

INSPECTION REPORT

THE ORCHARD PRIMARY SCHOOL

Watford

LEA area: Hertfordshire

Unique reference number: 117155

Headteacher: Mr David Bent

Lead inspector: Ms Bogusia Matusiak-Varley

Dates of inspection: 20th - 22nd October 2003

Inspection number: 258149

Inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2003

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

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

INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 3 to 11 years
Gender of pupils: Mixed
Number on roll: 205

School address: Gammons Lane
Watford
Postcode: WD24 5JW

Telephone number: (01923) 672280
Fax number: (01923) 681310

Appropriate authority: The governing body
Name of chair of governors: Mr Alec Thomas

Date of previous inspection: 7th September 1998

CHARACTERISTICS OF THE SCHOOL

Orchard Primary School is an average sized school with 204 pupils on roll aged from three to 11 years. The school has a 30-place Nursery. During the week of inspection there were 11.5 full time equivalent pupils attending the Nursery. The school's socio-economic circumstances are below average and pupil attainment on entry to the Nursery is well below that expected nationally. Pupils' attainment on entry has altered since the previous inspection as more pupils come into school with communication difficulties. Eleven per cent of pupils (above average) have English as an additional language; five per cent of them are on the early stages of language acquisition and are supported by a part-time teacher funded by the Ethnic Minority Achievement Grant. Eighteen per cent of pupils are on the register for special educational needs (SEN) (broadly average); two pupils have statements of SEN. The nature and range of pupils' special educational needs vary but include pupils who have emotional and behavioural difficulties, specific learning difficulties, hearing and visual impairment. The largest identifiable group of pupils from ethnic minority backgrounds are Pakistani pupils of which there are 11 per cent. The school has a very small percentage of pupils of black Caribbean and Indian heritage. These pupils do not have English as an additional language. The percentage of pupils who are eligible for free school meals, 22 per cent, is broadly in line with the national average. The school has been involved in a mini family learning programme with parents who have children in the infants and has received an achievement award for raising standards.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team	Subject responsibilities
--------------------------------	--------------------------

19938	Bogusia Matusiak-Varley	Lead inspector	Science Art and design History Religious education English as an additional language
9884	Maureen Roscoe	Lay inspector	
11642	Carol Parkinson	Team inspector	English Geography Music Special educational needs
22092	Derek Watts	Team inspector	Foundation Stage Mathematics Information and communication technology Design and technology Physical education

The inspection contractor was:

Tribal PPI
Barley House
Oakfield Grove
Bristol
BS8 2BN

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 5
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	6 - 11
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11 - 16
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	17 - 18
OTHER SPECIFIED FEATURES	18
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	19 - 33
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	34

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school, which provides a good quality of education. All pupils achieve well in English, mathematics and science, and attain above average standards by the end of Year 6. Pupils are well prepared for secondary school. Teaching is good with very good features. **The school is well led and satisfactorily managed** and provides **good value** for money.

The school's main strengths and weaknesses are:

- All pupils achieve well in English, mathematics and science, and leave the school with standards that are above average due to the good quality of teaching;
- Standards in speaking and listening, information and communication technology (ICT) and all other foundation subjects at the end of Year 2 and Year 6 could be higher;
- Provision for pupils with English as an additional language and those who have special educational needs is good. These pupils are fully included in all aspects of school life and achieve as well as other pupils;
- Pupils have good attitudes to learning and opportunities for personal development are good due to the overall good provision for pupils' spiritual, moral, social and cultural development;
- The leadership of the headteacher and deputy head are good and, as a result, staff work as an effective team;
- Assessments in religious education and foundation subjects have weaknesses and need to be developed further;
- Management systems and procedures, including those for ensuring health and safety, could be more rigorous but are satisfactory overall. The school development plan is not linked sufficiently to raising standards and success criteria are not clearly identified; and
- Attendance rates are unsatisfactory and procedures for monitoring attendance are not rigorous enough.

The school was last inspected in September 1998 and, since then, **improvement has been good**. Standards in English, mathematics and science have improved by the end of Year 6 and are now above average. The quality of teaching has improved and there are now more examples of good and better teaching. The leadership and management of the headteacher and key staff have improved, but there is still work to do to ensure that pupils use their skills in ICT in other subjects. Good improvements have been brought about in spite of a high turnover of staff in the last couple of years.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E	C	C	C
mathematics	C	D	B	A
science	E	C	C	C

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average.
Similar schools are those whose pupils attained similarly at the end of Year 6.*

Results vary depending on the number of pupils with special educational needs (SEN) and below average attainers in Year 2 and Year 6. The 2003 results show good improvement in mathematics and science. Inspection findings show that, **throughout the school, pupils achieve well**. Standards rise from being below average by the end of the reception class, to being above average by the end of Year 6. Standards at the end of Year 2 are broadly in line with national averages in all subjects, apart from speaking and listening where they are below the national average. By the end of Year 6 in foundation subjects pupils' achievements are satisfactory and pupils attain average standards. In writing girls do slightly better than boys. Pupils with special educational needs and those with English as an additional language achieve well because of the good leadership and management of the co-ordinators and the good quality of teaching.

Provision for pupils' **spiritual, moral, social and cultural development is good overall** and **pupils have good attitudes to learning and behave well**. However, **attendance** rates are **unsatisfactory**.

QUALITY OF EDUCATION

The school provides a good quality of education. Teaching and learning are good and the staff are professional, competent and hard-working. Teachers work hard to make lessons enjoyable and support staff make a valid contribution to pupils' learning. Basic skills are taught well. Pupils are keen to learn because the work is interesting and challenges their thinking. The teaching of English, mathematics and science is good, with examples of very good practice in the Nursery and Year 6. Pupils with special educational needs and those with English as an additional language receive good support and make rapid gains in learning.

The school provides a satisfactory curriculum which is enriched well by a good range of visits, visitors and extra-curricular activities but resources are limited. Pupils use their skills of literacy, numeracy and ICT appropriately in other subjects but more use could be made of ICT. **The school's partnership with parents is satisfactory** but parents would welcome more information on their children's progress. **The school cares for its pupils satisfactorily**, but there are weaknesses in procedures in health and safety, which are being addressed.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher and key staff is good. The governance of the school is satisfactory. Management systems are satisfactory, and improving. The headteacher is an effective practitioner and is ably aided by his deputy. The leadership and management of special educational needs, English as an additional language and the Foundation Stage of learning are good. The school knows what to do next because of effective systems of self-evaluation. Governors work well to support the school, but need further information on monitoring of attendance, standards of education and health and safety.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are consulted on all aspects of school life and appreciate the efforts of all of the staff. **Parents view the school as satisfactory and pupils view the school as good.**

IMPROVEMENTS NEEDED

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

- Raise standards and pupils' achievements in ICT, religious education, foundation subjects and speaking and listening throughout the school.
- Improve management systems, including the quality of the school development plan, and share information from school self-evaluation more with the governing body.
- Develop rigorous assessment systems in the foundation subjects.
- Raise attendance levels.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

By the time that pupils leave the school, they attain **above average standards** in the core subjects of English, mathematics and science and they are well prepared for secondary school. From well below attainment on entry to the Nursery and below attainment on entry to the school, this represents good achievement.

Main strengths and weaknesses

- All groups of pupils achieve well in the core subjects because of good teaching and good use of assessment in English and mathematics.
- Pupils' achievement in using and applying mathematics and experimental and investigative science are good in the juniors.
- Pupils with special educational needs and those who have English as an additional language are making good progress because of good leadership and management and effective use of support staff.
- Standards throughout the school are rising because the staff tackle any identified underachievement well.
- Standards in ICT and subjects focused on in humanities, creative, aesthetic and practical subject areas are average, but they could be higher with improved assessment procedures and use of assessment in planning the next steps of pupils' learning.
- Although boys who are average and below average attainers are generally achieving well, they could be making even better progress if ICT was used more effectively to support their writing skills.
- Standards in speaking and listening in the infants are below average and more opportunities need to be provided overall for pupils to improve.
- Children in the Foundation Stage make good gains in their learning, but in communication language and literacy and in mathematical development, more opportunities need to be provided to enable them to develop their recording skills.

Commentary

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

Standards in:	School results	National results
reading	17.1 (15.7)	15.7 (15.8)
writing	16.2 (14.4)	14.6 (14.4)
mathematics	17.6 (16.0)	16.3 (16.5)

There were 24 pupils in the year group. Figures in brackets are for the previous year.

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

Standards in:	School results	National results
English	27.2 (27.4)	26.8 (27.0)
mathematics	28.0 (26.4)	26.8 (26.7)
science	29.0 (27.8)	28.6 (28.3)

There were 30 pupils in the year group. Figures in brackets are for the previous year.

1. Since the previous inspection, the intake of pupils has changed and pupils come into the Nursery with underdeveloped skills in communication language and literacy, mathematical development and personal, social and emotional development. By the end of the Reception year, they attain the early learning goals in physical development, personal, social and emotional development, creative development and knowledge and understanding of the world, but they do not attain the early learning goals in

communication, language and literacy and mathematical development. Whilst their achievements are good overall, they are not receiving sufficient opportunities to develop their recording skills.

2. The 2002 national test results and teachers' assessments show that, by the end of Year 2, in comparison with all schools, pupils attained average standards in reading and writing and below average standards in mathematics. In science, pupils attained average standards. In comparison with similar schools, based upon the percentage uptake of free school meals, pupils attained above average standards in reading and writing and average standards in mathematics. By the end of Year 6, standards in comparison with all schools were average in English, and below average in mathematics and science. In comparison with schools in similar contexts, standards were average in English and were well below average in mathematics and science. It must be remembered that the composition of that particular Year 6 had many pupils with special educational needs and not all of the pupils had started their academic life at the school in the infants. The school's records of pupils who had attended the school from the infants into the juniors show that these pupils made good progress.
3. Data for 2002 shows that the school had made good efforts in challenging higher attaining pupils who did well in English and science. In mathematics pupils did not achieve as well as in English and science. The school, together with help from the local education authority immediately took action, the headteacher is now teaching mathematics to above average attaining pupils and this is starting to have a positive effect on standards. Whilst there are no significant differences in attainment by gender, analysis of test results shows that boys did slightly worse than girls in writing. Inspection findings show that, at present, the school is not fully analysing attainment by gender and, as a result, insufficient emphasis is placed on using ICT as a vehicle through which boys can improve their writing skills.
4. The 2003 test results, although not as yet corroborated, show that standards are improving and pupils in Year 6 attained average standards in English, mathematics and science. This represents good achievement as pupils enter Year 1 with standards in English and mathematics that are below national averages. The current Year 6 has a higher percentage of pupils who are average and above average attainers, this contributes to the overall findings of above average attainment seen in Year 6. A particular strength in the standards attained by pupils in the juniors is the using and applying of mathematics, pupils' agility in mental mathematics and their above average standards in experimental and investigative science. Under the effective guidance of the headteacher and deputy headteacher, staff have worked very hard at addressing these issues which have been identified in the satisfactory approach to school self-evaluation.
5. Overall pupils in this school achieve well. They are keen to learn and value the hard work of the teachers. Achievement is better in English, mathematics and science because assessments are generally used well to plan the next steps of pupils' learning. In the foundation subjects formal assessments are underdeveloped and are unsatisfactory overall, reducing the rates of pupils' progress. Nevertheless pupils' achievements are satisfactory because the teachers know the pupils well and generally have a sound idea of how well they are doing.

ENGLISH

6. Standards in speaking and listening are below average in Year 2 and are average in Year 6. Pupils can make themselves understood, focus on relevant points, speak clearly, but they lack vocabulary to fill in relevant details and identify cause and effect. In both the infants and juniors, pupils listen well to what has been said. By the end of Year 2, standards in reading are average and are above average by the end of Year 6. In the infants, pupils can decode words effectively but they do not always understand the meaning of what they read. In Year 6, pupils read well, they are avid readers who can identify the main ideas that authors present and comment effectively on language used. Standards in writing are average by the end of Year 2 and are above average by the end of Year 6. Pupils in the infants are using punctuation appropriately and their spellings are phonetically justifiable and grammar is used well. In the juniors, by the end of Year 6, pupils' writing demonstrates an awareness of audience, paragraphs are used appropriately and pupils express themselves clearly, using a good range of vocabulary. However, boys who are average and below average attainers do not use ICT sufficiently well to support their writing skills. Pupils achieve well in relation to their prior attainment, including those pupils who have special educational needs.

MATHEMATICS

7. Standards in mathematics are in line with national expectations at the end of Year 2, but are above average at the end of Year 6. In both the infants and juniors, pupils are making good gains in mental mathematics, quickly identifying strategies that are needed to solve calculations. They can organise and check their work and decide which problem-solving strategies to apply. They use the four rules of number effectively and develop speedy recall of numbers. They know the properties of shape and pupils in Year 2 are fascinated by the sides of an icosahedron. In Year 6, pupils use a full range of graphs and can present their findings using a variety of charts. Pupils achieve well in relation to their prior attainment, including those pupils who have special educational needs and those with English as an additional language.

SCIENCE

8. Standards in science are average at the end of Year 2 and above average at the end of Year 6. A particular strength in science in the juniors is the way in which pupils set up, analyse, write up and evaluate their experiments. Pupils are becoming ardent scientists, keen to learn and present their findings in a variety of ways. However, in the infants, not enough emphasis is placed upon the progressive development of subject-specific skills; there is an overuse of worksheets and too few opportunities for pupils to ask scientific questions. Pupils achieve well in developing knowledge, but not enough emphasis is placed upon developing skills of synthesis, enquiry, hypothesis and evaluation. Pupils in both the infants and juniors know the properties of materials, identify and measure different forces, the properties of plants and humans, and the working of the human body. Overall, pupils' achievements are good, but they could be better. A barrier to even higher standards is the barely satisfactory range of resources which make independent and collaborative group work difficult. Pupils with special educational needs and English as an additional language make good gains in learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

9. Standards in ICT are average. Overall, pupils make good gains in learning but, over time, their achievements are satisfactory because the school does not have a computer suite and, whilst every effort is made to ensure that pupils have full access to the curriculum, the teaching of skills to a whole class is impossible. Teachers demonstrate skills, but pupils cannot immediately apply them because, at present, only groups can have access to computers. Teachers make good efforts to teach ICT skills in all subjects but, as yet, assessments are underdeveloped and there is no way of knowing about or using the skills that pupils bring from home.

RELIGIOUS EDUCATION

10. In religious education, pupils attain average standards and their achievements are satisfactory in relation to their prior attainment. They know about major world faiths, what religion means to followers, and rites and rituals underpinning religious practices. All pupils have good knowledge of Christianity and the stories Jesus told.

FOUNDATION SUBJECTS

11. In all other subjects, standards meet the national expectations of Year 2 and Year 6 pupils. Pupils' achievements are satisfactory, but they could be better if better use was made of assessments which, at present, are underdeveloped and unsatisfactory overall in foundation subjects.
12. Geography and physical education were not inspected during the week of inspection as they were not a focus for the inspection.
13. The school has made good progress since the previous inspection and standards have risen in the juniors in English, mathematics and science, and have improved in design and technology, which was an issue in the previous inspection. Provision for pupils with special educational needs and English as an additional language has improved and is now good.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and personal development are **good** and have improved since the last inspection. This is because of the overall good provision the school makes for pupils' spiritual, moral, social and cultural development. Punctuality is **satisfactory**. Levels of attendance are now **unsatisfactory**.

Main strengths and weaknesses

- Relationships are very good throughout the school.
- Pupils enjoy their lessons. Most behave considerately at all times.
- Personal development is promoted well although assembly provision limits pupils' spiritual development.
- Monitoring of attendance is not sufficiently rigorous.

Commentary

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.0	School data	0.1
National data	5.4	National data	0.5

The table gives the percentage of half days (sessions) missed through absence for the latest complete 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	175	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	1	0	0
Asian or Asian British – Indian	3	0	0
Asian or Asian British – Pakistani	22	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – Caribbean	4	0	0
Black or Black British – any other Black background	1	0	0
Any other ethnic group	3	0	0
No ethnic group recorded	5	0	0

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

14. Pupils are eager to participate in all the school offers. Most are keen to achieve and work collaboratively. Children in the Early Years department are settled easily into their routines and show helpful patterns of behaviour and co-operation. The majority of pupils behave well because staff insist on good behaviour, taking time to explain what is socially acceptable and what is not. Consequently self-discipline is developing well because most pupils value and follow the examples set by adults and many pupils in Years 5 and 6.
15. Relationships are very good as pupils play happily together sharing equipment at recreation times. Most follow the codes of conduct because they have decided what they are to be. Some parents feel that bullying is not dealt with effectively. Some pupils do not think other children behave well. These views are not fully justified; during some lessons a small number of boys become restless and lose concentration. Teachers deal with these disruptions very well, patiently ensuring that the learning of others is not affected. However, recording inappropriate behaviour at lunchtimes is under-developed and expectations of good behaviour are lower at these times than in lessons. Lunch-time supervisors will be receiving further training. Parents are sure that their concerns about behaviour are dealt with. Some parents are still not clear, however, about how the behaviour policy works, and would welcome further clarification. The school's workshops with parents are having a positive effect on pupils' attitudes and pupils are seeing their parents becoming more involved in their learning.
16. The majority of pupils are welcoming, friendly and polite with appropriate personal and moral values. Provision for spiritual development is satisfactory. Assemblies make a satisfactory contribution to pupils' spiritual development but more emphasis could be placed on developing pupils' spiritual awareness in acts of collective worship. Throughout the curriculum, good opportunities are provided for pupils to marvel at the strength and determination of some famous people, for example pupils are taught about the sacrifice made by Florence Nightingale and Mary Seacole, to help others. They know that artists struggled with developing creative concepts and that some aspects of science, such as changing seasons, cannot be explained fully. Pupils are used to sharing feelings and experiences with adults either during class time or through the 'Excellent Work' charts which support achievement and extend children's self-awareness.
17. Provision for social development is good. Pupils engage in a variety of social situations, including residential experiences and extra-curricular activities. These help them to enjoy positive relationships with one another, reflected in the compassion they show towards younger pupils. Personal development and taking responsibility for learning starts in the Nursery and develops into some girls organising boys' learning for them and all pupils contributing to the direction the school takes through regular consultation.

18. Provision for moral development is good and is reflected in good behaviour. Pupils are taught right from wrong; they are truthful, considerate and respect their teachers and one another.
19. Provision for cultural development is good. Pupils learn about the importance of the traditions and lifestyles of people with a heritage different from their own. Often this is through work in art and design or religious education. Pupils are aware of diverse cultures and value fairness, challenge racism and champion equality. Staff successfully promote a sense of community and encourage pupils' moral, social and cultural development well.
20. However, not enough is done to emphasise the importance of good attendance because absences are not routinely followed up. The school is not sufficiently aware of the attendance patterns of particular groups of pupils or the effect irregular attendance has on their learning.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education for its pupils because of good teaching that enables pupils to learn. The breadth of curricular opportunities is satisfactory, but opportunities for enrichment are good and this makes learning opportunities vibrant. The school provides good pastoral support and guidance for its pupils and the care, welfare, health and safety provision for pupils is satisfactory overall.

Teaching and learning

The quality of **teaching and learning** is **good** throughout the school with examples of very good practice. Assessment procedures are satisfactory overall. They are good in English, mathematics and science, but unsatisfactory in religious education and the majority of foundation subjects.

Main strengths and weaknesses

- All teachers have strengths in their teaching; they are dedicated professional individuals who are committed to their craft and work well as a team, examples of very good teaching were seen in most year groups.
- Pupils are keen to learn because the work is interesting and challenges their thinking.
- The teaching of pupils with special educational needs and English as an additional language is good and all pupils are included in all aspects of school life.
- In spite of some weaknesses in assessment of foundation subjects, teachers are knowledgeable and generally plan well for different ability groups of pupils.
- Teachers place a high emphasis on including all pupils in learning.
- Teachers manage pupils' behaviour very well and, as a result, pupils want to learn; and
- Support staff make a valid contribution to pupils' learning.

Commentary

Summary of teaching observed during the inspection in 43 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	9 (21%)	27 (63%)	7 (16%)	0	0	0

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

21. Teaching has improved since the previous inspection because the headteacher and deputy headteacher have implemented performance management effectively and staff are fully aware of what they need to do in order to improve. Teachers work well as a team, they share knowledge with one another, help one another and care deeply for one another's wellbeing. They genuinely want to improve their practice and, in times of stress, they use humour effectively. The good atmosphere they generate feeds into classrooms, which are happy places of work.
22. Teachers work very hard at ensuring that the work they give to pupils is lively and interesting and grips their attention. For example, in a good religious education lesson in Year 6, the teacher challenged her

pupils to think creatively and to understand that visual arts have significance for believers. Pupils were asked to design their own stained glass window, based upon a Buddhist story. They worked co-operatively and creatively, helping one another to understand that the essence of a story can be captured in a painting. At first, pupils struggled with putting their ideas into an image, but very soon got the hang of it because of the very good explanations offered by the teacher. At all levels, pupils' thinking is challenged and new learning takes place. In a very good lesson in Year 3 the teacher developed pupils' skills of visualisation in enabling them to understand the concept of "pilgrimage". A strength of the teaching throughout the school is the very effective management of behaviour in all classes. This contributes well to pupils' learning because classrooms are purposeful learning environments.

23. The teaching of pupils with special educational needs and English as an additional language is good. The special educational needs co-ordinator and the teacher funded by the Ethnic Minority Achievement Grant work well together in order to ensure that these pupils have full access to the curriculum. Education plans and assessments are good, parents are well informed and pupils know what they need to do in order to improve. In lessons, teachers use these pupils' individual programmes to help them overcome their learning difficulties. As a result, pupils become confident learners and achieve well.
24. Teachers have secure subject knowledge. They plan well and in spite of some weaknesses in assessments for foundation subjects, teachers accurately and adeptly match work to suit the different needs of pupils. This happens in most lessons in the school and is a contributory factor to learning being effective. With improved assessments it is very likely that pupils would make even faster gains in learning.
25. Teachers mark pupils' work regularly and give them appropriate targets for improvement, and this aids learning because pupils know what they need to do to improve. Support staff make a very valid contribution to pupils' learning because they plan well with teachers and know what is expected of them. They regularly intervene in pupils' learning and pupils say that they are happy with the support that they receive because, "*It helps us learn and get better at what we do.*" In the best lessons seen in the Nursery and Year 6, teachers give very good explanations and continuously check pupils' understanding and this helps pupils to learn.
26. Teaching is good in English, mathematics and science and, overall, basic skills of reading, writing and number are taught well. Teaching by the specialist music teacher is good. Teaching is satisfactory in ICT, religious education and foundation subjects. Overall, teaching is good in the Foundation Stage with examples of very good teaching seen in the Nursery, where plenty of opportunities are provided for children to learn using their senses. Homework is set regularly and pupils enjoy doing it. However, some parents would like feedback on how well their children have completed it. Pupils' good learning throughout the school is characterised by pupils being attentive, developing a curiosity about what their teachers say and wanting to find out more. In the review sessions, when asked, "*What do you think that you have learnt?*" pupils immediately say "*Lots*" and proceed to explain the gains they have made in their knowledge. Pupils learn well because they are interested in lessons. They have good opportunities to learn new concepts and skills and to consolidate their previous learning. Scrutiny of work shows that they make good progress in relation to their prior attainment in English, mathematics, science, music and religious education but, in foundation subjects, their learning is satisfactory overall because, as yet, assessments are not fully developed.
27. Assessment is good overall in English, mathematics and science, but there are weaknesses in assessment for religious education, foundation subjects and ICT. This actually brings the level of teaching to satisfactory because, at times, too much emphasis is based on whole class teaching and is not focusing sufficiently on particular groups. Teachers do know how well their pupils are doing, but there is a lack of refinement in precisely identifying what pupils can and cannot do in relation to subject-specific skills and knowledge acquisition. This limits the rates of pupils' progress in ICT and the majority of foundation subjects. The school has recognised that this is an area for development and plans are in place to rectify this.
28. A noteworthy strength of teaching is the way in which all groups of pupils of different capabilities are included in lessons. Pupils who are above average attainers are generally effectively challenged and staff ensure that those pupils who struggle with learning get all the support that they need.

The curriculum

The school provides a satisfactory curriculum with a broad range of subjects and suitably balanced time for each area. The school runs a good range of clubs as well as local and residential visits to extend pupils' knowledge and experience. The quality of accommodation and resources is satisfactory in the Foundation Stage and the infant and junior school and is adequate to deliver all the different curriculum areas.

Main strengths and weaknesses

- Provision for pupils with special educational needs is good.
- Participation in sport and in extra-curricular activities is good.
- Equality of access and opportunity for all pupils is good.
- The range of visits and extra curricular activities is good.
- The match of teachers to the curriculum is good.
- Although resources overall are satisfactory they could be better.

Commentary

29. **The curriculum meets statutory requirements.** The school uses the literacy and numeracy hours effectively to give pupils a sound grasp of English and mathematical skills. It uses national guidelines for its foundation subjects and is beginning to tailor-make modules for its own pupils so that the work is more suitable and helps them to learn faster. Planning in foundation subjects has improved since the previous inspection. The school's provision for religious education and collective worship is satisfactory, and meets statutory requirements. Teachers, through their lively and innovative approach to their work, deliver the curriculum in an exciting way and so pupils are eager to learn. The way the curriculum is managed ensures that pupils can build steadily on previous learning and experience as they go through the school. Improvement in the curriculum is satisfactory since the last report.
30. The headteacher and staff arrange for visitors to come to the school to share ideas and help pupils gain greater insight to their learning. Literacy, numeracy and ICT are used well generally in most subjects but more use could be made of ICT to support pupils' writing. The outside play area for children in the foundation stage is small but provides a limited range of activities, but the school compensates for this by timetabling slots in the hall regularly.
31. Planning in the Foundation Stage is good overall and is based on national guidelines. Staff plan activities to engage and interest the children but opportunities for improving the curriculum are reduced by the limitations of the provision for outside activities, although the school has improved the space since the previous inspection.
32. The inclusion of all groups of pupils, including those who have special educational needs and English as an additional language is good. Pupils with special educational needs are identified early and individual education plans focus effectively on what they need to learn in lessons so they have the same opportunities as other pupils. Those who have learning difficulties, including those who have specific learning difficulties have additional specialist teaching and this helps them to speed up their rate of learning and to overcome their problems. Class teachers receive valuable help from the special educational needs co-ordinator. As a result they manage the needs of these pupils well in every day work. Individual education plans are good throughout the school and this is an improvement since the previous inspection. Girls do slightly better than boys in writing and the school continues to develop its strategies to narrow the gap in their attainment. Successful arrangements have been made to challenge higher attaining pupils and to improve their achievements, and this has been demonstrated in the results of national tests in 2002 and 2003. Pupils who have English as an additional language are well catered for and their opportunities to learn are the same as those of other pupils. Gifted and talented pupils are recognised and provision for them is satisfactory but still in its early stages and the school continues to develop its work with them.
33. The space for indoor and outdoor play is limited for children in the Foundation Stage, and the provision for outdoor activities is particularly restricted although the school has improved outdoor provision since the previous inspection. The school uses its space reasonably well to accommodate its computers, but it does not have a suite for teaching computer skills and this slows up pupils' progress. The school has a very good library, well used and liked by the pupils. Year 2 is a cramped classroom with very limited space for activities, but members of staff make effective efforts to use what there is creatively. There is a large hall used for music, physical education and other activities, and a separate dining hall, so there is

adequate space in other areas. The playground is large with a grassed area and the pupils in the junior school can walk to the nearby local swimming baths.

34. The school encourages pupils to take up sport through its wide range of activities, such as football, netball, swimming and cycling proficiency. They also can take part in the Watford Fun Run and some pupils are coached by the Saracens Rugby Players. Participation in the arts is satisfactory with visits to the theatre and to the music festival, and the school runs well-attended recorder and drama clubs. Pupils in Years 5 and 6 enjoy their residential visits very much and benefit from outdoor pursuits and geographical studies.
35. The number of teachers and teaching assistants, and the match of their qualifications to their curriculum responsibilities is good. This improves the quality of education and helps pupils to make better progress.
36. Resources are satisfactory on the whole but there are too few big books for use in the literacy hour and resources for geography and mathematics are sparse in some areas. This means that teachers have to manage what there is very carefully and that there are some unnecessary restrictions on teaching.

Care, guidance and support

Support advice and guidance are **good**. Pupils' views are vital to the school's development. The school makes satisfactory provision for pupils' care and welfare. Procedures to ensure pupils' work in a safe environment have weaknesses but are under review.

Main strengths and weaknesses

- Pupils' access to well-informed support, advice and guidance is good.
- Pupil questionnaire results show that they feel valued and can easily access adults if they are worried.
- Effective induction paves the way for successful home-school links.
- Staff are kind and deal sensitively with pupils' special needs.
- Good systems are in place to monitor pupils' progress.
- Outcomes from regular pupil consultations are used effectively.
- Obligations connected with assessment of all risks and child protection procedures are not fully met as not all staff have received the relevant training.
- School management systems do not support attendance and behaviour policies or the implementation of the health and safety policy sufficiently well.

Commentary

37. Pupils value the supportive environment that friendly staff have created for them. They know they have to work hard but equally that help is always on hand when they get stuck in lessons. The majority find teachers fair and willing to listen to their ideas or anxieties. Induction procedures, both to the secondary school and the Foundation Stage, are effective and this results in pupils feeling secure about their learning.
38. Most parents are pleased with the quality of care provided for their children and availability of advice, especially about those with special educational needs. This parents say, is successfully supporting their children's learning and progress and is consistently achieved from their earliest days in school. Pupils' achievement is recognised, praised and celebrated, often in assemblies and through the marking of children's work. Some pupils in the upper part of the school think that comments written on their work are very helpful.
39. Pupils' progress is regularly reviewed to check if they are learning at the appropriate level and rate. Information gleaned from these assessments is used to provide lessons best suited to pupils' requirements. Through the school council pupils have opportunities to comment on and make suggestions for school improvements. Wider consultations also occur. Pupils speak with pleasure about influencing decisions taken about play equipment provision at recreation times. They feel valued and know that the school treats their opinions seriously.
40. Two teachers have undertaken a day's training connected with residential visits. Health and safety risk assessments are completed superficially on some aspects of the premises. Statutory requirements to

record and take action on pupils' work and play situations are not met. Awareness of the importance of these and child protection matters is not heightened through relevant training for all staff. The school has recognised that this is an issue and is urgently taking action.

41. Supervisory staff relate to children appropriately and see to their needs. A problem however is in the informality of systems connected to pupils' behaviour and first aid provision at midday. Systems for recording all welfare treatments and pupil incidents are not providing sufficient detail to report to parents. At present these systems are inconsistent and are under review.
42. The school responds to pupils' personal and academic needs well but more could be done to discover the reasons behind the high absence rates. Some parents expressed concern that there might be some low incidents of bullying. Inspectors do not support this view as pupils are very happy in the school.

Partnership with parents, other schools and the community

Links with other schools and with the community are good and impact well on pupils' personal development. The school has satisfactory links with its parents. These judgements match the findings of the last inspection.

Main strengths and weaknesses

- Liaison with secondary schools is good and links with other schools are effective.
- The school reaches out into the community to widen pupils' horizons.
- Parents find the good induction systems a boon to themselves and their children.
- Many parents praise the good progress that their children make.
- Reports on pupils' progress do not provide a full picture of pupils' attainment in foundation subjects.
- The school prospectus and governor's annual report fail to meet requirements.
- A minority of parents have concerns about the effectiveness of the behaviour policy.
- Some parents have concerns about the effectiveness of the policy for health and safety.
- Parents with children in the infants have been pleased with the workshops that the school has put on to help them understand how their children learn.

Commentary

43. Visiting teachers from receiving secondary schools help to smooth the transition process. Other links with the community help the school tap into resources placed at its disposal, coaching in rugby skills by a local team being an example. Regular outside visits contribute well to pupils' learning and development of their social skills. As a result, pupils gain much from the effective links with other educational establishments. Full use is made of external agencies that help the school care for and guide pupils with special educational needs. Parents are very pleased with the way teachers involve them in their children's individual education plans.
44. Parents support the school well and regularly take up invitations to attend many events held for them. Parents of pupils in the infants are particularly pleased with the way that the school has provided workshops for them, to help them understand aspects of their children's curriculum. Many parents support learning in lessons and help supervise pupils when out of school. Many engage in fund-raising activities facilitated by newly introduced coffee mornings.
45. Parents feel the school builds children's confidence from the outset by supporting them very well in their induction to school life. They are also pleased with the teaching and the friendly environment staff create which supports their children's personal development. Parents commented on the way pupils are encouraged to do their best and how well they are guided to do this.
46. Parents say they are informed through newsletters on aspects of the school's work but would like more information on what their children can and cannot do. Parents are very pleased with the recent workshops provided for them on what and how their children learn in literacy. This prototype needs to be extended into other areas of the curriculum.

47. There are weaknesses in providing statutory information. For example, annual progress reports do not describe the progress made in every subject, or conversely where progress has slowed in foundation subjects. This is largely due to underdeveloped assessment procedures. Published documents do not include vital attendance information, admission arrangements, provision for the less able and what the general arrangements for school discipline are.
48. The majority of parents enjoy positive relationships with all staff. Parents feel most of their concerns are dealt with well except issues concerning lunchtime behaviour and the way the school is used at various times, such as during polling. Inspectors judge that insufficient information is given to parents about what the school does to manage pupils' behaviour effectively and ensure their safety. The school has taken on board parental concerns regarding the school being used as a polling station.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher and key staff is **good**. **Management and governance of the school are satisfactory.**

Main strengths and weaknesses

- The headteacher provides good leadership and educational direction and standards are rising.
- The deputy headteacher is effective and mentors teachers well.
- Teamwork among the staff is strong.
- The leadership and management of English, mathematics, science, special educational needs and English as an additional language are good.
- Systems for monitoring attendance and the performance of boys and girls are not sharp enough to guide improvements.
- Not all governors are sufficiently informed about attendance, gender and health and safety issues.

Commentary

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	546,227
Total expenditure	546,872
Expenditure per pupil	2,510

Balances (£)	
Balance from previous year	26,987
Balance carried forward to the next	26,342

49. The headteacher provides good leadership and clear educational direction for the school. He has a clear vision and high aspirations for the school. The vision and direction are firmly based on providing a positive and secure environment for all pupils to learn, of which many come from disadvantaged backgrounds, and providing high quality teaching in order to raise achievement for all groups of pupils.
50. The headteacher has very successfully motivated the pupils and staff through a supportive, positive and encouraging style. He is well supported by a recently appointed deputy headteacher who has contributed significantly to the school's improvements. Both head and deputy are held in high regard by staff, pupils and parents. A particular strength of the headteacher's and deputy's leadership is their ability to build effective teams among the staff. As a result, teachers and support staff work very well together for the benefit of all pupils including higher attainers, those with special educational needs and those with English as an additional language in a friendly, supportive and positive ethos. The co-ordinators of English, mathematics, science, special educational needs and English as an additional language provide effective leadership in their areas and this contributes to the pupils' good achievement. Other leadership roles are satisfactory and developing further. The leadership of co-ordinators has improved since the last inspection when their roles were unsatisfactory.
51. The management of the school is satisfactory overall but there is a lack of well defined systems which makes it difficult for governors to monitor the cost effectiveness of their spending decisions. For example the school development plan does not identify rigorously enough the success criteria which will be evident

in raised standards, there is a lack of rigorous recording of minor health and safety incidents, such as recording of grazed knees and minor playground accidents. There is also a lack of systems for rigorously following up attendance patterns. The school's monitoring and development of teaching and learning are good. The headteacher carries out class observations on a regular basis and local education authority advisers have also conducted a whole school review. The findings of class observations have led to the school placing more emphasis on matching activities and tasks effectively to pupils' different attainment and needs. An effective system for performance management is established and this is linked appropriately to targets on the school development plan. The school's effective monitoring and development of teaching have led to a high proportion of good and very good teaching with the matching of work to pupils' attainment being a particular strength. Pupils make good gains in their learning and achieve well in most areas of the curriculum. The school promotes inclusive practices effectively and all pupils have full access to the curriculum. Every effort is made to ensure that all pupils, regardless of their race and background, are included in all aspects of school life.

52. Leadership and management have improved since the last inspection and this has resulted in improved teaching and learning, above average standards by the end of Year 6 and all pupils achieving well.
53. The governors have a sound knowledge and understanding of the school's strengths and weaknesses. They are supportive and challenging particularly regarding academic standards. However, not all governors are sufficiently well informed about differences between boys' and girls' attainment, attendance data and some health and safety issues. Statutory duties are fulfilled, apart from certain omissions in the governing body's annual report to parents.
54. The monitoring of the curriculum by senior staff and subject co-ordinators is sound and this ensures that a broad and balanced curriculum is planned and implemented. This is an improvement since the last inspection. The school is beginning to analyse National Curriculum test results more effectively. Strengths and weaknesses in pupils' learning are identified and this data is used well to guide future planning and teaching. For example, effective action has been taken to raise standards in mathematics and science by increasing the range of investigative work. However, the school is not yet analysing test data sufficiently well by gender. Girls are performing much better than the boys in English and more could be done to address this imbalance. A more formal approach is needed in ensuring that systems and procedures operate more effectively.
55. Induction procedures for new staff are good and this ensures that new members of the team become effective as soon as possible. Staff performance management procedures are sound with good examples of performance targets being effectively used to raise standards in mathematics and science. This is an improvement since the last inspection when performance management procedures were unsatisfactory.
56. Financial planning and management are good and support the school's priorities for improvement. Specific grants for special educational needs and English as an additional language are effectively used and as a result, these pupils achieve well throughout the school. The principles of best value are applied satisfactorily and governors ensure that monies are spent wisely.
57. The headteacher has dealt very well with certain barriers to raising achievement. He has steered the school successfully during a period when there had been a high staff turnover and weaknesses in senior management. He has successfully managed job shares of staff and has provided well for the changes in the school's intake, such as a high increase in the number of pupils who are entering the school with low levels of attainment, special educational needs and English as an additional language.

OTHER SPECIFIED FEATURES

58. The school identified a focus for reporting on partnership with the community, especially working with parents. This is reported in the section on attitudes, behaviour and personal development and partnership with parents.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

59. Provision for children in Nursery and Reception is **good overall**. Children's attainment on entry to the school is generally well below average particularly in language, mathematical and social skills. The school has very good induction arrangements to help ensure that children settle into the Nursery quickly. These arrangements include home visits by members of staff prior to starting. The Foundation Stage is well led and managed and the learning opportunities provided for children are generally good and well planned.
60. The quality of teaching is good overall with examples of very good teaching in the Nursery. As a result, children make good gains in their learning and achieve well overall. Lessons are well planned and prepared and appropriate attention is given to all areas of learning. Teaching is better in the Nursery than in the Reception class because the learning environment created in the Nursery is more conducive to learning, displays are of a better quality and more opportunities are provided for children to learn using their senses. The accommodation and learning resources are satisfactory although the space and equipment for outdoor play are limited. Since the last inspection, teaching has improved but there is still work to be done in ensuring that children are given more formal opportunities for writing and recording number in the Reception class. Resources are satisfactory overall but more are needed in the Reception class as many of the resources children are using are well worn. Children's good achievement has been maintained. Standards in communication, language and literacy and in mathematical development are lower than those reported last time but children's attainment on entry is now well below average where it was broadly average before.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well and are on course to reach the standards of the early learning goals by the end of Reception.
- Teaching and learning are good, support staff make a very valid contribution to children's positive attitudes.
- There are very good relationships between children and between children and adults.
- Children are enthusiastic and positive about learning.

Commentary

61. Most children are on course to meet the expected early learning goals by the end of their year in the Reception class. Children achieve well in this area because they are well taught and adults are good role models for them. Teachers and Nursery nurses are particularly effective in establishing constructive and positive relationships with the children so that they feel secure. Children choose their activities. The Nursery is attractive with a range of exciting displays and artefacts to motivate and inspire the children. While satisfactory, the Reception class lacks bright and attractive interactive three-dimensional displays and is not as stimulating as it could be. Children in both Nursery and Reception are keen and enthusiastic about the activities on offer. They relate well to their peers and adults and most are able to share and take turns. By the end of the Reception year, most children change independently for a physical education session with only a few needing assistance from the teacher or class assistant. Children are keen to choose their own activities and resources for learning are generally good but they are better in the Nursery than they are in the Reception class. In both the Nursery and the Reception class teachers manage behaviour very well and this has a positive effect on the average standards attained.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Good opportunities are provided to develop children’s speaking and listening skills.
- Interest and enjoyment in books is promoted well.
- Children with English as an additional language and special educational needs receive good specialist support.
- By the end of Reception standards in writing are below those expected because children’s learning opportunities are limited.

Commentary

62. Children enter the Nursery with low levels of communication and language skills. Teaching is good in the Nursery and satisfactory in the Reception class. Learning is satisfactory overall because children enter the school with skills well below those expected of children of a similar age. Overall the quality of teaching in this area of learning is satisfactory with good features in developing children’s early reading skills.
63. Most children make sound progress in this area but many are unlikely to meet the expected early learning goals by the end of Reception. Teachers and Nursery nurses provide good opportunities for children to speak and acquire new vocabulary but many children are not clear and confident speakers. A specialist teacher supports children with English as an additional language well, particularly those at an early stage of English acquisition. This support helps to ensure that these children have full access to the learning activities on offer and they make good progress in the use of language. Children with special educational needs are well supported and make good gains in learning.
64. Teachers and Nursery nurses read large books to children with enthusiasm and expression. Children are attentive, motivated and listen well. By Reception, most children begin to describe the main characters and events in the story. Higher attaining children predict what might happen next. Books such as ‘Where’s my teddy?’ in the Nursery and ‘Little Brown Bushrat’ in Reception proved to be popular shared stories. The children have access to an interesting range of books in order to promote enjoyment in reading. Good use is made of story-sacks in Reception.
65. Standards in writing are below those expected by the end of Reception. Children are able to hold writing and drawing implements correctly but there are insufficient opportunities to develop writing skills using a range of creative media and strategies, especially in the Reception class and there is an over-reliance on worksheets.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Teachers develop pupils’ mathematical language well.
- There are good links with work on shape and creative development.
- Opportunities to develop number work are not sufficiently integrated into all areas of learning.
- Too few opportunities are provided for children to form their numbers correctly.

Commentary

66. By the end of the Reception year, a significant number of children will not attain the early learning goals in mathematical development. This is because many start from such a low level of numeracy skills as they enter Nursery. Number work is not sufficiently pervading all areas of learning. As a result, opportunities to develop children’s number skills are sometimes missed. Teaching and learning are satisfactory and most children achieve satisfactorily in mathematical development. In both the Nursery and the Reception class teachers encourage children to use their mathematical language well. They model correct phrases, intervene appropriately in children’s learning, encourage children to use the correct vocabulary of positions, such as “next to”, “behind” and “in front of”.
67. In Reception, children show a sound knowledge and understanding of two-dimensional shapes. Children place their hand in a large ‘feely’ bag and feel common two-dimensional shapes. They identify circles, squares, triangles and rectangles. Higher attaining children describe the shape before lifting it from the bag and identify the number of sides and edges. Teachers link mathematical and creative activities

together well. For example, children create attractive patterns using coloured sticky squares and circles. They draw around circular objects and create pictures of caterpillars and bears. However, too often opportunities for formally recording work are missed and a significant minority of children reverse their numbers.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teaching and learning are good and children achieve well.
- An interesting range of learning activities is provided.
- ICT is not used sufficiently to support children's learning.

Commentary

68. Children are on course to meet the early learning goals by the end of Reception. This is because they are well taught and are provided with an interesting range of activities. In the Nursery and Reception, children gain knowledge of festivals such as Diwali, Harvest and Christmas. In the Nursery, children build simple vehicle models of trains and cars from cereal boxes. They glue the boxes together and paint them. In one case a child used circular plastic lids for the wheels and, with the help of the support staff, was able to make the shape appropriately. While there are good examples of children using ICT to support their learning, opportunities are missed and computers are not always in full operation. Some computers are old and can only perform limited functions. The school is aware of this and is considering upgrades. Teaching is good. Teachers ensure that children have plenty of experiences to handle a range of tools, marvel at the beauty of the changing colours of autumn and learn about the differences between old and new things, emphasising the early language of the passage of time. As a result children are interested in learning and curious about the world around them. This helps children make good gains in learning.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Teaching and learning are good.
- Most children achieve well and are on course to reach the expected early learning goals by the end of Reception.
- Large apparatus and equipment for outdoor play is limited but good use is made of indoor equipment.

Commentary

69. Children achieve well in this area of learning because they are well taught. Children in Nursery manipulate and shape modelling clay in making divas, Diwali lamps. They also develop manipulative skills by making simple train shapes from plastic construction kits. In a Reception lesson taken by a visiting supply teacher, children were practising climbing and balancing using a range of apparatus in the main hall. The lesson was well planned and structured. Children in the warm up activity moved around the hall with co-ordination and control, showing good spacial awareness. In the main activities pupils made good progress in balancing and climbing skills. Higher attaining children travelled along a low and narrow beam showing good balance and control. The teacher efficiently moved between groups providing encouragement and feedback. Teachers have good knowledge of how young children learn; they provide plenty of good opportunities for pupils to develop their hand-eye movements. For example, in the Nursery, children thread beads, making a pattern. In the Reception class children undertake a range of cutting activities; they use scissors carefully and many are capable of cutting out pictures which contain the necessary detail. The outside play area is satisfactory but lacks outdoor play equipment for the Reception children. Teachers compensate for this by using the opportunities in the hall well.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children achieve well and are on course to meet the expected early learning goals by the end of Reception.
- Teaching and learning are good but opportunities are missed in creative role-play for children to develop their formal recording skills through structured play.
- A good range of opportunities to promote creativity is provided.

Commentary

70. Good opportunities are provided for children to develop creatively. The teaching is good and most pupils achieve well in this area of learning. Children in Reception explore with paint and produce large pictures of people who help including nurses, doctors, police officers and crossing patrol. Also in Reception, children have good opportunities to be creative through role-play. For example, they work in the vet's surgery in the corner of the room, treating small toy animals. However, the limited range of instruments and equipment available restricts opportunities for children to engage in composing and undertaking large collage work in the Reception class. In the role-play area, at times, opportunities are missed for children to develop their writing skills in fictitious situations, such as making appointments for domestic animals to see the vet. Teaching and learning are good. Teachers ensure that children have the opportunity to work with a range of pencils, crayons, felt-tipped pens, paints and collage material. Creativity is encouraged at all times, children sing, play musical instruments and love devising scenes in the role-play area.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision for English is good. The quality of teaching and the work planned for pupils are both good and this means pupils achieve well.

Main strengths and weaknesses

- Standards in speaking and listening are below average in Year 2 but improve by Year 6.
- The library is good and its management is very good.
- Teaching in Year 6 is very good.
- Assessment is used well to support good planning.
- Girls do slightly better than boys in writing.
- There are not always enough big books for use in the literacy hour.
- The use of literacy in other subjects is good.

Commentary

71. Standards in English by the time pupils are in Year 6 are above average in reading and writing but are average in speaking and listening. Results in national tests have varied from being well below average to average when compared with similar schools because of the difference in cohorts in the last four years. In 2002, results of national tests were average when compared with similar schools, and in 2003 uncorroborated data suggests that a similar number of pupils reached average levels in reading and writing, although the number of pupils reaching higher levels was smaller. This is because of the high percentage of pupils with special educational needs in that year group. The 2002 national test results and teachers' assessments show that by the end of Year 2, standards of reading and writing are average. The previous inspection found standards to be good by the end of Year 2 and satisfactory by the end of Year 6. However, at that time children came to school with standards of speaking and listening, reading and writing similar to those of their peers. Now their attainments are below average, so pupils are starting from a lower baseline. Furthermore, the school is taking in a higher number of pupils with English as an additional language and with special needs, and that means there is a greater number of pupils who find understanding and writing English difficult.

72. Pupils' achievements in English are good both in Year 2 and Year 6. This is because teaching is good and the recently established assessment procedures are well used to plan suitably challenging work for pupils with a wide range of abilities and experience. Pupils with special educational needs and English as an additional language are particularly well catered for and all groups including those from ethnic minorities and higher attaining pupils make good progress. Girls do slightly better than boys in writing and the school continues to improve its strategies to help boys to attain higher standards but more could be done to ensure that boys use ICT to improve their writing.
73. Standards in speaking and listening are below average in Year 1 and Year 2. Although pupils can make requests and express their needs simply, their vocabulary and knowledge of every day phrases is very limited. They have difficulty giving detailed explanations about their work. By Year 6, standards have improved to become average. Pupils are able to express their ideas about what makes up a narrative and to discuss characters, picking out adjectives and verbs they understand to give reasons for their explanations.
74. Standards in reading are below average when pupils start in Year 1. Pupils develop letter and word recognition steadily because their reading and writing skills are taught together well. Pupils in Year 2 make good progress overall and begin to recognise different sounds and words through word building exercises. Sometimes, their progress is reduced when the school does not possess the big book necessary for a particular reading exercise. This is because resources are limited and the school knows there is a need for more big books to support the literacy hour. By Year 6, standards in reading are above average despite the significant proportion of pupils who have special educational needs affecting their literacy. Pupils love reading, they read with correct intonation and, during reading sessions, they do not want to put their books down. The school has really fostered very good attitudes to developing a love of learning.
75. Standards in writing rise from being below average in Year 1 to average in Year 2 in response to good teaching. The good use of text level work when pupils write and read work connected with the same book they have just read together as a class gives them a good base for improving their writing skills. The lack of additional help in the lesson observed reduced the progress pupils could have made. In Year 2, pupils continue to make good progress in writing through the effective teaching of the literacy hour. By Year 6, pupils' standards are above average overall. Pupils write for a range of purposes, structure their writing appropriately and are starting to use a range of well defined descriptions in their work. For example, they are able to summarise the gist of a story quickly, using just a few well formed sentences.
76. Teaching is good. Staff have worked hard to improve standards and to develop their work in the literacy hour. This is due to the effective monitoring of teaching and learning by the headteacher. Standards have risen due to improved planning and the use of recently introduced assessment procedures to set work at a suitable level for pupils' abilities. Teachers use the good library well to improve the range of literature available to pupils, set homework regularly and give pupils good opportunities to write for a range of different purposes. They use individual education plans very effectively to make sure that the needs of pupils with special educational needs are met. The teaching of spelling is good and well supported by the expertise of the visiting teacher for special educational needs. Pupils with English as an additional language are well supported and make good gains in learning.
77. Additional factors to help to continue to raise standards in writing would be to ensure that resources for the literacy hour are adequate, and to arrange for more teaching assistant support when pupils are at the early stages of literacy in Year 1.
78. Leadership is good and systems work smoothly. The subject leader is new to the school this term and although she has had little time to make many changes or to monitor teaching, has a clear view and grasp of improvements that need to be made due to the effective systems of school self-evaluations.

Language and literacy across the curriculum

79. Pupils use their language and literacy skills well in other subjects. At present the school does not plan this formally, but the good use of assessment and the resulting good differentiation for pupils of different abilities helps to support the systematic development of language.

MATHEMATICS

Provision for mathematics is **good**.

Main strengths and weaknesses

- Standards have improved since the last inspection and are above average by the end of Year 6.
- Throughout the school, all groups of pupils achieve well.
- Teaching and learning are good with very good examples seen in Year 6.
- The mathematics curriculum is well planned and there are good opportunities for pupils to use and apply numeracy skills in other subjects.
- Assessment and the use of assessment are good.
- Activities and tasks are well matched to pupils' attainment and needs.
- The subject is well led and managed.
- Resources are limited in areas such as measuring and capacity.

Commentary

80. Standards in the current Year 2 are broadly average. In the 2003 national tests for Year 2, all pupils reached the expected standard however; the present Year 2 has a higher proportion of pupils with special educational needs and fewer higher attainers. Standards in the current Year 6 are above average. The current Year 6 is a higher performing year group than previous years. Throughout the school most pupils including higher attainers, those with special educational needs and English as an additional language are achieving well. This is because pupils are well taught, the curriculum is well planned and pupils have very positive attitudes to learning. Standards and achievement have improved since the last inspection particularly in Year 6. Teaching has improved and there are greater opportunities for pupils to carry out mathematical investigations and to apply and develop numeracy skills across the curriculum.
81. In Year 2, most pupils can count in tens from zero to 100. They identify the missing numbers on a 100 square. Pupils recognise common three-dimensional shapes and name them including cylinder, cube, cone and square-based-pyramid. Mathematical vocabulary is promoted very well and pupils acquire and use words such as face and edge when describing three-dimensional shapes. Lower attaining pupils make shapes of modelling clay. Most pupils make shapes using construction kits while some higher attaining pupils build shapes using art straws and pipe cleaners.
82. By Year 6, most pupils show an understanding of place value in order to multiply and divide numbers by ten or 100. They interpret data from a pie chart accurately. In a Year 6 higher attaining group, pupils used appropriate methods to solve multiplication problems. They used their knowledge of place value to multiply whole numbers and decimals. Most checked that their results were reasonable. A higher attaining group of pupils are taught once a week by the headteacher. This strategy is very effective in challenging and extending more able pupils because the headteacher is an effective classroom practitioner and pupils love to be taught by him.
83. The quality of teaching is good overall with examples of very good teaching in Year 6. Teaching has improved since the last inspection when it was judged to be satisfactory with weaknesses in planning, opportunities for investigations and the use of assessment. Teaching has improved because the headteacher and deputy headteacher have monitored teaching effectively and have given staff appropriate targets for improvement. Lessons are well planned and clear learning objectives are identified. These are effectively shared with the class so that pupils know what they are to learn. Lessons begin with short challenging tasks, which enable pupils to apply and improve their mental arithmetic skills. In a very good lesson seen in Year 6, the teacher's explanations and demonstrations were extremely clear, lively and informative. The pupils were very keen and attentive, and gained new strategies for multiplying. They were then given good opportunities to solve multiplication problems using a grid method. The teacher's skilful questioning engaged all pupils and checked their understanding. Pupils made very good gains acquiring and applying new learning.
84. A particular strength of the mathematics teaching at the school is that pupils are effectively assessed, and assessment information is used well to plan the next stages of their learning. For the main activities, pupils are usually organised into groups of similar attainment and the tasks are well matched to attainment and needs. Pupils with special educational needs receive good support from classroom assistants. These strategies help to ensure that all pupils are suitably challenged, their interest is

maintained and they make good progress. The end of lessons is used effectively to share learning and reinforce teaching points. Where teaching is occasionally satisfactory, rather than good, introductions are over long and pupils' interest and concentration wane. Pupils have insufficient time on main tasks and they make sound gains in their learning. Mental mathematics is taught well throughout the school and plenty of opportunities are provided to relate mathematics to everyday examples of real life. In this way pupils make good gains in valuing the use of mathematics in daily activities.

85. Pupils' written work is well organised and neatly presented. Work is regularly marked, and constructive and encouraging comments are made. However comments on how pupils can improve are less evident. There are good examples of homework being used to reinforce and extend what is learned in school. ICT is used satisfactorily to support teaching and learning in mathematics.
86. The headteacher co-ordinates mathematics and provides effective leadership. He is enthusiastic and has a good over-view of standards and provision of teaching in Year 2 and in Year 6. The curriculum is well planned and assessment procedures are good. National Curriculum test results are effectively analysed and strengths and weaknesses in pupils' learning are identified. This information is used well to guide future planning and teaching. Performance management targets have been used well to raise standards and achievement in mathematics. There are some weaknesses in learning resources in terms of measuring equipment. Overall the school has made good improvement since the last inspection.

Mathematics across the curriculum

87. Pupils apply numeracy skills well in other subjects. For example, pupils in science in Year 6 measure force accurately in newtons and record their results clearly. Bar graphs are used effectively to show the weight of objects in air and their weight in water. Pupils in Year 6 also use line graphs well in presenting their results.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well as a result of good teaching and, by the end of Year 6, standards are above average.
- Pupils in the juniors are making good gains in understanding how to set up experiments and evaluate their findings.
- Good opportunities are provided for collaborative work and, as a result, pupils develop their social skills well and love learning.
- More opportunities are needed in the infants for pupils to record their findings in a variety of ways and develop their writing skills by limiting worksheets and using ICT to support their work.
- The use of assessments is good and this contributes to the high standards that pupils attain at the end of Year 6.
- The leadership and management of the subject are good.
- Resources are satisfactory overall but more equipment is needed.

Commentary

88. Standards at the end of Year 2 are broadly in line with national expectations and pupils' achievements are good overall. By the end of Year 6, pupils attain above average standards, achieve well in relation to their prior attainment and make particularly good progress in experimental and investigative science.
89. Whilst the national data for science has not yet been corroborated, the 2003 national results show that standards in science are improving from being below national averages at the end of Year 6 in 2002 to being broadly in line in 2003. In the infants at the end of Year 2, pupils are attaining average standards but higher attaining pupils could be achieving more. The school has identified the need to raise standards in experimental and investigative science. The new deputy headteacher took this upon herself and set a good example in developing this aspect of teachers' practice by analysing test results, monitoring teaching and learning, and giving good advice to teachers. Standards are improving. This is reflected in the 2003 test results where more pupils attained average standards than last year.

90. Pupils with special educational needs and English as an additional language, and those who are higher attainers, make good gains in learning throughout the school. Pupils in the juniors are making good gains in learning because there has been an emphasis placed upon the teaching of subject-specific skills of hypothesis, observation, setting up and evaluating experiments. Pupils have good attitudes to learning. They work well collaboratively, listening to one another's ideas and offering suggestions. For example, in a very good lesson seen in Year 6, pupils made very good gains in learning when identifying key factors for consideration, such as working out the mean, and systematically recording repeated observations of investigations relating to the wing span of spinners affected by gravity. In this lesson, all groups of pupils made very good progress and achieved very well in relation to their prior attainment because they were able to record and measure accurately due to the high level of social collaboration in this lesson.
91. By the end of Year 2, pupils can categorise food, know which food is bad for teeth, and how medicines can be stored carefully. Pupils can sort materials into groups and know which materials would be best to make a hat for Barnaby Bear. Pupils know that certain materials can be changed by twisting, rolling and pushing. Pupils have good observational skills and can identify the differences between a variety of seeds, but too often their writing skills are not sufficiently well developed due to an overuse of work sheets and insufficient opportunities are provided for them to record results of experiments in a variety of ways, especially in using ICT to support their learning. By the end of Year 6, pupils can describe reversible and irreversible change, they know the difference between condensation and evaporation, they are very knowledgeable about plants, conditions needed for growth and the importance of food chains.
92. The school has rectified weaknesses identified in Key Stage 2 national tests, such as pupils' limited knowledge of separating substances, data analysis and rock permeability. This is because teachers now use the data from the good assessment procedures to alter curriculum planning. A strong feature of learning in the juniors is in the area of experimental and investigative science, where pupils are achieving very well in relation to their prior attainment because of the good opportunities offered to set up experiments using a clearly defined scientific process, which all groups of pupils readily apply.
93. The quality of teaching throughout the school is good, with the best practice seen in the juniors. Teachers have good subject knowledge and demonstrate this by giving clear explanations, planning well and challenging pupils' thinking. They use good quality assessments and know what pupils must do in order to improve their skills and knowledge. Lessons, generally, are challenging, humour is used effectively and, as a result, pupils want to learn. They readily take in the information given by their teachers, ask sensible questions and relate their learning to real life contexts.
94. The leadership and management of the subject are good. The deputy headteacher has done much to improve provision, assessment and standards, through careful data analysis and monitoring of planning, teaching and learning. Resources are satisfactory, but more resources are needed such as magnifying glasses, magnets, capacity containers, minibeast viewers and lenses, containers with bungs and force meters. Since the previous inspection, good improvement has been made. Standards have improved and are above average by the end of Year 6. The quality of teaching is now good and pupils have good attitudes to learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are in line with national expectations by the end of Year 2 and Year 6.
- The school does not have a computer suite and this impedes the efficient teaching of ICT skills.
- There are good examples of pupils using ICT to support their learning in other subjects but ICT is under used to develop writing skills.
- The school has not yet established a system for assessing and recording pupils' attainment.

Commentary

95. Throughout the school, most pupils including higher attainers and those with special educational needs are achieving satisfactorily in the acquisition and application of ICT skills. Standards are similar to those reported during the last inspection. However, expectations of what pupils should be able to do are now higher.
96. In a Year 2 lesson, a group of pupils entered instructions to control a programmable floor robot. They entered the instructions to control the robot's movements. They predicted the results of different instructions. They recorded their predictions and results in a teacher produced chart. Pupils in Year 6 produced multimedia presentations about the Atlas Mountains. They imported photos from the computer's bank and used text-editing facilities to provide useful information about the mountain range. They linked together six slides of photographs and text and included sound effects.
97. The teaching seen during the inspection by the ICT co-ordinator was good. Lessons were well planned and demonstrations, explanations and instructions were clear and informative. Pupils showed a keen interest, followed instructions well and were given good opportunities to practise skills. All pupils made good gains in their learning. However, the school does not have a computer suite. Most classrooms have an area of three computers and this means that only a small number of pupils can receive direct teaching and practise skills at a time.
98. The co-ordinator is part-time and provides sound leadership and management. The school has adopted the national schemes and those produced by the local education authority in planning the ICT curriculum. The co-ordinator has the opportunity to work alongside colleagues and has begun to monitor coverage of the units of work and the standards attained by the pupils. However, an effective system for assessing and recording pupils' attainment throughout the school has not yet been established.

Information and communication technology across the curriculum

99. ICT is used satisfactorily to support teaching and learning in other subjects. For example, pupils in Year 3 use a computer program to create colourful Islamic patterns. They use a range of tools to copy, paste, move and repeat shapes. In science, pupils in Year 5 use a paint program to draw and label the main parts of a flower. ICT is insufficiently used to develop pupils' drafting and editing skills in writing. The use of ICT to motivate and inspire boys to write is an under-used strategy.

HUMANITIES

Geography

100. Geography was not inspected during the week of inspection. It was not a focus for the inspection and geography was not taught this half-term. Curriculum planning is satisfactory and resources are adequate.

History

Provision for history is **satisfactory**.

Main strengths and weaknesses

- Pupils have good attitudes to learning because lessons are interesting.
- Teachers place good emphasis on the teaching of historical skills, especially in Year 2.
- Assessments are under-developed and are unsatisfactory overall.

Commentary

101. By the end of Year 2 and Year 6, pupils attain average standards and their achievements are satisfactory overall. Average standards have been maintained since the previous inspection. The quality of teaching is satisfactory with good and very good features. In Year 2, for example, pupils made good gains in developing their skills of contrasting and comparing the similarities and differences between Florence Nightingale and Mary Seacole. The teacher used very good questioning skills to deepen pupils' understanding and help them to develop their speaking and listening skills by pushing constantly for more detailed answers. This enabled all groups of pupils to make good gains in learning and challenged their thinking.
102. By the end of Year 2, pupils know which things are old and which are new, they can match objects onto a time-line accurately and know that Victorian toys were different to those of today. By the end of Year 6, pupils compare and contrast the lives of rich and poor Victorians. They are fascinated by the fact that inspectors know about the music of John Lennon and remember his assassination. They show great concern over the Palestine/Israeli war and that, throughout the centuries, war caused a lot of concern to families who lost their beloved relatives. Pupils understand the concept of invasion and are able to talk about Boudicea and how she valiantly fought for her people. They appreciate the beauty of the Book of Kells and discuss the types of clothes and pastimes of rich and poor Romans. In Year 5, pupils develop their skills of empathy by dressing up as Victorians. The subject is enriched by a good range of visits, such as a day spent in Holdenby Hall, but insufficient opportunities are provided for pupils to write about their experiences.
103. Assessment procedures and their use are unsatisfactory. The co-ordinator has recognised that this is an area for development and already this has been identified as a priority to develop. The leadership and management of the subject are satisfactory with good features. Teachers' planning is monitored, but insufficient monitoring of teaching and learning has taken place.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils in both the infants and the juniors have a good grasp of the range of multi-cultural faiths, celebrations and customs.
- There are strengths in teaching in Year 6 and Year 3.
- Pupils enjoy religious education and have good attitudes to learning.
- Assessment procedures are unsatisfactory.
- There are too many worksheets used in the infant classes.

Commentary

104. Standards in religious education by the end of Year 2 and Year 6, are in line with the expectations of the locally agreed syllabus and pupils' achievements are satisfactory overall. The school has maintained the satisfactory standards identified in the previous inspection. By the end of Year 2 and Year 6, pupils have a good grasp of the range of major world faiths and know their main customs and celebrations. Pupils know that 'storming the devil' is a ritual undertaken during a pilgrimage to the Makkah, they know that Diwali is the festival of light, and that Guru Nanak is a wise teacher. They know that Jesus Christ rose from the dead and that His teachings are based upon forgiveness and loving your neighbour. Pupils in Year 2 know that the Sikh holy book is called the Granth Sahib, and that Sikhs pray in the gudwara, Christians pray in a church, Jews pray in a synagogue and that Muslims pray in a mosque. However, writing opportunities are limited and there is an over-use of worksheets which prevents pupils from developing their writing as they demand restrictive answers.
105. Pupils have good attitudes to learning. They are keen to ask questions, show respect for artefacts and enjoy learning. The quality of teaching is satisfactory overall, but examples of good and very good teaching were seen in Years 3, 4 and 6. In these lessons teachers push their pupils to really develop and understand values and principles that have governed the spiritual lives of people. Pupils are asked to

consider the concept of faith, how belonging to a faith group unites the followers and why festivals, celebrations and rituals are important aspects of religion. Teachers know their pupils, have secure subject knowledge and give good explanations. However, not all of the tasks set are clearly matched to pupils' prior attainment as there are no assessment procedures and this limits the rates of pupils' progress over time.

106. The co-ordinator is knowledgeable, an effective practitioner and, whilst new to the post, leads the subject well. She has undertaken an appropriate audit of the pupils' standards and resources, and already has plans in place to develop assessment procedures which at present are unsatisfactory. Resources are satisfactory overall, but more artefacts are needed to represent world faiths.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Physical education

107. No physical education lessons were seen during the inspection so it is not possible to make judgements about standards. Curricular planning and discussions with the co-ordinator show that the school offers a broad and balanced curriculum. The range of activities on offer has improved since the last inspection. A newly appointed enthusiastic co-ordinator has improved the provision for dance. She monitors teachers' planning, and opportunities to observe and support teaching in order to monitor teaching and standards, are planned for the future. The physical education programme is enriched with interschool matches in netball and football. The school has not yet established a manageable system for assessing and recording pupils' attainment.

Art and design

Provision in art and design is **satisfactory**. Only one lesson was seen in Year 4, in which the quality of teaching was good. Judgements on standards are based on scrutiny of pupils' work, teachers' planning, displays of work and interviews with pupils.

Main strengths and weaknesses

- Pupils have good attitudes to learning and enjoy art and design.
- Art is used well to support learning in other subjects.
- Assessment in art and design is unsatisfactory.
- A good range of multi-cultural learning opportunities is provided throughout the curriculum.

Commentary

108. Pupils attain average standards by the end of Year 2 and Year 6 and their achievements are satisfactory overall. By the end of Year 2, pupils have produced some meticulous prints using Adrinke Sponge Stamps, representing love, strength, rhythm and patience. They have made sand paintings in the style created by native Americans of South West America, and they understand the significance behind their creation in that they are used as part of a religious healing ceremony. They know that these elaborate sand paintings are destroyed after a ritual. By the end of Year 6, pupils know about the works of Picasso, van Gogh, Kandinsky and Mondrian. Pupils use colour well and know how to mix paint. They use ICT appropriately to support their learning and they have produced some accurate Islamic patterns matching pictures and tessellation.
109. Pupils are very keen on art work, they say that teachers offer good explanations and help them with their work. Good use of art is made to support learning in history, religious education and science. Pupils are particularly keen to point out the work that they have done in clay in both the infants and juniors, and their sketch books demonstrate a variety of skills studied, such as detailed observations of fruit, shading, hatching, use of charcoal in portrait drawing, and designs of chairs.
110. Overall, the leadership and management of the subject are satisfactory with good features. Teachers' planning is monitored, but there has not been sufficient opportunity for the co-ordinator to monitor teaching

and learning. Assessments are under-developed and are unsatisfactory overall. The school has recognised that this is an issue to be addressed.

Design and technology

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

Main strengths and weaknesses

- Standards and provision have improved since the last inspection.
- Pupils show considerable interest and enthusiasm for design and technology.
- There are limited opportunities for older pupils to work with gears, cams and motorised vehicles.
- An effective assessment system has not yet been established.
- Resources, whilst satisfactory overall, need improving.

Commentary

111. By the end of Year 2 and Year 6 pupils attain nationally expected standards. Most pupils, including higher attainers and those with special educational needs, are achieving satisfactorily in the development of designing, making and evaluating skills. Standards have improved since the last inspection when they were judged to be below expectations by the end of Year 2 and Year 6. Overall improvement has been good.
112. In Year 2, pupils design and make a wind up mechanism to raise and lower 'Incey Wincey Spider'. Also in Year 2, pupils investigate different vehicles. They design a vehicle for a specific purpose, for example, a people carrier. They produce pictures of their designs and build a chassis and fix axles and wheels. They complete the vehicle with reclaimed materials Pupils evaluate their work, they identify what they have done well and make suggestions for improvements. Pupils in Year 3, design and make free standing photo frames. They construct the frames of card and acetate. Appropriate measuring, cutting and joining techniques are employed. They make judgements about the materials and product and suggest improvements.
113. In Year 6 pupils design and make slippers. They produce labelled sketches and attractive drawings of their designs. The slippers are designed to be warm, comfortable, to look good and grip well. Pupils produce paper patterns of their designs and they choose materials such as velour and velvet. They measure, cut and join the materials. Pupils apply knowledge of different stitching when joining. They evaluate and make modifications as the product progresses. Some pupils use word-processing well to report their evaluations, and digital photography is used effectively to record the finished products. In investigating shelters, pupils show a sound knowledge and understanding of structures. There is no evidence of Year 6 pupils working with projects involving gears and motorised vehicles and too few opportunities are provided for boys to use ICT to support their writing.
114. Two design and technology lessons were seen during the inspection. The quality of teaching was good overall. Lessons were well planned and organised and pupils had good opportunities to acquire planning, making and evaluating skills. Pupils showed considerable interest and enthusiasm for design and technology. Teaching assistants were used effectively to support pupils' learning. However, in a Year 3 lesson, the range of materials available for pupils to make a photo frame was limited.
115. The co-ordinator is recent to the post. She views teachers' planning and pupils' work in order to monitor standards and provision. However, pupils' work is not yet assessed against National Curriculum levels. The planning of the design and technology curriculum has improved since the last inspection and there is now a wider range of units taught. However, the school has not yet established an effective system for assessing and recording pupils' attainment and progress.

Music

Provision for music is **satisfactory**.

Main strengths and weaknesses

- Teaching by the visiting music teacher is good.
- The school relies too heavily on its visiting music teacher and music does not have a high enough profile in the school to encourage pupils to have a better interest in the subject.

- Assessment in music is under-developed.

Commentary

116. Standards in music are satisfactory and pupils' achievements are satisfactory. Pupils enter the school with standards in line with those expected of children in the Reception year and they make good progress in singing in the infants and the junior school. The visiting teacher demonstrates moving to music and playing percussion instruments effectively and so keeps children's interest. The children play percussion instruments carefully, competently and with great enjoyment. They learn to sing new songs, but their ability to sing in time and to remember words is better than their ability to sing in tune. This continues throughout the school. By the time pupils are in Year 6, they are able to sing in three parts, with a good sense of rhythm and clear words. They learn to use percussion instruments well, listening carefully to each other and maintaining their own musical line. In the junior school, pupils learn to compose simple tunes and rhythms in groups. By Year 6 they perform and record their groups' compositions and adapt them when they hear them played back. They can use some written symbols to record composition but do not have enough experience of using formal notation. Parents are particularly pleased with the performance skills of pupils at the Christmas productions.
117. Teaching is good. It is lively and well planned and pupils respond well because they are interested, so they learn faster. Pupils' learning is good. Work is presented at a good pace and suitable degree of difficulty to challenge and inform pupils at a satisfactory level. The school does not provide enough additional musical experience and knowledge to build on the good foundation in practical work provided by the visiting teacher. As a result, pupils do not know enough about great composers or hear enough music from different cultures and traditions. This limits their progress and achievement over time. The school has worked hard to improve its provision, and it runs a lunch-time recorder club. Planning is satisfactory. The curriculum is soundly based on national guidance with some additions specially tailored to meet the needs of these particular pupils. The visiting teacher continues to build up musical resources in consultation with the headteacher and other members of staff so that music can be taught effectively. Leadership is satisfactory, and the use of expert support is having a positive effect on developing teachers' knowledge.

PERSONAL, SOCIAL AND HEALTH EDUCATION

118. Too few lessons were seen to make a judgement on the quality of teaching. Provision for pupils' personal, social and health education is good. Pupils are taught how to identify their feelings, resolve conflict and get on well with one another. This contributes to the overall good attitudes that they have to learning.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).