, maps and a good range of library books are easily

accessible and make a valuable contribution to independent research and the quality of teaching and learning.

HISTORY

119. By Year 2 and Year 6, standards are in line with national expectations. This judgement is the same as at the time of the previous inspection. Throughout Years 1 to 6, pupils make satisfactory progress. No difference was observed in the attainment between boys and girls, and the achievement of those pupils who have been identified as gifted and talented is not significantly different from that of most other pupils. Those with special educational needs also make sound progress overall, but sometimes work is not sufficiently well matched to their needs. Pupils work hard in history lessons and enjoy their learning. However, written work in all year groups is disappointing and does not reflect the knowledge that the pupils are capable of acquiring. Although very nicely presented, much of the work is copied and all pupils complete the same worksheets regardless of ability. Pupils in Years 5 and 6 talked with enjoyment about Ancient Greece, the Victorians and the Second World War. It is clear they enjoy history and can recall with enthusiasm what they have learned especially when visits to museums, visitors to school and role-play have enhanced lessons.
120. The quality of teaching and learning throughout the school is satisfactory. Relationships between teachers and pupils are excellent. During Years 1 and 2, pupils' concept of time is satisfactorily developed through the comparisons between toys and domestic appliances in the past and those of today. They also study the differences and similarities between holidays now and in the past. Pupils in Years 3 and 4 learn about the life of children in Victorian times and about the invasion of Britain by the Romans. Visits out of school greatly enhance history lessons. There is some evidence of ICT being used to support teaching and learning in the subject but this does not happen often enough.
121. During the inspection the pupils in Years 5 and 6 were taken to the local church to study the life of James Oglethorpe who is buried in the churchyard and has a plaque on the wall of the church dedicated to his memory. In this good lesson the class teacher acted the role of George II who gave Oglethorpe permission to transport debtors from prison in England to a new life in Georgia, America. His skilled questioning helped pupils understand the difference between fact and opinion. Whilst dictating from the plaque, he helped the pupils to develop the skill of note taking. He then took the part of James Oglethorpe and the pupils asked well thought out questions to find out facts that were not on the plaque. This lesson linked well to English, geography and mathematics.
122. The management of the subject is sound. The deputy headteacher is currently 'caretaking' the subject. The resources are both sufficient and adequate to teach the curriculum. A range of appropriate photographs and books supports the subject and topic boxes of artefacts have been set up for each unit of work studied. There is a small 'top up' budget that is sufficient for the purpose. In school, resources are supplemented by a rich programme of visits and visitors to support the teaching and learning of history and provide valuable experiences for the pupils and enhance the curriculum, which is based on national guidance and adapted to suit the needs of the school. The co-ordinator has not yet had time to monitor planning or to observe teaching and learning in the classroom, but he has looked through pupils' books to monitor standards. At present there is no formal assessment.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

123. Since the time of the last inspection the school has improved standards in ICT. Attainment at the end of Year 2 and Year 6 is above national expectations. The improved level of resources, including the establishing of a suite of computers that is used regularly by all classes, has contributed to the development of pupils' skills, knowledge and understanding. Other improvements, including better subject knowledge and confidence by teachers, have also contributed to the rise in standards.
124. At the end of Year 2 most pupils are keen to operate computers. They learn to access programs independently, using the mouse and keyboard accurately. During the inspection, pupils in Year 2 added text to a map of the United Kingdom, changing both the style and size of the text. The teacher's use of prompt sheets and sentence starters helped the pupils write interesting facts about different locations on the map. Good use of the interactive whiteboard was made, allowing for further ideas to be shared and exchanged. Pupils work purposefully and with enthusiasm using software programs to access information on geographical features. Pupils used this information when comparing and matching pictures of features found in New Zealand with descriptive paragraphs.
125. Pupils in Year 2 access the Barnaby Bear Internet site as part of their work on other countries. This is run as an after school club. The work produced is organised into attractive books and display and used during other lessons.
126. Pupils' enthusiasm for the subject is built upon in Year 4 and Year 5 and pupils make good gains in learning. Evidence of using ICT can be seen in different subjects. Pupils in Year 5 use computers to develop symmetrical patterns in mathematics and show evidence of combining information from various sources. Instructions for playground games, information packs on rivers and World War II evacuation posters show evidence of using the Internet, clipart and a range of wordprocessing packages. Pupils present and interpret data well. Pupils in Year 5 explore patterns based on bar graphs of traffic surveys and shopping habits. In one lesson, pupils used bar graphs and pie charts generated on the computer to pose thoughtful questions and to suggest further ideas to investigate about why people choose to shop in different locations.
127. The overall quality of teaching and learning is good, with some examples of very good teaching. In the most successful lessons the teachers manage the pupils well and set challenging activities. In Year 6, pupils used spreadsheets to identify, complete and create number sequences. They worked in pairs and negotiated a range of rules, before trying them out. Immediate feedback maintained their interest. Pupils use computers to develop creative ideas. During the inspection, pupils in Year 6 were asked to create a picture in the style of Kandinsky. They demonstrated knowledge of the different functions and tools of the computer to create a variety of finished products.
128. The management of the subject is good. The co-ordinator has worked conscientiously and has good curriculum knowledge of programs and software as well as good technical skills. Staff training has been provided and her advice is always readily available. A number of cross-curriculum links were seen during the inspection, including the use of PowerPoint to present information on a recent visit to a local church. She has a clear vision of the next steps, including the need to purchase resources to develop the area of control technology and further develop opportunities for pupils to develop skills within e-mailing.

MUSIC

129. By the end of Years 2 and 6, standards are in line with expectations. This is a similar picture to that found at the time of the previous inspection. Pupils' progress and achievements are satisfactory overall including for those with special educational

needs. No difference in attainment was observed between boys and girls. Gifted and talented pupils are catered for very well through the choir, orchestra, samba club and additional lessons. Tuition provided by visiting specialist teachers enhances provision for these pupils and contributes greatly to pupils' enthusiasm and high standards. The school has achieved the nationally recognised Artsmark status in recognition of its high achievements in the arts.

130. The quality of teaching and learning over time is satisfactory. Only two lessons were observed during the inspection and in both of these the teaching was very good and pupils made rapid progress during the lessons. Pupils learn from a rich diversity of music from around the world, often singing and making music in groups, with very good effects on their cultural, spiritual and social development. The teacher uses his excellent subject knowledge to plan lessons and is very good at making sure pupils understand their learning objectives at the start of lessons. Plenary sessions are used well to review and reinforce learning with the class at the end of lessons.
131. As a result of the excellent management of learning and behaviour, and teachers' high expectations, pupils are enthusiastic about music. High quality teaching leads to Year 2 pupils singing clearly and in tune in lessons and assemblies with good understanding of pitch, dynamics and rhythm. They identify high and low notes and follow symbols well to play a musical sequence. Pupils in Years 3 and 4 sing in unison well with clear pitch control and a sense of musical expression. Pupils use musical terms correctly and with confidence and are beginning to learn the essential components of simple composition. Standards by Year 6 in singing and composition are in line with expectations.
132. The very knowledgeable co-ordinator contributes highly effective leadership and management. He leads, advises, supports and infuses his colleagues with enthusiasm. He runs the music clubs and encourages the pupils to join the choir and orchestra and to take part in concerts, singing and performing with other schools at local events. The samba club recently made their first public performance and this was very well received. These extra-curricular activities greatly enhance the musical provision within the school.

PHYSICAL EDUCATION

133. By the end of Year 2 and Year 6, standards are in line with national expectations in all aspects of the subject except for swimming where standards are above those usually found by age eleven. Skills in adventurous activities are in line with national expectations by Year 6, pupils benefiting from an excellent and exciting residential experience where they engage in a range of outdoor pursuits. There is a thorough risk assessment prior to every activity they take part in. A significant minority of pupils by Year 2 and also by Year 6 exceed the nationally expected standards in athletics, games, dance and gymnastics because of the excellent extra-curricular provision made available to them at school and committed parental support. The school has a national swimming champion and others that participate in area wide events. Some aspects of physical education could not be seen during the inspection and so judgements on standards are based on what was seen in lessons and also the analysis of photographic evidence and written records kept by the school.
134. By Year 2, pupils perform a range of jumps in gymnastics and have good control on landing. They understand the importance of bending their knees when they land. They can sequence their movements well and make imaginary patterns when jumping. They ably evaluate their own performance and that of others. Their personal development is good and they are able to perform a series of movements in unison independently. Their understanding of the importance of exercise for a healthy body is good and they

understand why it is important to warm up their muscles before rigorous exercise and the importance of cooling down afterwards. They can use apparatus for activities such as walking along a beam with good balance and they climb ropes skilfully. Their standard of skipping is good and they practise with persistence and enthusiasm at playtimes. Pupils in Year 2 have good games skills and because of very good teaching they work effectively as a team, as evidenced in the lessons where they collaborated in a range of super activities using the large parachute. The majority can hit a tennis ball using forehand and backhand strokes and pass a football accurately whilst travelling. Some pupils have dribbling skills well above those expected for pupils of their age and play in club teams outside of school.

135. In Year 6, pupils' gymnastic skills are well developed and pupils attain levels of creativity and accuracy in body movements that are in line with expectations. Games skills are also in line with expectations nationally. In swimming, all pupils in Year 6 can swim 25 metres or more using a range of strokes and with good breathing technique and so standards in swimming are above average. There are a number of talented athletes and swimmers in Years 5 and 6 and they are well provided for.
136. The quality of teaching and learning is good throughout the school. It ranges from satisfactory to very good. Because lessons are fun yet challenging, pupils enjoy them and this contributes to their good learning. A very significant strength in the teaching is to get the pupils' hearts pumping and so make a very significant contribution to their health and fitness, as seen in a Year 3/4 lesson. Teachers have good subject knowledge and are confident to involve themselves in demonstrations. They promote very good personal development by encouraging pupils to demonstrate to the rest of the class and they successfully encourage the pupils to participate in self-evaluation. Good use is made of questions to make pupils think about how they can improve their performance, as evidenced in the Year 1/2 lesson using the large parachute and the Year 3/4 games lesson. On occasions, there is not a strategy to involve non participants (pupils who cannot take part because of injury or illness) in the lesson and this is a weakness.
137. The co-ordination of the subject is good and developing well. The planning is good and thought is currently being given to trialling a new model of assessment. The monitoring of teaching and learning is identified in the development plan. Very good resources have been built up and these make a valuable contribution to pupils' learning. During the winter months when it is wet poor drainage limits the use of the school field for games and this impedes pupils' progress. In-service training has been planned to further improve teachers' confidence in their teaching of gymnastics. Very good use is made of every possible pocket of funding to further improve resources and the provision for physical education. Very good use is made of coaches from outside agencies to enhance pupils' dance, games and gymnastic skills. The quality of provision for physical education is better than at the time of the previous inspection.

RELIGIOUS EDUCATION

138. By the end of Year 2, standards are above the expectations of the locally agreed syllabus and this is an improvement since the previous inspection. However, pupils' awareness of cultural diversity is not as sharp as it could be because teachers miss opportunities available through the locally agreed syllabus to promote it as robustly as they could. Although by Year 6 standards are in line with the expectations of the locally agreed syllabus there is a measure of underachievement by pupils with SEN and also by higher attaining pupils. Because teachers do not consistently use individual education plans when working with pupils with SEN, these pupils do not always fully access the content of the lesson and deficiencies in teachers' subject knowledge sometimes impedes the progress of higher attaining pupils.

139. By Year 2, pupils have a knowledge and understanding of important Christian festivals, such as Easter and Christmas, at a level above that usually found for pupils of their age. They have an excellent understanding of what it means to be special and can express themselves using good vocabulary why a particular place is special to them. Their knowledge of Old Testament stories is good. They can identify the features found in a church, such as a font, and can explain what the features are used for. Although they have a reasonably good understanding of the festival of Diwali their knowledge of festivals outside of the Christian religion is very limited, yet the locally agreed syllabus allows for them to gain knowledge about a range of festivals from different religions.
140. Pupils in Year 6 have a good knowledge of the teachings of Jesus. They understand the role of the church in the community and overall their grasp of the jobs carried out by a vicar exceeds what would be expected of pupils of their age. The majority of pupils have a good understanding of what it means to make a commitment to a religion but because materials are not matched to the needs of pupils with SEN they do not always understand what is being taught and so underachieve.
141. The quality of teaching and learning in Years 1 and 2 is good. In Years 3 to 6 teaching is satisfactory overall. The majority of pupils in Years 3 to 6 make satisfactory progress. There is, however, some unsatisfactory teaching in Years 5 and 6. Where teaching is good, there is very good use of visual cues using artefacts and good use of questioning to challenge pupils' thinking as observed in a Year 1/2 lesson which followed up the visit by a local curate to the class the previous day. Because of good teaching delivered at a cracking pace and excellent relationships between the teacher and the pupils, the pupils felt confident to ask questions and made rapid gains in their learning about baptism and confirmation as a result. Skilful scaffolding by the teacher valued every pupil's contribution and so took every pupil forward in their learning as well as building the confidence and self-esteem of every pupil. Where teaching is unsatisfactory, the teachers' subject knowledge is insecure and the teaching is somewhat pedestrian. In the unsatisfactory Year 5/6 lesson observed the pupils ended up being confused about the significance of baptism. In another Year 5/6 lesson, although the teaching was satisfactory, overall some pupils with SEN underachieved because when it came to a writing task, agreed strategies to support them as outlined on their individual education plan were not used by the teacher to support them. Very positive attitudes to learning and the very good behaviour of almost all pupils make a very valuable contribution to the at least satisfactory and often good progress they make in lessons. However, where the teaching lacks sparkle, is based on 'wobbly' subject knowledge and insufficient use is made of artefacts to bring the teaching and learning alive some pupils become restless, lose interest and so do not make enough progress as a result.
142. The leadership and management of the subject is satisfactory. Planning is sound. However, the locally agreed syllabus could be better used to promote cultural diversity. Not all teachers are secure in their subject knowledge but the co-ordinator does all that she can to raise their confidence. A good assessment scheme has been developed but is not yet used to raise standards. The co-ordinator has started to monitor the quality of teaching and learning in Years 3 to 5 but recognises the need to monitor more robustly in order to support teachers more effectively in their teaching of the subject.