

INSPECTION REPORT

CHURCHILL CE VC PRIMARY SCHOOL

Westerham, Kent

LEA area: Kent

Unique reference number: 118616

Headteacher: Mr K Blackwell

Lead inspector: Mr A C Matthews

Dates of inspection: 7 – 11 June 2004

Inspection number: 264207

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

© Crown copyright 2004

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: Voluntary controlled
Age range of pupils: 5 to 11 years
Gender of pupils: Mixed
Number on roll: 239

School address: Rysted Lane
Westerham
Kent
Postcode: TN16 1EZ

Telephone number: 01959 562197
Fax number: 01959 565676

Appropriate authority: The governing body
Name of chair of governors: Mr J Quaife

Date of previous inspection: 12 October 1998

CHARACTERISTICS OF THE SCHOOL

Churchill School is situated in the town of Westerham, Kent and is housed in a former secondary school. Pupils come from a range of socio-economic backgrounds that are broadly average. There are 239 pupils in the school taught in nine classes. The school is popular and its roll has grown since the last inspection. A private nursery is also on the school site. The school has a low ethnic minority mix and no pupils have English as an additional language. There is an average percentage of pupils in receipt of free school meals and an average proportion with special educational needs. The proportion of pupils with statements of special educational needs is well above average. A very small proportion of pupils is in public care. Pupil mobility for last year was average. Pupils' attainment on entry to the school is below average overall.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19410	Andrew Matthews	Lead inspector	English Physical education Religious education
9446	Helen Griffiths	Lay inspector	
20655	Beryl Rimmer	Team inspector	Foundation Stage Science Art Music
1782	Andrew Lyons	Team inspector	Information and communication technology Design and technology
30705	Graham Stephens	Team inspector	Special educational needs Mathematics Geography History

The inspection contractor was :

Cambridge Education Limited

Demeter House
Station Road
Cambridge

CB1 2RS

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	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	18
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	31

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Churchill Primary School provides an acceptable standard of education, but there are serious weaknesses in key aspects of its provision. Whilst pupils achieve well by the time they leave the school, the consistently strong teaching in Years 5 and 6 masks pupils' uneven progress as they move through the school. The experienced headteacher is popular and respected by staff and pupils. However, his leadership and management are unsatisfactory, as there is a lack of rigour in the way he monitors the school's performance and develops the staff's professional skills. The leadership and management skills of senior subject leaders are not used consistently to improve the learning provision in the classroom. The quality of teaching is good overall, but is unsatisfactory in Year 4. The school has below average funding and, despite its weaknesses, gives satisfactory value for money.

The school's main strengths and weaknesses are:

- There is a lack of rigour in the way the school's performance is monitored and evaluated and some important weaknesses from the last inspection have not been sufficiently addressed.
- The quality of teaching is good overall, with pupils achieving well and often very well in English, mathematics and science by the time they leave the school.
- Teaching assistants provide valuable support for pupils in lessons and particularly for those with special educational needs who achieve well.
- There are weaknesses in the way that pupils' annual targets are set and their progress tracked through to the end of the school year.
- There has been a good improvement in information and communication technology (ICT) standards since the last inspection.
- Pupils behave very well, have good attitudes to learning and have very good relationships with each other and with staff.
- Whilst most parents are pleased with the quality of teaching and learning, a small minority of parents rightly feel they do not have enough relevant information to work effectively with the school in the education of their children.
- The school development plan does not consistently address weaknesses in the school's performance.
- The experience and skills of subject co-ordinators are generally not used effectively.

The school's effectiveness has declined since the last inspection in October 1998, particularly in the quality of its leadership and management. Some key issues from the last inspection have been addressed but the ineffective role of the co-ordinators and the deputy headteacher and lack of rigorous monitoring still means that not all pupils are making consistent progress in each year. In-service training for teachers and the development of the staff's expertise are not carried out in a systematic manner and are not addressing known weaknesses in areas of the school's provision. Since the last inspection, standards have risen in mathematics and science in Year 6 but have fallen in reading and science in Year 2. Co-ordinators are not having enough impact on pupils' progress in some year groups. The exception is in ICT where there has been a noticeable improvement in standards since the last inspection.

STANDARDS ACHIEVED

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

Key: A - well above average; B - above average; C - average; D - below average; E - well below average.

Similar schools are those whose pupils attained similarly at the end of Year 2.

Pupils' overall achievement is good. Attainment on entry to the school is below average and, by the time children leave reception, they make overall good progress in the areas of learning. The present Year 2 pupils are achieving well overall, but not enough higher-achieving pupils are reaching the higher levels in reading, science and mathematics. Standards in the present Year 2 classes are average in mathematics, science and writing but below average in reading. In all other subjects standards are in line with national expectations except in physical education, where they are above. Although pupils' achievement is good in Years 3 to 6, pupils' achievement is unsatisfactory in Year 4. Pupils in Years 5 and 6 make consistently good and often very good progress and the standards of the present Year 6 pupils is above average in English and science and well above average in mathematics. Standards in other subjects at the end of Year 6 are in line with national expectations, except in information and communication technology where standards are above expectations. Whilst pupils achieve well in physical education overall, this term is the first time in several years that pupils have had swimming as part of the timetable. Pupils with special educational needs achieve well because of the good support they receive. **The spiritual, moral, social and cultural development of the pupils is good.** Pupils' attitudes to work are good and their behaviour is very good. Relationships are very good and attendance is above average.

QUALITY OF EDUCATION

Although the quality of education is satisfactory overall, the quality of teaching and learning is good. Teaching is consistently strong in one of the reception classes, Year 1 and Years 5 and 6 and it is here that the pupils make the most progress. There are weaknesses in the way that pupils' targets are set and their progress assessed and these lead to a lack of challenge for some pupils, particularly the higher-achievers in Years 2 and 4. The additional support and care provided by the teaching assistants are effective in enhancing the learning of pupils, and particularly those with special educational needs. The school's target setting process does not involve co-ordinators sufficiently and the tracking of pupils' progress through each year is unsatisfactory at present and leading to some underachievement in some years.

The curriculum is satisfactory overall. There have been very good improvements in the provision for ICT and the school's main priority now is to continue the development of the use of computers in other subjects. Swimming is a statutory requirement and has been missing from the physical education curriculum for several years. However, the curriculum is well enriched by its range of activities in the arts and sports, although older pupils do not have a residential visit. The school provides well for its gifted and talented pupils, with good use being made of outside clubs and agencies to develop their talents. The partnership with parents has declined since the last inspection and is unsatisfactory, but links with the community are good.

LEADERSHIP AND MANAGEMENT

The overall leadership and management are unsatisfactory. Whilst the headteacher has the full confidence of the governing body and has developed a strong team spirit amongst the staff, his leadership is unsatisfactory because of weaknesses in the monitoring of the school's performance, addressing some known weaknesses and developing the skills of staff. The leadership of key staff also has weaknesses and greater use could be made of their skills to monitor and improve the provision in their subjects. The school's development plan process has improved but some known weaknesses in the school's provision are not consistently addressed. The governing body is experienced and gave particularly good support to the school last year in a very difficult budget setting process. However, one of its duties is to ensure that all statutory requirements are carried out by the school. This does not happen in the important area of teachers' performance management, where some teachers are not aware of their personal targets. As a result, the governance of the school is judged to be unsatisfactory.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Pupils like school and many parents are happy with the school's provision. However, some parents rightly feel they do not receive enough information to enable them to play an effective part in their child's education.

IMPROVEMENTS NEEDED

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

- Monitor the performance of the school more rigorously and use the information to set accurate targets for the school development plan and for the professional development of staff.
- Identify and share the very good teaching practice in school to address present weaknesses in teaching.
- Improve assessment procedures and use them more effectively to identify underachievement and to track pupils' progress more rigorously through each year.
- Focus the skills of the headteacher and co-ordinators more effectively on developments that will have the most impact on pupils' achievement.
- Work more closely with parents in the education of their children.
- Ensure all statutory requirements regarding teachers' performance management are put in place.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils of all backgrounds achieve well overall. Children in the Foundation Stage make good progress and achieve well against their prior attainment. At the end of Year 2, pupils achieve average standards in mathematics, writing and science but below average standards in reading. Pupils' progress accelerates in Years 5 and 6 and at the end of Year 6 pupils' attainment is above average in English and science and well above average in mathematics.

Main strengths and weaknesses

- Pupils achieve very well in Years 5 and 6 and make very good overall progress.
- Whilst pupils in Year 2 achieve well overall, not enough higher-attaining pupils are working at the higher levels.
- Pupils with special educational needs make good progress and achieve well against their prior attainment.
- There have been significant improvements in pupils' attainment in ICT, with standards now above national expectations at the end of Year 6.
- Pupils are not making sufficient progress in science, English and religious education in Year 4.

Commentary

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

Standards in:	School results	National results
reading	15.4 (15.0)	15.7 (15.8)
writing	15.3 (13.9)	14.6 (14.4)
mathematics	14.6 (15.8)	16.3 (16.5)

There were 29 pupils in the year group. Figures in brackets are for the previous year.

1. The results for 2003 show that Year 2 pupils' attainment compared to all schools and similar schools was above average in writing, below average in reading and well below average in mathematics. The proportion of pupils attaining the higher levels was above average in writing but well below average in reading, mathematics and in the teacher assessment of science. There was no significant difference between the attainment of boys and girls. The school's improvement trend is below the average trend mainly because of the low proportion of pupils attaining the higher levels.

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

Standards in:	School results	National results
English	26.8 (27.2)	26.8 (27.0)
Mathematics	28.4 (26.8)	26.8 (26.7)
Science	29.8 (28.4)	28.6 (28.3)

There were 34 pupils in the year group. Figures in brackets are for the previous year.

2. The 2003 National Curriculum tests for Year 6 pupils showed a good improvement in mathematics and science over the previous year. Attainment compared to all schools was average in English, well above average in mathematics and above average in science. When compared to similar schools, pupils' attainment was well above average in mathematics and science and average in English. The proportion of pupils achieving the higher levels was well above average in mathematics and science but average in English, where a significant proportion of pupils did not reach the expected levels, due to weaknesses in writing. Evidence shows that, since these pupils were in Year 2, they had made very good improvement in mathematics and science and satisfactory improvement in English.
3. The children in the Foundation Stage make a good start to their school life. They settle well, form very good relationships with the staff and work happily together. Assessments show that children enter the school with attainment that is below average overall. Although there are variations in the quality of teaching, children achieve well overall and by the end of the reception year, the great majority will meet the nationally expected Early Learning Goals¹, except in communication, language and literacy and their personal, social and emotional development where they will exceed these.
4. The pre-inspection analysis of test data and the meeting with parents, raised questions about the performance of higher-achieving pupils in Year 2 and pupils' achievement in Year 4. Evidence from the inspection confirms that higher-achieving pupils are not being sufficiently challenged in reading, science and mathematics in Year 2 and that Year 4 pupils' achievement is unsatisfactory overall.
5. Evidence from monitoring pupils' work and analysing the latest teacher assessments show that standards for the present Year 2 pupils are average in speaking and listening, writing, mathematics and science but below average in reading. Too few pupils are attaining the higher levels in mathematics, reading and science because assessment is not clearly identifying these pupils and the work is therefore not consistently challenging to ensure they reach their full potential. In other subjects, pupils' attainment is in line with national expectations, apart from music and physical education where standards are above expectations. At the end of Year 6, pupils' attainment is above average in English and science and well above average in mathematics. The proportion of pupils working at the higher levels is average in English but a significant proportion is working at the higher levels in science and mathematics. This is particularly good achievement for these pupils as nearly a third of the present Year 6 are on the special educational needs register and a significantly above average proportion of pupils have a statement of special educational needs. In ICT and music, pupils' attainment is above average. In most aspects of physical education, pupils' attainment is above average but their attainment in swimming is below average because of a lack of access to regular swimming lessons.
6. The good overall teaching contributes significantly to pupils' achievement. Teaching assistants have close working relationships with their class teachers and this helps to ensure that pupils' individual needs are carefully planned for. Pupils' positive attitudes to their work and their desire to improve also contribute substantially to their standards and overall achievement. The present unsatisfactory assessment arrangements in school and the use of these assessments, means that weaknesses are not identified quickly enough to ensure all pupils are achieving as well as they can.

¹ Early learning goals - these are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with communication language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development. There are many goals for each area of learning.

7. The school has effective systems to analyse the performance of pupils with special educational needs. These pupils receive well-focused support to enable them to be fully integrated into the work of the class. Teaching assistants are fully involved and individual education plans for these pupils clearly lay out the targets to be achieved and enable teachers and especially support assistants, to build sequentially on what pupils can understand and do.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes are good and their behaviour is very good. Attendance and punctuality are good. Pupils' moral, social, spiritual and cultural development is good.

Main strengths and weaknesses

- The great majority of pupils like school and enjoy their lessons.
- Pupils are enthusiastic and keen to learn.
- Relationships between pupils and among pupils and adults are very good.
- Pupils' behaviour is very good in lessons and around the school and they are very willing to take responsibility.
- Pupils show good levels of respect for one another's feelings and beliefs.

Commentary

8. At all stages, pupils enjoy school and all it has to offer. Children in the reception classes settle quickly into school routines and a majority will exceed the early learning goals for personal, social and emotional development. Pupils have good attitudes to learning and want to do well. They are keen to enter into discussion. For example, in a Year 2 religious lesson on churches, pupils were eager to put forward their ideas and listened well to others' suggestions. Pupils co-operate well and are trustworthy. Pupils always respond well to teachers' expectations of them and are confident, friendly and polite.
9. High quality behaviour has been maintained since the last inspection in lessons, assemblies and playtimes. Some parents who attended the meeting expressed concern about the way that behaviour was managed in the playground, but these concerns were not borne out by the inspection. In the questionnaire, parents felt strongly that behaviour was good. Pupils respect their teachers, who offer them very good examples of courtesy and fairness. Behaviour in Year 6 is exceptionally good because the teacher has such high expectations to which pupils respond very well. Pupils are very well aware of how they should behave and fully understand the difference between right and wrong. The house system, which includes celebration assemblies and badges, is effective and valued by pupils. No bullying or harassment was observed during the inspection and pupils knew what they should do if it were to occur. The degree of racial harmony is high.
10. Pupils are enterprising and respond well to the many good opportunities for taking responsibility, for example, in the ECO society, which is run by pupils and in the 'red hat' system for supporting younger pupils in the playground. Relationships between pupils and adults and among the pupils themselves are good and this security gives pupils confidence to ask questions and put forward their ideas. Pupils are keen to take part in school activities and participation in extra-curricular activities is good. At present the school does not have a formal forum, such as a school council, for pupils to share their ideas and contribute more fully to the life of the school.

11. Attendance is above average, punctuality is good and unauthorised absence is very low. The administrative officer monitors attendance weekly and parents are conscientious about informing the school of any absence. There were three fixed-period exclusions last year and there has been one this year.
12. The ethos and the social and moral development of the pupils are very good. Pupils behave with consideration for others and have a well-developed sense of how their behaviour might affect others. The house system and the many opportunities for pupils to take responsibility encourage a sense of community and pupils are strongly supportive of one another. In discussions, pupils particularly liked the friendly atmosphere of the school and the support they received from teachers. The personal, social and health education programme makes a good contribution to pupils' social and moral development.
13. Provision for pupils' spiritual development is good, an improvement on the last inspection. Pupils have some good opportunities to reflect on the beliefs of others through religious education and assemblies and there are some opportunities for reflection in music and art.
14. Pupils' cultural development is satisfactory: the school gives pupils good opportunities to listen to music and appreciate their environment. However, there are too few opportunities for pupils to learn about the diversity of cultures in modern Britain. Pupils are encouraged to think of others through raising funds for charities such as Bernardo's. The support for the borehole project in Africa has been outstanding and results prominently displayed.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.0
National data	5.8

Unauthorised absence	
School data	0
National data	0.4

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

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – any other mixed background
Asian or Asian British – Indian
No ethnic group recorded

No of pupils on roll
185
2
2
2
2
2
4

Number of fixed period exclusions	Number of permanent exclusions
3	0
0	0
0	0
0	0
0	0
0	0
0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. Teaching and learning are good overall. Assessment is unsatisfactory. There is a satisfactory curriculum that provides a broad range of experiences for the pupils. There is a good range of additional activities that enrich the curriculum. The provision for pupils who have special educational needs is good and meets their needs successfully. The accommodation and resources are good overall.

Teaching and learning

The quality of teaching and learning is good. The quality of assessment of pupils' work is unsatisfactory and not used consistently to ensure teachers plan challenging work for all pupils.

Main strengths and weaknesses

- Teaching has improved since the last inspection, particularly the proportion of good and very good teaching.
- Teaching meets the needs of pupils with special educational needs well and has a positive impact on their learning.
- Target setting and assessment procedures are not ensuring that pupils of all abilities are sufficiently challenged.
- Teaching assistants are hard working and used well to support the pupils' learning.
- There are weaknesses in teaching and learning in Year 4.
- Teachers mark pupils' work thoroughly but do not consistently inform pupils how they can improve.

Commentary

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	7 (20%)	19 (54%)	6 (17%)	2 (6%)	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.

15. The teaching in the Foundation Stage is good overall although it varies considerably between the two classes. A lack of time for the co-ordinator of the Foundation Stage to monitor the quality of teaching and learning in the parallel class means that she has not had enough opportunities to share her very good practice with her colleague. However, pupils are achieving well overall and particularly well in their language and communication and their personal, social and emotional development because these areas are particularly well taught in both classes. There is well-organised support from teaching assistants and parent helpers and this has a noticeable impact on the children's learning. There are thorough and detailed assessments of individual children but these are not analysed sufficiently to identify overall strengths and weaknesses so that planning take these consistently into account.
16. The teaching for pupils with special educational needs is good. Teachers work well with learning support assistants, teaching assistants and the special educational needs co-ordinator to set learning targets on pupils' individual education plans that are specific and achievable. Effective systems are in place to track progress and to review and set new targets. Scrutiny of learning targets indicates that these pupils achieve well. Teaching is particularly effective when pupils are withdrawn for additional support in small groups when their contributions are valued and time is given for them to reflect before they are expected to answer.
17. Although teaching is good overall, the quality varies throughout the school. In Year 1, Year 5 and Year 6 classes pupils of all abilities and particularly the higher-attaining pupils are well challenged and achieving well, particularly in literacy and numeracy. Teachers' planning in these classes is particularly good. Teachers know their pupils well, assess their work carefully, and set challenging work which ensures good, and often very good, progress in lessons. Analysis of these pupils' work shows that strengths are built on and weaknesses successfully addressed. In the Year 2 classes, most children achieve well, particularly in writing and mathematics. However, the use of assessment to track pupils' progress towards their annual targets and plan pupils' future work is not yet consistently established and, as a result, some pupils, and particularly the higher-achieving are not achieving their potential, noticeably in mathematics, science and reading. Pupils' learning in Year 4 is unsatisfactory, particularly in English, science and religious education. The principal reason for this is that assessment is rarely used to judge pupils' understanding of their work and, as a result, the work set does not regularly build on their strengths and address areas of weakness. An over-reliance on worksheets also in this class, particularly in religious education and science, limits the pupils' ability to use their literacy skills in these subjects.
18. Overall teachers have good subject knowledge and use it well in their questioning, when pupils have good opportunities to develop their speaking and listening skills. Teachers make good use of these skills in lesson introductions and in the way they develop pupils' learning through careful questioning. This encourages pupils to share their ideas which, in the most effective cases, are then reinterpreted by the teachers so that all pupils benefit from their peers'

answers. This was particularly effective in a Year 2 physical education lesson when pupils evaluated each other's movements. The effectiveness of plenaries at the end of lessons is inconsistent. In the best cases, teachers use these sessions to assess pupils' understanding. Occasionally the time is spent in pupils talking about the work they have done during the lesson and this is unchallenging, particularly for the higher-achieving pupils. In all lessons the management of pupils' behaviour is good, and effective use is made of teaching assistants who often work with individuals and small groups of pupils with identified behavioural and learning difficulties. As a result, these pupils are well included in the lesson and their behaviour does not affect the learning of the other pupils. The teaching of ICT has improved significantly since the last inspection.

19. Homework was raised as an issue by parents. In the top classes, it is set regularly and pupils have a clear understanding of how it helps their learning. Parents are keen to help their children at home but lack relevant information about their children's short term targets when they hear them read. As a result, the partnership between school and home is not as effective as it could be in the area of reading where attainment at the end of Year 2 is below average. The changing of reading books was also an issue and inspectors feel that opportunities should be given to pupils to change the book they take home when they have finished reading it rather than having to wait for the next weekly library session. This will give more opportunities for the higher-achieving pupils to read a greater number and variety of books.

The curriculum

The quality of the curriculum is satisfactory overall. There are good opportunities for enrichment. Accommodation and resources are good.

Main strengths and weaknesses

- The curriculum for the Foundation Stage is good.
- Provision for information and communication technology (ICT) is good.
- There is good provision for pupils with special educational needs.
- The curriculum is insufficiently balanced because of a lack of rigorous monitoring.
- There are good opportunities for pupils to participate in a wide range of clubs and activities.

Commentary

20. Pupils enjoy a broad range of interesting activities and experiences both within the school day, at lunchtime and after school. Collective worship arrangements fully meet statutory requirements and make a very good contribution to the school as a community. In the Foundation Stage, the curriculum is well planned and organised to provide a good range of purposeful and relevant opportunities for learning in all the recommended areas. There is a good balance between activities children select for themselves and those planned by adults. Since the last inspection, the school has improved the provision for ICT and it is beginning to be used increasingly to support pupils' learning in different subjects.
21. The provision for pupils with special educational needs is good. Staff are deployed well to ensure that additional support is given to the younger pupils as soon as their needs are identified and most teachers ensure that pupils have access to the full range of the curriculum. The special educational needs co-ordinator gives good additional support to pupils in Year 4 where a greater proportion of pupils with special educational needs are concentrated. The recent innovation of a policy for gifted and talented pupils makes a positive contribution to the curriculum for a small number of pupils.

22. The school has very recently introduced swimming lessons for pupils in Year 6 after too long a time without this provision. This is a positive step forward but reflects a lack of balance in the provision for physical education in the past. Whilst planning in other areas of the curriculum provides suitably for the continuity and progression in pupils' learning, it is not consistently implemented. For example, pupils in Years 2 and 4 sometimes miss planned lessons in music and ICT and this leads to inequality of opportunity. Learning is sometimes inhibited in these year groups also because of an excessive use of ungraded work sheets and inconsistent provision for homework. Co-ordinators are unaware of this unsatisfactory situation because of a lack of opportunity to monitor teaching or examine pupils' work.
23. The curriculum is enriched by a varied programme of visits to places of educational interest and by visitors to the school. A good range of clubs and activities is organised and these are well attended and enjoyed by many pupils from Years 3 to 6. There is good provision for pupils' personal, social and emotional development. All pupils take part in annual concerts, engendering the strong sense of community and good relationships that exist throughout the school. However, opportunities to further enhance personal development, such as a school council, are missing.
24. The school benefits from a spacious, airy building and extensive grounds. Accommodation is spacious and utilised well to support learning across the curriculum. The renovation of some cloakrooms has recently been completed. Spacious grounds are well used by the pupils for work and play and to support work in science, physical education, art and design and to collect data for ICT.
25. The accommodation for the Foundation Stage is variable. The organisation of resources is much easier in the larger Willow class. Rather cramped conditions in Ash result in restricted space for independent activities. The newly built outdoor area provides a rich resource for most areas of learning but there is a lack of suitable provision for pupils to engage in large scale physical activities, such as climbing and the use of wheeled toys.
26. There is a suitable number of teachers to meet the needs of the pupils and to cover the requirements of the curriculum. They are well supported by a good level of support staff who make a valuable contribution to the progress made by pupils, particularly those with special educational needs. Resources are satisfactory overall, good in ICT but unsatisfactory in geography.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is good. The provision of support, advice and guidance based on the monitoring of pupils' achievement is satisfactory. The involvement of pupils through seeking and acting on their views is satisfactory.

Main strengths and weaknesses

- The induction arrangements for pupils in reception are good.
- There are effective procedures for health and safety, child protection and first aid.
- All adults know pupils very well and provide good levels of care.
- Systems for monitoring pupils' academic standards and progress are unsatisfactory.

Commentary

27. There are good arrangements for children when they start at the school. The arrangements include preliminary visits to the school by both children and parents. Parents and children felt well-prepared for their new experience.
28. Procedures for monitoring the provision and progress for pupils with special educational needs are good and well overseen by an experienced special educational needs co-ordinator. All pupils have access to the full range of the curriculum and are well supported because of the good adult/pupil ratio that exists in the school. Pupils are well known to all staff and consequently receive appropriate support and guidance throughout the school day. They are involved, with staff, in the setting of learning targets. Outside agencies work well with the school offering expert advice for both specific and more general learning difficulties that the school incorporates into the learning targets on pupils' individual education plans.
29. The school has good health and safety procedures. Procedures for child protection are satisfactory. The headteacher is the designated person for child protection and for pupils in public care and he has recently been trained. However, no other staff have been trained. All staff are very aware of child protection issues and keep logs of concerns. All are informally trained at the beginning of the year. Links with social services are satisfactory. Pupils in public care all have PEPs and co-ordination on these with social services is good. Arrangements for the administration of first aid and for monitoring pupils' medical conditions are good and all staff have been trained in first aid. Although some parents expressed concerns about security, security was good during the inspection. Supervision at lunch and play times is satisfactory. Risk assessments are regular and health and safety practice is good throughout the school.

30. There is a strong bond of trust between pupils and all adults who work in the school. Nearly all pupils who responded to the inspection questionnaire felt there was at least one adult to whom they could turn for advice. Adults know the pupils very well and offer them good support. Personal development is monitored through class notes and reports. Parents feel strongly that their children are well supported and cared for.
31. Academic monitoring is not yet used satisfactorily to inform pupils how they can improve their work. Assessment procedures are in place, but are not used effectively to track pupils' progress. Consequently, not all pupils are making consistent progress as they move through different classes.
32. Pupils' views are sought consistently through the Eco Council, circle time, assemblies and personal, social and health education lessons. However, there is no school council and pupils are not given the opportunity to vote for positions of responsibility. However, most pupils in their questionnaire felt confident that their views were heard and acted upon.

Partnership with parents, other schools and the community

The school's links with parents are unsatisfactory, a noticeable decline from the last inspection. Links with the community are good and links with other schools are satisfactory.

Main strengths and weaknesses

- Parents have positive views of the school in the areas of teaching and progress.
- A significant proportion of parents was dissatisfied with their links with the school and feels it does not seek to involve them enough in its work.
- The school has good links with the local community.
- There are good links with parents of children with special educational needs.
- The school's Friends Association is very supportive.

Commentary

33. Around a third of parental questionnaires were returned to the inspection team. In these, a significant minority of parents and carers expressed concerns about many aspects of the school. Although parents in general were pleased with the progress of their children and with the teaching at the school, a minority of parents at the meeting and in response to the questionnaire, did not feel that they were well informed about their children's progress. A significant number of parents also expressed their concerns in writing. Parents did not feel that the school took account of their views or responded well to their concerns. The findings of the inspection endorse parents' views: the school is not enabling parents to carry out their role as co-educators of their children as effectively as they would wish.
34. Information provided for parents is satisfactory. The prospectus and Governors' annual report to parents are formally presented but comply with requirements. The school does not consistently provide parents with information about what their children are to learn. Whilst the support given by parents to their children's learning at home is satisfactory, the home/school reading book records do not give clear indications to parents how they can help their child improve. Reports are satisfactory: they give targets in English, mathematics and science. However, they often give too much information about the work the children have covered and not enough about their progress or how they can improve. They do not provide the opportunity for parents or pupils to comment. Regular newsletters are helpful and keep parents well informed of events, although some parents feel that they are only given short notice of changes.

Teachers are always available for informal consultation at the end of the day. However, many parents do not feel able to approach the school with concerns or complaints or have the confidence that their concerns will be dealt with. There are no mechanisms, such as questionnaires, to ascertain parents' views.

35. Attendance by parents at consultation meetings is very good. However, consultation times have recently been shortened, without consultation with parents, to five minutes and this has caused legitimate concern among parents. Parents are involved early in any racial incidents or in any behavioural issues and the school has the confidence of all communities in the way it ensures all pupils are fully and fairly included in the school's life. Induction procedures are good and include helpful information about starting school. Links with parents of children with special educational needs are good and parents expressed considerable satisfaction with the way that the school handled special needs concerns.
36. There are good links with the local playgroup and satisfactory links with local secondary schools. There are some links with other local primary schools through sports and training, and more recently through the solar power car challenge. The Friends Association runs a good range of social and fund-raising activities and raises large sums to buy equipment to support the pupils' learning. A good number of parents help in school on a regular basis. The school has good links with the local community: for example, the vicar takes assembly each week and pupils visit the church for services. Several local groups use the school for activities. Sponsorship has been obtained from a national company for sports equipment.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are unsatisfactory. The governance of the school is unsatisfactory. The leadership of the headteacher and other key staff is unsatisfactory.

Main strengths and weaknesses

- The leadership and management of the headteacher and subject co-ordinators are not sufficiently focused on monitoring the school's performance and provision.
- The headteacher has built a strong team spirit amongst staff and has developed effective recruitment strategies.
- Some important issues from the last inspection have not been fully addressed.
- There has not been enough formal monitoring of teaching and learning to identify the very good practice in school and to use this to develop other teachers' effectiveness in the classroom.
- Governors are experienced and supportive of the school but do not take enough account of parents' views or ensure all statutory requirements are met.

Commentary

37. Staff are hard working and feel valued and loyal to the headteacher. The headteacher has made some good staff appointments in the last three years but, because of a lack of formal monitoring, the skills of these and other teachers are not been systematically developed. As a result, pupils' achievement is uneven as they move through the school and in some years, they do not make enough progress. One key issue of the last inspection, of developing the role of the subject co-ordinator, has not been fully addressed. As a result, the school does not have enough information about the school's teaching and learning provision and this is leading to inappropriate priorities in the school development plan. For example, improving the quality of the teaching of reading in Year 2 was not identified as a priority. This lack of monitoring is also resulting in insufficient data on pupils' progress through a year to inform the headteacher's

strategic planning. The skills of the experienced deputy headteacher are still not being used effectively and it is a priority for the school to make greater use of her expertise, vision, energy and enterprise to improve the effectiveness of the school's provision.

38. Pupils are set targets to achieve in reading, writing and mathematics at the beginning of a school year by the class teacher and the pupil's previous teacher. At present, the subject co-ordinator does not have any input into this target setting process and is therefore not sufficiently involved in ensuring that pupils' achievement is sufficient in each year. The school's systems for tracking pupils' progress over the course of a year are not rigorous enough. There is a lack of formal professional dialogue between the class teacher and the headteacher to ensure that pupils through the year maintain sufficient pace to their learning to enable them to meet their end-of-year targets. At present, too much is left to chance and some pupils, particularly in Year 4, do not achieve as well as they should. The school is rightly looking at a different system to record pupils' progress as previous ones have been too time-consuming to manage.
39. Most of the key issues from the last inspection have been successfully addressed. Schemes of work are now in place and the school's provision for information and communication technology has improved significantly. Planning for pupils with special educational needs and the Foundation Stage is now good. However, the professional in-service development of staff is not sufficiently linked to priorities in the school development plan and the school's present performance management programme does not meet some statutory requirements.
40. Governors are supportive of the school and are kept up-to-date with developments through the headteacher's termly written report and discussions with individual subject co-ordinators. Whilst governors have a good awareness of how the school is performing against national comparators, they have insufficient knowledge of how pupils are presently performing in individual years. At present governors do not gather sufficient first-hand information to be able to question the school about its performance, but the planned joint observations with subject co-ordinators and their associated governors will give valuable insight into teaching and learning which can be shared with the whole governing body. Governors have a good range of skills and the school has made particularly good use of the skills of the information and communication technology and special educational needs governors. However, even greater use could be made of governors' expertise in helping the school to evaluate its effectiveness and its developments, such as through formal discussions with pupils. Governors fulfil the great majority of their statutory duties but have not been sufficiently vigilant to ensure that the school's policy on performance management of teaching staff is carried out correctly. As a result, some staff are unaware of their annual targets and this is having a negative impact on the quality of provision in some classes. The governors' processes for seeking parents' views are at present unsatisfactory. As a result, a significant minority of parents who completed questionnaires and who came to the meeting with the lead inspector feel excluded as joint educators of their children and continue to be frustrated with elements of the school's provision. This is particularly the case with swimming which has not been on the school's curriculum for the last nine years.
41. The school has a strong commitment to inclusion and staff generally work hard to ensure equal opportunities for all pupils. However, the needs of higher-achieving pupils in Year 2 and pupils in general in Year 4, are not being consistently met. The school has good systems for supporting newly qualified teachers in their first year of teaching and has a close working relationship with the local teacher training college.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	609,506
Total expenditure	586,617
Expenditure per pupil	2,454

Balances (£)	
Balance from previous year	22,889
Balance carried forward to the next	75,317

42. The school's budget is monitored carefully by the governors' finance committee and headteacher. In April 2003, going against advice, the governors set a £39,000 deficit budget to protect the school's staffing. As a result of extra money coming in during the year as part of the school's special educational needs funding and a correction by the local education authority to the school's formula funding, the school ended the year with a much above average carry forward. Much of this carry forward has been put into the 2004-05 budget and the carry forward from this budget is £21,000, which is well within the accepted guidelines. The school applies some aspects of the principles of best value well, but in the area of consultation there are weaknesses. Overall the school's application of best value principles is satisfactory.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is good overall.

At the time of the inspection there were 38 children divided equally between two reception classes. They are admitted in September, with the younger pupils starting on a part-time basis. Good links with the pre-school playgroups contribute to the smooth arrangements for introducing children gradually to full-time school. Although there is a wide range of attainment on entry to the school, standards are below those usually found. Achievement is good in almost all areas of learning because of good teaching. The co-ordinator's good knowledge and understanding of the needs of the age group has a positive impact on the high quality planning of the curriculum. Her expertise, however, is not effectively shared to promote consistently good practice in both classes. There are thorough and detailed assessments of individual children but these are not analysed sufficiently to identify overall strengths and weaknesses in order to raise standards. Teaching is good overall and particularly so in the areas of personal, social and emotional development and in communication, language and literacy. It varies between consistently very good in one class, to at times, unsatisfactory in the other. There is well-organised support from teaching assistants and parent helpers.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Routines and high expectations of behaviour are quickly established.
- Children achieve very well because teaching is highly organised and accurately matched to the children's needs.
- Good opportunities to develop independence.

Commentary

43. Children enter reception with a wide range of personal, social and emotional development but overall below that usually found. There are very good relationships between staff, parents and the children, who settle happily. Children soon become familiar with the well-established patterns and routines in both classes and know what is expected of them. Adults provide good role models and take every opportunity to promote good manners, politeness and consideration for others. As a result, children behave very well. They share resources and negotiating sensibly with one another during activities. Children confidently select and use resources and activities for themselves because they are well motivated during teacher's well-planned introductions. They are effectively encouraged to follow their interests and state their own preferences, developing independent skills well. Most children concentrate and work independently for long periods, engrossed in purposeful activities. The most able show high levels of initiative and ingenuity. Well-organised classrooms and resources help children to access the equipment they need and they are encouraged to put things away in their proper places. Achievement is very good because of high quality teaching in this area of learning. The majority reaches beyond the expected early learning goals by the time they reach Year 1.

Communication, language and literacy

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

Main strengths and weaknesses

- Good development of speaking and listening.
- Basic skills of reading are taught well.
- Writing tasks are not matched closely enough to children's abilities.

Commentary

44. Children start school with below average speaking skills. They achieve well and by the end of reception, standards are above those expected in this area. Adults provide many good opportunities for children to speak together in pairs and groups during the planning of their activities. Some reach very high standards. Adults involve themselves in children's activities, making skilful interventions to develop language and thinking. They make good use of questioning to extend children's replies and children make good gains in their speaking skills. Children enjoy looking at books, listening to tapes of stories and enjoy experimenting with the sounds words make. They soon learn to recognise their full names and initial sounds through the registration procedures and the systematic teaching of phonics. This gives them a good foundation for reading and many recognise simple words and work out others using their knowledge of sounds and other clues. Teaching is good overall. Letter formation and pencil control is mostly well developed through a good balance of structured and independent writing and copying activities. Although some reach a good standard, when, for example, they make books of their own, for a minority, formal copying tasks lack relevance or purpose. They are tackled too soon and work is not sufficiently matched to their stage of development.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- A good variety of practical mathematical activities aids progress.
- Good use of mathematical vocabulary.

Commentary

45. When children start school, initial assessments show a broad range of mathematical ability. The majority is below average. Adults involve children effectively in a good variety of practical tasks, number games and rhymes to develop their confidence with numbers. Children achieve well and confidently count forwards and backwards to twenty. They recognise shapes and patterns and gain a sense of the principles of addition and subtraction. Adults make good use of mathematical vocabulary, reinforcing number names, comparative and positional language, such as 'more' and 'shorter' and 'longer'. Children begin to record their work with varying degrees of success. Teaching is good overall. By the end of the reception year, the majority of children reach the standards expected.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Good opportunities for investigation and exploration.
- Adults make good use of questioning.

Commentary

46. Children enter reception with mostly low levels of knowledge and understanding of the world. There is an interesting range of worthwhile practical activities and visits and good opportunities for children to investigate, experiment and explore objects and materials. In the stimulating environment of the school grounds and the well-designed outdoor area, children learn about plants and animals to a good extent. They water and identify parts of plants, observe flowers and notice the changing shape of tadpoles, for example. They use ICT well to support and consolidate their learning and develop good computer skills. Teachers encourage children to initiate and plan their own projects during very well integrated lessons. They are well supported by teaching assistants who interact well with children during independent activities. Adults ask pertinent questions, prompting children to think carefully about how they could improve a model or design. Teaching and learning are good and children achieve well. By the end of the reception year, the majority of children reach standards in line with expectations.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- A comprehensively planned programme develops co-ordination and control.
- Outdoor space offers limited opportunities for more vigorous activities.

Commentary

47. There are no assessments to indicate children's level of physical development on entry to the school. Children learn to handle and manipulate small construction equipment, scissors, brushes and writing tools with increasing control. They enjoy constructing with a variety of large blocks and equipment, showing imagination and developing spatial awareness well. There is a wide range of ability, with the majority of children showing an appropriate sense of space. A planned programme of physical activities in the hall is adequate and children understand the importance of exercise. However, there is a lack of regular and frequent access to secure outdoor space. Children lack sufficient opportunities for vigorous and energetic physical activity using climbing equipment or wheeled toys, for example. Teaching is satisfactory overall and children achieve appropriately. By the end of the reception year, the majority of children reach standards broadly in line with those expected.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children show an increasing ability to use their imaginations through role play.
- Experience wide range of materials and media.
- Uneven provision between classes.

Commentary

48. It was not possible to ascertain children's attainment on entry. All children have regular and frequent access to a wide range of painting, modelling, role-play and music making activities. In one class, stimulating and exciting teaching encourages children to use their imaginations to an exceptional degree. It gives them the freedom to put their ideas into practice to very good effect. The very good use of resources encourages children to be creative and experiment with colour, texture and shape. They confidently and most imaginatively participate in extended role-play activities, involving adults and others in their acting out of both familiar and new situations. The same opportunities are planned for both classes. However, the comparatively cramped conditions and, at times, too much adult intervention, inhibits children's creativity to some extent in the smaller-sized class. Teaching and learning are good overall and children achieve well. By the end of reception, they reach standards in line with the expected levels.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well overall and make particularly good progress in Year 6.
- Although teaching is good overall, pupils' progress is uneven as they move through the school.
- The development of pupils' speaking and listening skills is particularly good.
- Assessment is not used effectively to ensure pupils are sufficiently challenged.
- The co-ordinator does not have enough opportunities to identify and share the good teaching practice in the school.
- Parents do not have enough information to make them effective partners in their children's reading development.

Commentary

49. In the 2003 National Curriculum tests, Year 2 pupils' attainment was below average in reading and above average in writing when compared to all schools nationally and also to similar schools. The proportion of pupils working at the higher levels was well below average in reading but above average in writing. The results in writing showed a good improvement over the previous year. Pupils in the present Year 2 are achieving satisfactorily overall and their attainment is below average for reading and average for writing. The proportion of pupils working at the higher levels is still below average in reading because the books these pupils read are not challenging enough. Standards in reading have fallen since the last inspection.
50. In the 2003 National Curriculum tests, Year 6 pupils' attainment was average when compared to schools nationally and to similar schools. These pupils had made satisfactory progress since they were in Year 2. The proportion of pupils attaining the higher levels was also average. There was no discernible difference between the attainment of boys and girls. Pupils' achievement in the present Year 6 is very good, as at the time of the last inspection, and their attainment is above average, despite the very high proportion of pupils with special educational needs in the class. These pupils have made significant progress since they were in Year 2, particularly with their reading and speaking and listening.
51. Throughout the school, pupils with special educational needs make good progress and attain standards that reflect their individual targets. These pupils benefit from a balance of whole class teaching, small group work and individual attention to their areas of difficulty. The teaching assistants' effective guidance and support play an important part in this provision. Significant in this progress is the teachers' knowledge of the individual pupils and the appropriate 'wait' time they give these pupils to answer a question.
52. Standards in speaking and listening are average in Year 2 and well above average in Year 6. The majority of Year 6 pupils have very well developed speaking skills and use interesting language with complex sentences. They listen carefully to their teacher and other pupils. This was evident in a very good lesson in Year 6 when pupils discussed a recent book they had read with a peer before addressing the whole class. Pupils think carefully when they answer questions, explain their point of view and justify their answers and opinions in a mature way. When asked why he had enjoyed the book a pupil replied "because I built up a strong bond with the man in the story".

53. Standards in reading are below average in Year 2 and above average in Year 6. Inspection evidence does support the view of some parents that the home-school reading system is not benefiting all pupils. There is a structured reading programme supported by systematic teaching of phonic skills in Years 1 and 2 and by Year 2 the majority of pupils read accurately and with increasing fluency. However, a larger than average proportion does not reach the expected level and not enough pupils are achieving the higher levels. Reading record books are carefully maintained by the teachers and teaching assistants but do not contain short-time targets to help pupils improve. Similarly the reading record sheets that go home with the pupils with their own choice library books contain no guidance for parents. It is an important priority for the school to set short-term targets for reading and to share these targets with parents so that the efforts of home and school are focused on the same improvement objective. Higher-attaining readers in Year 2 are not achieving to their potential because the reading books are not sufficiently challenging. This is because ongoing assessment is not rigorous enough to track pupils' progress. Pupils in Year 2 are only able to change their reading books on a weekly basis and this is not sufficient to maintain the enthusiasm of the brightest pupils. Year 6 pupils are independent and enthusiastic readers who explain why certain books appeal to them. They use books and computer programs for research in other subjects such as geography, history and religious education. All pupils benefit from the good range of reading resources in the school.
54. By Year 6, standards in writing, including spelling, are above average. Elements of the National Literacy Strategy are having a positive impact on the development of the pupils' knowledge of grammatical structures and the processes of writing in different styles for different purposes. Pupils use vocabulary skilfully and make knowledgeable use of metaphor and personification in their work. Pupils in Year 2 are achieving well because there are good opportunities for pupils to write at length. These pupils develop their ideas into a sequence of punctuated sentences with higher-attaining pupils using connecting words effectively to join ideas and to create sustained writing. Although there is a high proportion of special educational needs pupils in Year 4, the year group as a whole is not making sufficient progress in their writing. This is mainly because of the overuse of grammatical exercises and too few opportunities for pupils to write at length. The development of handwriting is satisfactory overall but in some years pupils revert to a printing style because the teachers do not consistently follow the school policy.
55. The vast majority of pupils have positive attitudes to their learning and enjoy their lessons. They behave very well and try to do their best at all times. The subject makes a good contribution to their spiritual, moral, social and cultural development as they begin to understand the power of words to create moods and atmosphere, to pose questions, create arguments and encourage empathy.
56. Teaching is good overall. Five literacy lessons were observed during the inspection, with very good teaching in two of these and good teaching in two others. All members of staff have a good knowledge and clear understanding of the subject. Most work is planned carefully and teachers explain clearly what they want the pupils to learn. Target setting with pupils is in its early stage of development, but the older pupils in Years 5 and 6 talk encouragingly of how it helps them to focus on improving their work. The lessons are organised well, presented imaginatively and the work is suitably challenging for all ability levels. Teachers use questioning skilfully to establish the pupils' understanding and then use the answers effectively to support and extend their learning. At the end of lessons, pupils are given opportunities to discuss what they have been doing. Teaching is most effective when pupils are involved in

reviewing their own learning during these sessions. Whilst most teachers mark pupils' work conscientiously, they do not consistently inform pupils how to improve their work.

57. Whilst the co-ordinator is a gifted teacher and an enthusiast for the subject, her role at present is unsatisfactory as not enough use is made of her skills to ensure that teaching and learning is consistently good through the school. Although she analyses national tests and non-statutory assessments, not enough use is made of this evaluation to inform the planning of future years, or to pinpoint accurately areas that need to be developed in the annual subject development plan. Because of lack of time for analysing teaching and learning, weaknesses in reading in Year 2 and in the teaching in Year 4 have not been identified. Targets are set for pupils to reach by the end of each academic year. These are not consistently shared with pupils at the moment, nor is there sufficient rigour in the way pupils' progress is monitored towards these targets.
58. The school's resources are good, with an interesting reading scheme and other fiction books. There is a good range of reference books, which pupils regularly use in their work in other subjects. Throughout the school, the pupils make good use of computers for research but only use word processing occasionally to enhance the standard of the presentation of their written work.

Language and literacy across the curriculum

59. Pupils use their literacy skills satisfactorily overall to support their work in other subjects. Their skills in speaking and listening are well used across the curriculum in support of discussions in class sessions and in subjects such as science and history. Pupils are encouraged to retrieve and collate information from a range of sources to support geography, history and religious education topics. However, the overuse of worksheets in religious education and science in Years 2 and 4 restricts the opportunities for pupils to develop their writing skills in a meaningful context.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve very well and standards are well above average at the end of Year 6.
- Teaching has some significant strengths particularly in Year 6.
- Some pupils are not challenged sufficiently in Years 1 to 4.
- Pupils enjoy mathematics and are developing very positive attitudes.
- There are weaknesses in the systems to monitor and improve the quality of teaching and learning and track pupils' progress.
- Teachers mark pupils' work regularly but do not consistently inform them how to improve their work.

Commentary

60. National tests indicate that standards in mathematics at the end of Year 2 have declined over the past two years. In 2003 national tests, standards in Year 2 were below average because only one tenth of pupils achieved the higher levels and nearly one fifth achieved below the expected levels. Inspection evidence indicates that this trend has been reversed. Standards are now average overall because more pupils have achieved well and reached the expected levels. However there are still too few attaining the higher levels. The quality of teaching in

Years 5 and 6 ensures that boys and girls achieve very well in these classes and standards are well above average by the end of Year 6. This maintains the very high standards reached last year in the national tests and is an improvement since the last inspection. Good support from teaching assistants and the special educational needs coordinator ensures that pupils with special educational needs are presented with work well matched to their needs, enabling them to achieve well.

61. The quality of teaching lacks consistency and varies from satisfactory to excellent as observed in Year 6. In Years 1 to 4, pupils work hard but spend too much of their time completing worksheets that often lack challenge and give them insufficient opportunities to apply their skills and knowledge. In contrast, teaching in Years 5 and 6 is vibrant, encouraging pupils to become engaged with a sense of purpose and giving them many opportunities to apply their mathematical knowledge. For example, in Year 6, pupils collect data about how far they can swim and convert this into percentages and graphs; whilst in Year 5 they use the computer well to test their knowledge and understanding of angles. Pupils in these years achieve very well because teachers are skilled at asking questions that encourage pupils to reflect, justify and explain. They have very high expectations of all the pupils and pupils of all abilities respond well and relish the challenges and opportunities offered. The teachers in Years 5 and 6 are a major factor in ensuring that many pupils leave the school with high standards and very positive attitudes toward mathematics.
62. Systems to track pupils' progress over time are not effective and it is a priority for the school to review these to ensure that issues, such as the lack of challenge for high achievers in Years 1 to 4, are identified and appropriate action taken. Targets for learning are set for most pupils in years and therefore pupils in some classes are aware of what they need to do in order to improve. However, these targets are often too general and consequently it is often difficult for both teachers and pupils to evaluate progress. All books are marked but marking does not help pupils understand what they need to do in order to improve further.
63. Leadership and management are unsatisfactory because systems do not exist that will allow the co-ordinator the time to monitor the quality of teaching and learning and to organise support and further training where required. The good practice that exists in Years 5 and 6 has not been shared with staff.

Mathematics across the curriculum

64. Staff identify opportunities to apply mathematics in subjects across the curriculum but these are incidental and are not reflected in teachers' planning. There are some good links with science where pupils use their mathematical skills to measure and draw graphs and apply problem-solving techniques when interpreting the results of investigations. Older pupils apply their knowledge of co-ordinates when using maps in geography and younger pupils measure two-dimensional shapes accurately in design technology.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- High standards by the end of Year 6 where teaching is of a high quality.
- Good opportunities for investigation and exploration support learning well.

- Monitoring of teaching and pupils' work in the classrooms is not rigorous enough to ensure consistency throughout the school and raise standards in Years 2 and 4, particularly for the more able.
- Pupils have very good attitudes towards science.

Commentary

65. In the 2003 national tests, Year 6 pupils' attainment was above average compared to all schools and well above average when compared to similar schools. By the end of Year 6, pupils reach well above average standards in all areas of science and this shows an improvement since the last inspection. In the final two years, pupils benefit from well-planned opportunities to carry out independent research and conduct an interesting variety of experiments. In a Year 6 lesson, for example, pupils used a wide variety of sources, materials and equipment, including web sites, to make detailed comparisons between creatures they have found in the school grounds. Pupils in Year 5 show a good understanding of what constitutes a fair test. They confidently make predictions and apply their growing knowledge to good effect, with good use of scientific vocabulary. Older pupils are encouraged to record their experiments in a variety of different ways. They do so to a high standard, showing very good levels of knowledge and understanding of scientific principles.
66. By the end of Year 2, teacher assessments show that whilst most pupils reach the nationally expected levels at the end of Year 2, too few reach the higher levels. Standards are not as high as at the time of the last inspection and whilst achievement is satisfactory for the great majority of pupils, it is unsatisfactory for some of the more able pupils because teachers' expectations are not high enough. There is also insufficient focus on what pupils need to learn next in order to raise their standards.
67. Pupils achieve well overall as they move through the school because teaching is generally good, enabling pupils of all abilities, including those with learning difficulties and others identified as particularly gifted, to achieve well. However, the quality of teaching varies from unsatisfactory to very good and progress in learning is inconsistent across the year groups. Where teaching is unsatisfactory in Year 4, activities lack interest or challenge, consisting of uninspiring work sheets that are not sufficiently matched to pupils' abilities. This limits pupils' opportunities for independent investigation and slows learning. Features of very good teaching include very good questioning which builds well on pupils' responses and high expectations of what pupils can achieve, leading to very good attitudes towards investigative science.
68. The subject leader's role is unsatisfactory. It lacks sufficient opportunities to monitor teaching or to examine pupils' books in order to ensure a greater consistency of the quality of teaching across the year groups. Results of teacher assessments and national tests are not analysed with sufficient rigour to identify strengths and weaknesses and clarify what needs to be done to raise standards further.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- Standards have improved significantly since the last inspection.
- The new computer suite enables the teaching of skills to whole classes as well as small groups.

- Classrooms are well resourced to enable computers to be used to support learning in the other subjects.
- The quality of teaching is good but there are weaknesses due to uneven provision as pupils move through the school.
- The co-ordinator has insufficient time to work with colleagues in lessons and to share her expertise.

Commentary

69. There has been a good all-round improvement in the school's provision since the last inspection and the school has worked very hard to raise the profile of the subject by increasing the number of computers through the school and creating a well-equipped computer suite with up-to-date machines. The suite is used effectively for whole-class skills teaching sessions. Pupils are achieving satisfactorily and at the end of Year 2 standards are in line with national expectations. As pupils move through Years 3 to 6 their progress is uneven because of inconsistent provision in the different years. In Year 4, pupils do not have enough opportunities to use computers and make unsatisfactory progress. However, in Years 5 and 6 they make very good progress and their standards are above national expectations by the end of Year 6.
70. Pupils with special educational needs especially enjoy the ease in which they can present their work to a high standard and this encourages them to make the same progress as other pupils and achieve well. Both boys and girls are equally confident in using computers and make the same good progress. Progress accelerates in Years 5 and 6 because these pupils treat computers as a natural learning resource and use them naturally to support and extend their work. For example, pupils made effective use of the Internet to support their work on the Second World War. Pupils also make good use of computers outside lessons with the older pupils practising their French pronunciation whilst gaining a feel of what going to school in France was really like.
71. Teaching and learning is good overall. Well-focussed training has given teachers a greater confidence and subject knowledge to teach the subject effectively. Pupils are now more interested in the subject and have very good attitudes to their learning. In all years pupils use the equipment carefully, collaborate well and show respect for each other. This makes a good contribution to pupils' social development. Pupils' behaviour in lessons is very good. Resources for the subject are very good with the school having an above average number of up-to-date computers. Pupils are starting to use the Internet well for researching a whole range of topics in different years. Good use is made of the microscope that is attached to the computer for work in science.
72. The co-ordinator has led the subject well since the last inspection, and manages the resources effectively on a day-to-day basis. The school has been fortunate to have a committed ICT governor who has worked very hard with the senior management of the school to focus attention on improving the computer provision. The school has rightly identified the acquisition of an interactive whiteboard as the most important development to enhance the school's provision.

73. The strategic management is weaker because there is insufficient time for the co-ordinator to monitor teachers' planning but she has had release time to work alongside colleagues and share her expertise. Assessment is satisfactory, but the school does not have exemplar work graded against National Curriculum levels to develop teachers' understanding of the different years' targets.

Information and communication technology across the curriculum

74. Pupils make satisfactory use of ICT to support their learning in other subjects. They practise and reinforce the skills they have learnt in their ICT lessons and are beginning to use them more effectively to support learning.

HUMANITIES

75. No lessons in **geography** were seen but work was scrutinised and pupils interviewed. Standards are average at the end of Years 2 and 6, an improvement since the last inspection. Teachers have made good use of a national scheme to support their planning. Pupils have positive attitudes toward the subject and are beginning to use computers well to research information, such as Year 6's work on mountains. The role of the co-ordinator is unsatisfactory as she does not have any time for formal discussions with teachers about the pupils' work and has to rely on the work on display to gain an overview of standards. Although she samples work every term, these are not compared to national expectations and therefore give little indication of standards achieved. School systems do not allow time for her to monitor either teaching or to talk to pupils about their work. As a result, the co-ordinator does not have enough first-hand information to regularly monitor the school's provision. Resource provision is unsatisfactory, and a recent audit has rightly indicated a need to review map provision and improve the range of computer software to encourage the further use of ICT in the subject.
76. No lessons in **history** were seen, consequently work was scrutinised and pupils interviewed. Standards are average, a similar outcome to the last inspection. By the end of Year 6 pupils have developed very positive attitudes. They talk confidently about primary and secondary sources of evidence and are beginning to understand the range of skills needed to further develop their understanding. They research information on the Internet and select appropriate passages and illustrations to support their writing. Resource provision is satisfactory. Leadership and management of the subject are unsatisfactory. The coordinator has been in post for six years and has audited resources, reviewed the policy and adapted the national scheme. Although a sample of work is collected every term it is not compared to national standards. There are no assessment procedures in place that help staff identify what needs to be done to raise standards further.

Religious education

Provision in religious education is **unsatisfactory**.

Main strengths and weaknesses

- Curriculum planning has not improved since the last inspection and is unsatisfactory.
- Pupils achieve well in Years 5 and 6.
- In some classes there is an over-reliance on worksheets which do not challenge higher-achieving pupils.
- There is a lack of rigour in the monitoring of the school's provision which has declined since the last inspection.

Commentary

77. Standards have been maintained since the last inspection and are in line with the expectations of the locally agreed syllabus at the end of Year 2 and Year 6. However, pupils' achievement fluctuates as they move through the school and most particularly in Years 3 to 6. By the end of Year 2, pupils have a sound understanding of elements of Christian festivals and make good use of their literacy skills, such as when writing their own version of the Christmas story. Pupils are developing their knowledge of elements of the Hindu faith, clearly shown in their stories about Rama and Sita. However, higher-achieving pupils are not consistently challenged when the worksheets they use are too simplistic and require little knowledge to complete. This also occurs in Year 4, where much of pupils' books are filled with photocopied information sheets, which are not graded to ensure appropriate challenge for the different abilities of pupils. Progress in Years 5 and 6 accelerates and by the end of Year 6 the pupils have a sound understanding of different religions, including Christianity, Judaism and Sikhism. They know each religion has a special place for worship and a sacred book. They make good use of the Internet to find out information about how people in the past have been inspired by their faith, such as Mother Theresa and Bernadette of Lourdes. Overall, the subject makes a good contribution to pupils' spiritual, moral, social and cultural development.
78. Teaching is satisfactory overall, although the teaching observed during the inspection was consistently good, with teachers using imaginative approaches to inspire the pupils who responded enthusiastically. Particularly effective was the use of drama in Year 5 to reinforce the story of Moses' flight from Egypt. Teachers have good subject knowledge and use this well in their questioning of the pupils and in the reinforcing of the learning at the end of the lesson. As a result, pupils are interested and keen to learn more. The curriculum, which is due to be revised, is at present unsatisfactory because the time gaps between important topics are too large. For example, Year 6 pupils understanding of Islam is unsatisfactory because the pupils last studied this religion when they were in Year 3.
79. The co-ordinator's role is at present unsatisfactory because the monitoring of standards in the subject and of the quality of teaching and learning are not sufficiently robust. Although samples of work from each topic is collected from each year groups, these pieces of work are not evaluated to identify the strengths and weaknesses in each year group. At present the development plan for the subject is not leading to improvements in pupils' achievement. The range of religious education books in the infant library is unsatisfactory. Resources in the junior library are satisfactory overall. The school has improved the number and range of artefacts from different religions since the last inspection. However, there has been an overall unsatisfactory improvement in the school's provision since the last inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

80. No lessons were observed in **design and technology** and it is, therefore, not possible to judge the school's provision in this subject. Judgements are based on a scrutiny of pupils' work, a review of the work on display, interviews with pupils and discussions with the subject leader and class teachers. Standards in design technology are in line with national expectations at the end of Years 2 and 6. Progress is variable however, because of the differing subject knowledge of individual teachers. Teachers' planning and samples of work show that pupils can plan, design, make and evaluate their work. They make choices about design and materials and consider how improvements can be made. Pupils work with a satisfactory range of materials. However, the range of technological aids for them to use is limited. Overall, achievement is satisfactory throughout the school.

Art and design

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

Main strengths and weaknesses

- Pupils experience a wide range of media and materials.
- Good use of sketch books to develop skills and techniques in drawing.
- Good cross-curricular links.
- Lack of definition of the progression of skills from one year to the next.

Commentary

81. Standards in art and design have remained in line with national expectations at the end of Year 2 and Year 6 since the last inspection. By the end of Year 2, evidence from displayed work and the one lesson seen shows that pupils are confident to use paint imaginatively with bold strokes and have a growing awareness of colour, shape and form. Pupils add to their knowledge and understanding suitably when they design their own printing blocks with the help of computer programmes. By the end of Year 6, pupils have had frequent opportunities to express their ideas through drawing, painting, printing, collage and two and three-dimensional materials. They use a satisfactory variety of materials, tools and techniques, including clay, paper modelling and papier-mâché. They make good use of sketchbooks to develop ideas and practise skills and techniques of shading and line drawing to good effect. There is a good balance between learning new skills and techniques and the opportunity for pupils to use their imaginations and creativity.
82. There are good links with other areas of the curriculum. Pupils make observational drawings of plants and creatures they have learnt about in science and make models of the Globe Theatre following a visit connected with literacy. In a very good lesson in Year 6, pupils gained inspiration for a range of art activities from their work in history and geography. They developed their skills and techniques in an interesting and relevant way, leading to very good levels of achievement.
83. Teaching is satisfactory overall. During the inspection, activities and resources were well planned and organised. Pupils enjoy purposeful and creative sessions. They have good opportunities to work in pairs and in groups and co-operate very well with one another. They apply themselves well and are proud of their achievements. An art club provides additional creative experiences for older pupils and contributes to their progress. Planning, however, does not ensure that pupils build progressively on their skills from one year to the next and progress is rather haphazard. Teachers have benefited from additional training since the last inspection. The school has made significant progress in its use of technology to support art. Improvement is satisfactory overall. The subject is led satisfactorily by the co-ordinator in the limited time she has available.

Music

Provision in music is **satisfactory**.

Main strengths and weaknesses

- High standards of singing.
- Good opportunities for performing.
- Enthusiastic co-ordinator is beginning to raise the profile of music in the curriculum.
- Inconsistent opportunities for music across all classes.

Commentary

84. Standards have remained in line with national expectations since the last inspection at the end of Year 2 and Year 6. By the end of Year 2, pupils enjoy singing together tunefully keeping good time. They accompany themselves thoughtfully and accurately using a good range of untuned percussion instruments with a well-developed sense of rhythm. Pupils begin to develop an understanding of notation through the use of symbols to represent sounds. They grow in confidence because of good teaching and the use of a systematic programme of

musical skills. By the end of Year 6, the majority of pupils sing with clear diction, enthusiasm and clarity of tone. Pupils in Years 3 to 6 pupils have the opportunity to participate in the school choir. They perform to a high standard, singing solos and in two and three-part harmonies with confidence and good techniques. They show good knowledge and understanding of pitch, pace and power and good levels of awareness of one another. The standard of singing is above that usually found. Teaching is good overall and pupils achieve well.

85. Music plays an increasingly important part in school life. Pupils sing and play instruments in assemblies, churches and local festivals. All pupils take part in the popular and well-established concerts, twice a year. They listen to the works of some famous composers and benefit from visiting musicians. A significant proportion of pupils in Years 3 to 6 benefit from instrumental tuition. Pupils in Years 3 and 5 have had the opportunity to play the gamelan with some Year 5 pupils attending a club for this instrument.
86. The recently appointed co-ordinator leads the subject well and has expertise and enthusiasm, which have contributed well to the provision since the last inspection. Good planning, based on a commercial scheme and adapted to the school's needs provides a secure framework for teachers and an interesting programme of work. Lessons seen are lively and well structured, with clear learning objectives. Pupils with special educational needs participate fully in lessons and consequently make good progress. However, the co-ordinator's role does not include the opportunity to monitor provision and she is unaware of the uneven provision in some years. For example, pupils in Years 2 and 4 have insufficient music beyond singing in assemblies and this affects progress in these year groups.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- Lessons have good pace and pupils work hard.
- Pupils take part in a wide range of competitive sports and enjoy the good range of out of school clubs.
- Pupils achieve well through the school because teachers make good use of their subject expertise.
- Standards in swimming are below national expectations because historically this has not been part of the school's curriculum.

Commentary

87. Standards are above national expectations at the end of Year 2 and in line with national expectations at the end of Year 6, where pupils' under-developed swimming skills reduce overall attainment. Pupils achieve well as they move through the school because teachers plan lessons carefully, ensure pupils work hard and help pupils build successfully on their previous skills. By the end of Year 2, pupils have good co-ordination skills and use these well in their balancing work. They enjoy the subject because the teacher consistently challenges them to improve their own performance. The effective use of exemplars to show quality movement is particularly well used with pupils benefiting from opportunities to copy what they have seen. Higher-achieving pupils are particularly well challenged and good use is made of their expertise when they evaluate the work of their peers. By the end of Year 6, pupils have good skills in most areas of the subject except for swimming, which has not been a regular part of the curriculum. In lessons, good emphasis is placed on developing pupils' stamina. Pupils work very well collaboratively and this makes a good contribution to their social development. Pupils benefit from the wide range of clubs, with cross-country being particularly popular. Pupils also benefit from inter-school competitions and the expertise of outside agencies, such as the Crystal Palace football club. As a result of good quality coaching, pupils have achieved successes in recent football, netball and cross-country competitions.
88. Pupils benefit from spacious grounds and two good size halls. Access to the grounds in winter is restricted during wet weather as the drainage is poor and the ground becomes waterlogged.

Staff have benefited from good in-service training in games and dance. Gifted and talented pupils are well challenged and encouraged to take advantage of sporting provision in the local community. Similarly the needs of the lower-attaining pupils are well met enabling these pupils to feel a real sense of achievement in their work. The co-ordinator gives satisfactory leadership to the subject but has not been sufficiently proactive historically in ensuring that the swimming elements of the statutory curriculum are in place.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

89. No lessons were seen in **personal, social and health education and citizenship** and therefore it is not possible to make an overall judgement on the quality of provision. However, the available evidence and the way that the school integrates the subject into aspects of the school's work, indicate that the provision is good and very good for pupils' social development. Pupils have a very good understanding of the need for rules and maintain them well. There are well planned opportunities for them to take part in discussions and to develop social skills, such as learning to take turns, share, work and play together, and help each other. Through science and physical education lessons, pupils learn about the importance of personal hygiene, diet and exercise. Sex education and awareness of drug and alcohol abuse are dealt with in science lessons. Pupils have regular circle time to discuss issues which are important to them. Older pupils who were interviewed during the inspection felt they would welcome the establishment of a formal forum, such as a school council, which would enable them to play an even greater part in the life of the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	4
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	3
How well pupils learn	3
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	5
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
The leadership and management of the school	5
The governance of the school	5
The leadership of the headteacher	5
The leadership of other key staff	5
The effectiveness of management	5

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