

INSPECTION REPORT

MYLAND PRIMARY SCHOOL

Colchester

LEA area: Essex

Unique reference number: 114708

Headteacher: Mr D Young

Lead inspector: Mr M J Cahill

Dates of inspection: 16–19 May 2005

Inspection number: 267368

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

© Crown copyright 2005

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	312
School address:	Mill Road Mile End Colchester Essex
Postcode:	CO4 5LD
Telephone number:	01206 852109
Fax number:	01206 855086
Appropriate authority:	Governing body
Name of chair of governors:	Heather Payne
Date of previous inspection:	8 February 1999

CHARACTERISTICS OF THE SCHOOL

The school is situated in the heart of Myland, formerly a village community and now an expanding suburb of Colchester. The school serves a mixed area of both well-established and new owner-occupied dwellings and some local authority housing; the percentage of pupils known to be eligible for free school meals is below the national average. The school is larger than the average primary school, with 312 pupils organised into 11 classes, several of which cover two age groups. The vast majority of pupils are from white British families although there is a higher proportion of pupils whose first language is not English than in most schools; few pupils are in the early stages of learning the language. There are a few pupils of Asian or African descent. Pupil mobility is below the national average¹.

Attainment on entry is broadly average, with many children coming from homes where education is highly valued; the school is regularly oversubscribed to a considerable extent. The overall proportion of pupils with special educational needs is well below the national average; the proportion with a Statement of special educational need is below average. The special educational needs of pupils include social, emotional and behavioural and speech or communication needs as well as moderate learning difficulties. The school gained a School Achievement Award in 2001.

¹ Mobility refers to pupils who join after the start of the Reception year or leave before the end of Year 6.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19623	Mr M Cahill	Lead inspector	Mathematics Science Information and communication technology Music Physical education
32741	Mr I Stewart	Lay inspector	
1963	Mrs S Raychaudhuri	Team inspector	English as an additional language English Art and design Design and technology
22657	Mr M Madeley	Team inspector	Special educational needs Foundation Stage Geography History Religious education

The inspection contractor was:

PBM, Brookbridge & Bedford Ltd
PO Box 524
Cheadle
Staffordshire
ST10 4RN

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 and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	
AREAS OF LEARNING IN THE FOUNDATION STAGE	17
SUBJECTS IN KEY STAGES 1 and 2	19
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	28

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This effective school has many good and some very good features. Standards on entry are average and rise to above average by Year 6. The school very effectively promotes pupils' personal development. Leadership and management are good and pupils are very well known and cared for. The school **provides good value for money.**

The school's main strengths and weaknesses are:

- the school welcomes and values all pupils and is very successful in helping them to develop very good attitudes to learning and to behave in a very mature and responsible manner;
- the headteacher and other key staff provide strong leadership that has effectively established a pleasant and purposeful learning environment in which pupils flourish;
- the school makes good provision for pupils who have special educational needs and those for whom English is an additional language and they achieve well;
- by Year 6, national test results are above the national average; overall achievement is good, particularly in Years 3 to 6;
- the overall quality of teaching is good, but too much in the earlier years is not challenging enough, resulting in achievement by Year 2 that is satisfactory rather than good;
- shortcomings to the teaching space and a hall that is too small represent a hindrance to raising achievement further;
- the statutory requirement for a daily act of collective worship is not fully met.

Overall, there has been satisfactory improvement since the last inspection in 1999. In particular, provision for information and communication technology has been greatly improved, as has the planning of work for pupils in mixed-aged classes. However, the governing body took far too long to deal with the requirement that swimming be taught and has failed to ensure that there is a daily act of collective worship that meets statutory requirements.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	A	A	B	B
Mathematics	A*	A	A	A
Science	A	A	C	B

Key: A - very high; 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.

Achievement is good overall. Most of the children in the Reception classes are on course to meet the national goals for early learning by the time that they enter Year 1 and many should exceed at least some of them. Their achievement is good in personal, social and emotional development and in physical development and is satisfactory in all of the other areas of learning. Standards in the Foundation Stage are average overall. Achievement in Years 1 and 2 is satisfactory. National test results for pupils in Year 2 have improved since the last inspection in mathematics but fallen slightly in writing and have kept in line with the national trend in reading. In 2004, results were above average, overall. In the present Year 2, attainment is currently average in reading, writing and information and communication technology, and above average in mathematics and science. Standards exceed

expectations in art and design and match them in design and technology. Overall, achievement in Years 1 and 2 is satisfactory. In Year 6, national test results in 2004 were average in science, above average in English and well above average in mathematics. Inspection evidence indicates that the standards attained by the present Year 6 pupils are average in science, above average in English, art and design, music and information and communication technology, and well above average in mathematics. Standards in religious education are average. Overall achievement for these pupils is good.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good overall. Pupils' attitudes, behaviour and relationships are all very good and this makes an important contribution to maintaining a pleasant and purposeful working atmosphere. Moral and social development is particularly strong but most assemblies lack a religious dimension and do not contribute as much as they should to pupils' spiritual development. Attendance is good and punctuality is good.

QUALITY OF EDUCATION

The school provides a good quality education for all its pupils. There has been good improvement in the provision for information and communication technology since the last inspection and in the planning and organisation to meet the needs of pupils in mixed-aged classes. The overall quality of teaching and learning is good. No teaching is unsatisfactory although teaching in the younger age groups is often satisfactory rather than good and this was the case at the last inspection. The school makes good provision for pupils who have special educational needs and for those for whom English is an additional language. The school has good systems for keeping track of the progress of individual pupils. Pupils develop very good attitudes to their learning and work well on their own or in groups; they acquire well the skills and attitudes needed for further learning. The curriculum meets the needs of pupils satisfactorily, with a good variety and quality of enrichment activities, including opportunities in sport and the arts as well as a good range of visits and visitors. The lack of separate spaces for small group work means that some pupils are taught in corridors adjacent to the open plan classrooms; this is far from ideal although staff and pupils make the best of it. The school provides a good standard of support, care and guidance for all its pupils. Partnerships with parents and with other schools and colleges are good; links with the local community are satisfactory.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher provides strong leadership that is clearly focused on raising pupils' achievements and promoting their personal development. Other key members of staff provide good support. The school is well managed and it runs smoothly, although there is not enough formal monitoring of the quality of teaching. Governance is satisfactory, overall, although the governing body has been slow to respond to some of the key issues in the last report, notably with respect to swimming and the daily act of collective worship.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents hold the school in high regard and value the ready access that they have to the headteacher and staff and that their views are taken notice of. Pupils like coming to school and join enthusiastically in all aspects of school life; they appreciate being able to contribute to decisions, for example about playground games equipment.

IMPROVEMENTS NEEDED

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

- raise the overall quality of teaching, where it is less than good, by sharing existing good practice and establish a programme of systematic lesson observation;

- continue to work with others to improve the accommodation;
 - develop the role of the governing body in terms of monitoring the work of the school;
- and, to meet statutory requirements:
- ensure that pupils' entitlement to a daily act of collective worship is fulfilled.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

The achievement of children in the Foundation Stage is satisfactory and standards are average overall. Most of the children now in the Reception classes are on course to meet the national goals for early learning by the time that they enter Year 1 and many should exceed at least some of them. Pupils in Years 1 and 2 are building satisfactorily on their earlier learning and overall standards are average. Current standards in Year 6 are above average, indicating that there has been good achievement in Years 3, 4 and 5.

Main strengths and weaknesses

- The national test results for pupils in Year 2 were above average in 2004; in Year 6 they were well above average.
- Standards in music and in art and design in Year 6 are above average.
- Good provision enables pupils who have special educational needs and those for whom English is an additional language to achieve well throughout the school.

Commentary

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
Reading	16.4 (16.5)	15.8 (15.7)
Writing	15.3 (15.0)	14.6 (14.6)
mathematics	17.0 (16.9)	16.2 (16.3)

There were 40 pupils in the year group, 22 boys and 18 girls. Figures in brackets are for the previous year

1. Over the six years since the last inspection, the school's national test results for pupils in Year 2 have improved in mathematics but fallen slightly in writing and have kept in line with the national trend in reading. They have remained, overall, above the national average. In 2004, results in reading and science were average, in writing and in mathematics they were above average; overall they were above average.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	27.8 (29.6)	26.9 (26.8)
Mathematics	29.3 (29.5)	27.0 (26.8)
Science	29.1 (30.1)	28.6 (28.6)

There were 37 pupils in the year group, 16 boys and 21 girls. Figures in brackets are for the previous year

2. Overall, results in Year 6 have been generally well above average but have fallen slightly relative to the national average since the last inspection. In 2004 results in science were average, in English they were above average and in mathematics they were well above average. Pupils in the last Year 6 who were at the school for the whole of their junior years achieved well in these subjects. There are variations from

year to year in the relative performance of boys and girls but, overall, these average themselves out and there are no significant differences in the achievement of any group of pupils, including that of the small proportion from minority ethnic families.

3. In 2004, the school met the target agreed with the local education authority for the proportions of pupils achieving at the expected level (Level 4) in English and mathematics. The target for the pupils to attain a higher level (Level 5) was exceeded in English and mathematics. Targets for the present Year 6 are challenging but realistic and achievable.
4. Attainment on entry to the Reception classes is broadly average, with most children having benefited from some form of pre-school education. They build successfully on their earlier learning while in the Foundation Stage and by the time that they enter Year 1 most are on course to meet the national goals for early learning, with many likely to exceed them. Overall, achievement is satisfactory across the areas of learning.
5. The school makes good provision for pupils who have special educational needs including good support by teaching assistants. These pupils and the few who are learning English as an additional language also benefit from working in small groups for some subjects, for example with the co-ordinator for special educational needs and the deputy head teacher. As a result, most pupils with special educational needs achieve well throughout the school.
6. In the present Year 2, the attainment of pupils is currently average in reading, writing and information and communication technology, and above average in mathematics and science. The school's assessment data supports these judgements. Standards exceed expectations in art and design and match then in design and technology. It was not possible to inspect fully the other subjects of the National Curriculum or religious education in Years 1 and 2. Overall, taking into consideration the 2004 national test results and current assessments, achievement throughout Years 1 and 2 is satisfactory for most pupils and this reflects the overall quality of teaching. Achievement is good for those who have special educational needs and those for whom English is an additional language because of the additional support that they receive.
7. Standards in Year 6 are in line with the national average in science, above it in English and well above average in mathematics. These judgements reflect the school's national test results for 2004 and they are supported by the school's own assessment data for the present Year 6. Most Year 6 pupils are confident and competent users of information and communication technology, their attainment is above average. Standards in art and design and music are above the nationally expected level, those in design and technology meet expectations. It is not possible to report fully on the other subjects of the National Curriculum, although examples of good work were seen in most. Standards in religious education are average. Most pupils achieve well, overall, during their time in the school.

Pupils' attitudes, values and other personal qualities

Pupils' attendance at school is good and punctuality is good. Pupils' attitudes and behaviour are very good. The provision for pupils' spiritual, moral, social and cultural development is good.

Main strengths and weaknesses

- Enthusiasm for school is reflected in the good attendance and punctuality.
- Pupils' attitudes to school and to learning are very good.
- Pupils are very interested in life at school and the range of activities provided.
- The school has high expectations for behaviour and the pupils respond very well to this challenge, both in class and around the school.

Commentary

8. Attendance is above the national average and reflects the keenness of pupils as well as the desire of parents to ensure that their children attend school. The good national test results that pupils regularly achieve and the caring ethos of the school ensure that the school remains popular with a waiting list for admission.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.8	School data	0.0
National data	5.1	National data	0.4

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

9. The school encourages pupils to have very good relationships with others and this promotes confidence and very good attitudes. These attitudes and the respect that pupils show for each other and to adults are a delightful feature of the school and, together, make a significant contribution to learning and to the personal development of the pupils. Pupils' ideas are respected and so they are not afraid to make their opinions known.
10. All pupils are valued and, in keeping with the very high expectations for behaviour that the school consistently promotes, behaviour in and around the school is very good. This is helped by the very caring and attentive way in which the members of staff treat their pupils, which creates a clear ethos in the school of caring, good manners and good behaviour. Pupils throughout the school show pride in being a member of the school community, stating that 'this is a very friendly and happy school to be in'. Pupils confirm that little or no bullying or racism takes place in the school and that if inappropriate behaviour is spotted, it is dealt with quickly and effectively. Pupils are very interested in and get involved with the many activities that the school offers, both during and after the school day. This develops their confidence and ability to get on with one another. There were no exclusions in the 2003/4 academic year.
11. Whilst pupils' spiritual awareness is not fostered as well as it should be, because assemblies often do not contribute effectively in this respect, their self knowledge is a strong element of their development into young, mature citizens. The moral and social development of pupils is very good. Pupils throughout the school are aware of the difference between right and wrong, because the school has a very clear moral code – pupils contribute to their class rules and know the school rules. Regular inter-school sports events foster a healthy team spirit and sense of the meaning of competition, whilst visits and visitors to school provide strong support for social development. Pupils' knowledge of the variety of cultures and life styles in multi-ethnic Britain is less well developed than other aspects of their personal development.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education for all its pupils. Teaching and learning are good. Curricular provision is satisfactory overall and there are good opportunities for enrichment. The school provides good support, advice and guidance for pupils and maintains a good partnership with their parents. There are good links with other schools and colleges and satisfactory links with the local community.

Teaching and learning

The overall quality of teaching and learning is good and assessment procedures are also good.

Main strengths and weaknesses

- Lesson planning is generally good and builds well on pupils' earlier learning; there is often good provision for the range of learning needs although sometimes pace and challenge are lacking.
- Teachers and other adults insist on high standards of behaviour and pupils develop good work habits and very good attitudes to their learning.
- Good assessment procedures are being developed but the marking of work is not sufficiently focused on improvement.
- Some teachers make good use of information and communication technology to promote learning across the curriculum. Overall, however, this is an area for further development.

Commentary

Summary of teaching observed during the inspection in 45 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5 (11%)	23 (51%)	17 (38%)	0	0	0

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

12. The quality of teaching and learning in the Foundation Stage was at least satisfactory in all lessons, including almost one-third in which it was good. In Years 1 and 2, teaching was satisfactory overall and good in nearly half of the lessons observed. In Years 3 to 6, teaching was at least good in almost two-thirds of lessons with one in ten being very good. There was no teaching that was less than satisfactory. The overall quality of teaching has been maintained since the previous inspection. The quality of teaching of English, including the skills of literacy, and of mathematics, including numeracy, is good. Science and information and communication technology are taught well and there is high quality teaching of music by the subject co-ordinator, who teaches all classes in Years 1 to 6.
13. The school's organisation of year group teaching in English and mathematics allows those who need most support to be taught in smaller groups and allows the pupils in mixed-aged classes to be taught in distinct age groups where appropriate. There are clear benefits in this as teachers' skills in teaching pupils with particular learning needs are used effectively. For example, the work of the coordinator for special educational needs with a group of Year 4 pupils learning about short words within longer words

was well-focused on improvement and organised learning into small, appropriate steps. An insistence on correcting written mistakes and continuous checking for understanding promoted good learning and achievement. There are good systems and procedures for identifying the needs of the few pupils who are at early stages of learning English and teachers help them effectively so that these pupils achieve well across the school.

14. A focus on improvement was characteristic of the better teaching seen, not only in literacy but in physical education in the Reception year, religious education in Year 5 and music with Year 6. In each case, learning and achievement were promoted well when teachers displayed high expectations and helped pupils to see what was good about their work and how it could be further improved. Another good characteristic was the care with which many teachers planned to meet the differing learning needs within their groups. In a Year 4 mathematics lesson, for example, word problems were set at three levels of difficulty, the teaching assistant gave effective support to those who needed it most and there was guidance specifically for a pupil at an early stage of learning English. This concern for making sure that all pupils are fully included in the lesson is a strong feature of the teaching.
15. There were several good examples of the school's information and technology resources being used effectively in lessons, for example when teacher and pupils in Year 5 used the interactive whiteboard to learn how to double multiples of 10. Extending this use is an appropriate priority on the school's development plan, as it has been since the last inspection; good progress has been made in this respect but there is more to do.
16. Where lessons were less successful, although still satisfactory, the reasons are frequently a lack of some of the above features. On occasion, too, there is a lack of pace and challenge and pupils spend too long in whole-class sessions where only one or two are actively involved at any one time. Behaviour in lessons is generally at least good because teachers manage it well; sometimes, however, the concern for conformity, particularly with younger pupils, gets in the way of giving freer reign to pupils' natural enthusiasm, spontaneity and creativity.
17. The school, following the active leadership of the assessment co-ordinator, is developing good systems for tracking the progress of individual pupils over time. There is, however, a disconnection between the accurate assessments made in the Reception class lessons and the recording of these as end of year judgements. Assessment in lessons, at best, is closely related to clear learning intentions that are shared with pupils in language that they understand. In the best practice, teachers allocate sufficient time for using the final part of lessons to check and consolidate pupils' learning in preparation for the next stage. This was done well, for example, in a Year 3 and 4 science lesson when the teacher took pupils' contributions and modelled on the whiteboard how they could record their findings. The school has not recently reviewed its marking policy and there is much inconsistency in terms of feedback to pupils about what is good about their work and how it could be improved. Expectations of the standard of presentation and of corrections being done or of work being finished vary greatly and this is in stark contrast to the clarity and consistency of expectations with regard to behaviour.
18. Pupils' very good behaviour and ability to work on their own or in groups underpin the good learning and achievement throughout Years 3 to 6 and pupils develop very good attitudes to their learning. They develop well the basic skills of literacy, numeracy and

information and communication technology and become confident young learners, well prepared to take advantage of learning opportunities in later life.

The curriculum

The curriculum provision is satisfactory with some significant features. The curriculum meets the needs of all pupils effectively and it is enriched by a good range of extra-curricular activities. The school is well staffed and has a satisfactory level of learning resources but aspects of the accommodation are unsatisfactory.

Main strengths and weaknesses

- The personal, social and health education programme effectively contributes to pupils' personal development.
- Provision for pupils with special educational needs and for those with English as an additional language is good and so their achievement is good.
- Extra-curricular provision is good feature of the school and an important means of extending pupils' interests and learning outside lessons.
- Aspects of the accommodation are barriers to raising pupils' achievement.
- Provision for daily collective worship is unsatisfactory.

Commentary

19. The curriculum is broad and balanced, embracing the subjects of the National Curriculum and religious education. The school has a full programme of personal, social and health education, which contributes well to the good provision for pupils' personal development. There are limited opportunities for reflection through literature, art and music and the legal requirement of a daily act of collective worship is not met.
20. The school has made satisfactory improvement in developing the curriculum since the last inspection. Planning in the foundation subjects for mixed-aged classes now follow a two-year rolling programme to ensure skills in these subjects are developed systematically without being repeated. The provision for information and communication technology has improved and the resources and pupils' skills are now being used more effectively in other subjects, and the school is continuing to develop this.
21. The school provides an education in which all pupils are valued and benefit from the curriculum. The provision for pupils who have special educational needs and the arrangements for supporting pupils who are learning English as an additional language are good. Teaching assistants understand the needs of these pupils well and use different strategies and resources to help them in lessons. Overall, the curriculum provides a very clear focus on supporting the development of pupils' literacy, numeracy and social skills. Individual education plans are prepared with clear targets, activities and resources that enable pupils who have special educational needs to achieve well. The school ensures that pupils are prepared effectively for transfer to their next year groups and good curricular links with secondary schools in subjects such as information and communication technology provide smooth transition. The school is innovative in planning modern foreign languages teaching through its link with a secondary school.
22. The school supports the curriculum well through a good range of clubs, educational trips and visitors. Activities from school visits are evident in displays and lead to

stimulating work. A visit to Cuckoo Farm Studios offers pupils an experience in art, which they are not likely to get in school. The Year 6 residential visit to Holland helps pupils' understanding of a different culture and language. These opportunities make a significant contribution to pupils' learning and personal development.

23. Staffing is good and resources are generally satisfactory. Accommodation is not fully adequate to support pupils' learning. For example, small group teaching in the adjacent corridors often disturbs lessons in open plan classrooms and is disturbed by people using the corridors to move around the school. The hall is not large enough for the full range of physical education activities for pupils in Years 5 and 6.

Care, guidance and support

The provision of care, welfare and health and safety is very good. Pupils' involvement through seeking and acting on their views is very good. The support, advice and guidance pupils receive in both personal and educational development, are good.

Main strengths and weaknesses

- The arrangements for child protection and the health and safety of pupils are very good.
- Provision for support, advice and guidance is good. Pastoral care and guidance is very good.
- Very good relationships exist between pupils and staff, promoting high self-esteem, confidence and very good personal development.
- The school actively seeks the views of pupils on a regular basis.

Commentary

24. Procedures for child protection and health and safety are very good and members of staff know what to do in the event of an incident. This ensures that pupils and staff work in a safe environment that provides very effective support for pupils' learning. Careful and thorough records are maintained of any accidents or incidents and are kept securely and used sensitively. Risk assessments for trips abroad are vetted by the local education authority but local visits are only risk assessed by the head teacher since the other teachers who take trips have not had the appropriate training. The school's information and communication technology suite is linked to the local education authority's security system to prevent access to any unsuitable websites. Pupils feel very safe in school and this is largely due to the caring atmosphere that the school deliberately, and successfully, sets out to create. Arrangements for when pupils start in school are good with pupils being made to feel very welcome and at home.
25. The support, advice and guidance given to pupils are good. Pupils are very positive that they have very good relationships with at least one adult in the school, to whom they know they could turn if they had problems, in the safe knowledge that they would get appropriate help. The school provides very good pastoral support and guidance on a daily basis and through regular times to discuss issues. The systematic monitoring of pupils' progress in the subjects of the National Curriculum is not done on a consistent basis although the use of software provided by the local education authority is beginning to show benefits in English. The school ensures that the pupils have many opportunities to take increasing levels of responsibility as they pass through the school, such as the older pupils looking after and playing with the younger ones during wet playtimes. This helps to develop pupils to be sensible and mature. Achievement

awards are used for specific pupils who will benefit from this approach, whereas the school ethos, for the majority, is that pupils should achieve for their own self esteem, building confidence in the process.

26. The school seeks out the views of pupils on a regular basis through specific questionnaires and through teachers in class. It takes notice of them as, for example, with the pupils' choice of games equipment to be purchased for use in the playground at lunch times. This helps to develop pupils' confidence and self-esteem.

Partnership with parents, other schools and the community

The school has established good links with parents and with other schools and satisfactory links with the wider community.

Main strengths and weaknesses

- The parents have a high regard for the opportunities for learning offered by the school to their children and value highly the 'open door' policy of the school.
- The provision of information to parents is good and fosters a good parent/school relationship.
- The school has created good links with other local schools that enrich pupils' learning experiences.

Commentary

27. Parents have a high regard for the school. They are very pleased with their children's progress and the high expectations that the staff have for their pupils. The school's good efforts to foster links with parents are rewarded by the parents' good attitudes towards helping their children at home, with reading and spellings for the younger pupils and general homework for the older pupils. A key strength of the school is the 'open door' policy that allows parents to have good access to teachers and the head teacher, and parents value this highly. The school does have an official complaints policy but parents feel able to talk freely to the head teacher or teachers about any concerns they may have and this fosters good relations between them and the school. Parents of pupils who have special educational needs are fully involved in setting individual learning plans and value the time taken to help their children. Parents' views are sought during the school year and they feel that the school takes account of their suggestions and concerns when it can.
28. Information to parents about the school and about pupils' progress is good. There is a lot of good quality information for parents that is provided by a weekly newsletter, by notes via pupils to parents, by regular parent/teacher meetings and by a notice board outside the main entrance. The annual reports are perceptive and comprehensive in the information they give about the child's progress, though they do not provide targets for the next year nor do they have a place for either parent's or pupil's comments. The recently introduced termly mini reports do give targets for English. The very good school website provides another effective way of keeping parents informed and involved with the school but was not completely up to date at the time of the inspection. There is an active parent teacher association that organises events that support the school both socially and financially.
29. A very good relationship with the local secondary school makes for a good transition into secondary education. Pupils look forward to teachers from the secondary school coming to talk to them and enjoy the project that they start in primary and continue into secondary school. The school enjoys many inter-school sporting activities that enhance the quality of

education well. Links with some of the other local primary schools are good and provide a forum for sharing good experience to improve the quality of school provision. There have been productive links with local Christian places of worship and the school has recently been involved in a community arts project. Overall the school's links with its local community are satisfactory.

LEADERSHIP AND MANAGEMENT

Overall the leadership and management of the school are good. The governance of the school is satisfactory. The leadership of the school by the headteacher is good. The leadership of the school by the other key staff is good. The school is effectively managed.

Main strengths and weaknesses

- The headteacher has created an effective and happy team of staff.
- The governing body have not acted swiftly enough on some key issues from the last inspection.
- The school's well-written *Statement of intent* permeates its work.
- Teaching and learning are not monitored closely enough.
- Financial management is efficient and funding is used well.
- Most subject co-ordinators are doing an effective job of raising standards.
- By visiting the school quite frequently governors know what is happening.

Commentary

30. The headteacher and his staff work hard to create an environment in which all pupils are valued and can flourish. The well-crafted *Statement of intent*, with its sub-sections devoted to what pupils, parents and staff can expect, permeates the school's work. The headteacher has built a good team of teaching and support staff who are open and supportive of one another. He and other senior staff teach regularly and provide positive role models for less experienced colleagues. Teaching and learning could be monitored more closely so that members of staff get the praise they deserve and the occasional points for development they need to improve their teaching. The school's evaluation of itself is accurate and data is used well, for instance pupils' writing was identified as an area for improvement after evaluating recent national test results.
31. Most subjects are led and managed well. Most co-ordinators have developed action plans for their subjects, which will improve standards. They monitor teaching and learning by watching lessons, looking at pupils' books, reviewing teachers' planning or talking to pupils. In particular, the co-ordinators for information and communication technology and music have improved provision considerably. Subjects with satisfactory management do not yet have written action plans or assessment systems securely in place.
32. Governors are very supportive of the school and have a good idea of its strengths and weaknesses. They gain a broad picture from headteacher and subject co-ordinators' reports and their own quite regular focussed visits. Most individual governors take their subject responsibilities seriously and the information they gather informs their decision-making. The governing body meets most statutory requirements. Some minor breaches are linked to the school brochure and their annual report to parents and are easily rectified. They do not have systems in place to check that pupils experience a daily act of collective worship – an issue from the last inspection. It also took far too

long to meet the requirement to provide a swimming programme and many pupils left the school without having a chance to experience a programme of water skills.

33. The school supports students and those new to the school very well. Procedures to check the performance of teachers run smoothly and member of staff feel that it is beneficial and helps them improve their teaching, though some think that they would benefit from seeing good practice in other schools more regularly.

Financial information

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	794,002
Total expenditure	760,014
Expenditure per pupil	2,428

Balances (£)	
Balance from previous year	33,643
Balance carried forward to the next	67,631

34. The budget is used wisely to promote the priorities of the school development plan. The governing body maintains a close watching brief over finances through the finance committee but it has not considered alternative deployments of staff or measures to indicate effectiveness of the current deployment. The recent audit report indicated a high number of areas for improvement, mostly minor in nature, and the school has set about correcting them. The finance officer is highly skilled and able to manage all facets of the budget efficiently. She provides managers with up to date information on which to base their decision-making. The school is acutely aware of the need to seek value for money in all that it does, partly because it feels that it is under-funded compared to the local education authority average. The carry-forward is larger than five per cent because the local education authority gave the school a substantial sum of transitional support grant in the financial year 2004-2005 which could only be spent in the 2005-2006 year. Other than this exceptional sum, the carry forward is less than five percent.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

35. The quality of provision for children in the Foundation Stage is **satisfactory**. Achievement is satisfactory in all areas of learning except personal, social and emotional development, where it is good, and standards are average overall. Classroom assistants are deployed well to help children learn. Children have useful initial visits which help them settle quickly. The accommodation does not lend itself easily to high quality display. Although assessment is satisfactory the school has not recorded children's progress correctly using the Foundation Stage profile.
36. Children join school with broadly average attainment. Nearly all speak English as their first language. Comparatively few have recognised special educational needs and the vast majority have previously attended a playgroup or nursery. They enter school full time in September or January dependant on their birth date, with younger children attending part time. The school has plans to bring every child into school full time in September in the near future and intends to revise the teaching style in the Reception classes to better support the learning of younger children. Good induction procedures and useful links with local playgroups help children, and their parents, to settle quickly into school routines.
37. Teaching and learning are satisfactory; classroom assistants are skilled and they support children's learning well. They extend children's speaking and listening skills whilst engaging them in practical activities like making cakes or a number recognition game. They also support children's reading effectively. Leadership and management are satisfactory.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Main strengths and weaknesses

- Children behave very well and are very keen to learn.
- Teaching is good.

Commentary

38. Children achieve well in **personal, social and emotional development** and their attainment is above that expected for their age because good teaching gives them lots of chances to improve their skills. Most children leave their parents with barely a backward glance in the mornings because they feel safe and secure in the school. Teachers set high standards for children's behaviour and children meet them. They show good independence when changing for physical education lessons or when pouring drinks and serving the biscuits at snack time. They concentrate very well when sitting on the carpet or working at practical tasks. They take turns well when mixing the cake mixture or sharing buttons.

COMMUNICATION, LANGUAGE AND LITERACY

The provision for communication, language and literacy is satisfactory. Achievement is satisfactory. Standards are average.

Main strengths and weaknesses

- Staff and parents support children's reading well.

Commentary

39. Satisfactory teaching enables children to make steady progress. Children speak well when they join the school and the members of staff further nurture this. They frequently respond to questions in full, if sometimes brief, sentences as when they described the sequence of movements in a dance lesson. They listen attentively to their teacher and respond well to questions about numbers.
40. Children's reading is closely monitored and books are carefully selected to meet the needs of each child. They all know how to handle books, turning the pages carefully and knowing that the text carries the meaning. Most children use the terms *front* and *back cover*, *title* and *author* with reasonable accuracy. They read simple words and short sentences accurately from their book. They know to use the picture as a clue if they are unsure of a word. The teaching of letter sounds is given heavy emphasis but few children look at the letters of the word to help them read yet. Most parents actively support the reading programme and this helps their child become more confident.
41. Children develop coordination for writing through using paintbrushes and joining construction pieces and jigsaws. They learn the letter shapes and write the letters of their own name well and some write other words accurately. Children are not encouraged to experiment with writing enough, for instance on the display of places they see coming to school their thoughts are scribed by adults rather than children having a go themselves.

MATHEMATICAL DEVELOPMENT

The provision for mathematical development is satisfactory. Achievement is satisfactory. Standards are average.

Main strengths and weaknesses

- Children enjoy number work.

Commentary

42. Their attainment is at the expected level for their age because teaching and learning are satisfactory. Children sort objects like buttons and wooden shapes well and use them for their craft activities. Most count at least six objects accurately. They mostly understand the *number after* in a game situation but some struggle with *number before*. Children enjoy the challenge of counting up to 20 and from 10 down to zero. They use the language of mathematics well in their play, for example when describing the butterfly cakes as *symmetrical*. They use the terms *shorter* and *longer* to describe their play dough snakes accurately. They also used the terms *heavier* and *lighter* quite well in a weighing activity but could have learned more if pan balances rather than pictures had been used.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

The provision for knowledge and understanding of the world is satisfactory. Achievement is satisfactory. Standards are average.

Main strengths and weaknesses

- Good use is made of the locality.

Commentary

43. Most children will reach the standard for their age in **knowledge and understanding of the world** because satisfactory teaching, though using a quite narrow range of topics, helps them achieve satisfactorily. Children confidently use the computers and well-planned activities help them experience stimulating games which promote language and mathematical skills development in particular. They join pieces of construction toys together well to make models but many find using scissors accurately quite difficult. Teachers use the locality well to help develop in children a satisfactory understanding of place. They recall buildings they see on the way to school and some of their drawings and scribed comments are included in a pleasant display. They follow a satisfactory programme of religious education, learning some of the characters from the Bible. Children also know something of other cultures like homes in Africa and the religious festival of Holi.

PHYSICAL DEVELOPMENT

44. This area of learning was sampled. Children achieve well in **physical development** and reach standards which are above those usually found in their age group, especially in gymnastics and dance where teaching is particularly good. Children hold and use pencils and paintbrushes with improving accuracy. Most make the letter shapes of their own name well. They use glue sticks carefully when making their *face* pictures. In dance and gymnastics, good teaching used adult and child demonstrations to show the class how they can improve their movements. They moved freely around the hall and showed good control of their movements. They commented that their heart was beating faster and had some idea why. Children co-operated with each other well in developing their sequences and offered constructive comments about the performance of others.

CREATIVE DEVELOPMENT

45. This area of learning was sampled. In **creative development** children's attainment is at the right level for their age and they have achieved satisfactorily. Children enjoy music sessions and sing quite well. They recognise which objects make which sounds and use good vocabulary to describe the noises, like *scraping*. There is little children's work about texture on display. However children enjoy making a 'face' from buttons and wool. They accurately match the buttons for eyes and apply glue carefully before sticking on the 'hair'. They also mixed colours for effect well on the 'Holi' display. Children enjoy playing in the shop and through their play are learning more about healthy food and how to write a shopping list. They play imaginatively with the construction equipment, making interesting wheeled

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve well by Year 6 and reach above average standards because teaching is good.
- Strong focus on the teaching of letter sounds linked to spelling contributes to high standards in spelling.
- Specialist staff and small group teaching make a significant contribution to meeting the particular needs of pupils.
- The subject is well led and priorities are carefully identified and met.
- Pupils in Years 1 and 2 do not get enough opportunities to extend their speaking and listening skills or to develop writing for different purposes to reach the higher standards they are capable of.

Commentary

46. Standards are above average in all aspects of English in Year 6. The school has maintained above average standards since the last inspection. It has narrowed the gap between pupils of different attainments through good teaching and carefully organised support in small groups. There is effective use of specialist support staff to target those in most need of help, providing encouragement and help in lessons and in small group work. As a result, pupils with special educational needs and those with English as an additional language achieve well. However, standards at the end of Year 2 are lower than those at the time of the last inspection. They are average in both reading and writing.
47. The quality of teaching is good overall. It is stronger in Years 3 to 6 than in Years 1 to 2, and as a result, pupils achieve well by Year 6. A particular strength in teaching in older classes is the way the teachers use questions and language that helps pupils learn, and lessons offer good opportunities for speaking and listening. However, in literacy lessons in Years 1 and 2, a number of pupils often remain passive because opportunities for speaking and listening are not carefully planned. Speaking and listening are developed through other subjects of the curriculum, and pupils are generally enthusiastic and want to participate in lessons when opportunities are created for them. For example, in a very good art and design lesson, pupils from Years 1 and 2 spoke eloquently about their chosen portraits by famous artists. Standards in speaking and listening are above average in both Years 2 and 6.
48. The strong teaching of letter sounds linked to spelling helps pupils to read fluently and spell correctly. Standards in spelling are high across the school. However, this strength does not result in high standards in reading in Year 2. This is because teaching is often too teacher-led without sufficient opportunities for discussion on books to extend pupils' understanding of what they read. Pupils are heard reading regularly at school and home and teaching assistants and parents support their reading well. Pupils' achievement is satisfactory by Year 2. As pupils move up the school, teaching offers them the opportunity to develop understanding of books through careful questioning and discussion, which contributes to their good achievement overall.
49. Although standards in writing are improving because of the school's focus on this aspect, it is yet to make its full impact across the school. Opportunities to write for a variety of different purposes are good in Years 5 and 6, where pupils use correct grammar and punctuation well, and produce good quality writing. However, pupils do not have enough time set aside to engage in sustained writing in Years 1 and 2. An over emphasis on the use of work sheets restricts pupils' ability to write freely with

spontaneity, and they very rarely write stories or poems. Writing is not built on their good speaking and listening skills.

50. Teachers plan lessons well using their secure command of the subject which helps to generate interest among pupils. They generally have high expectations of behaviour and work. Consequently pupils behave well and show good attitudes to lessons. Books are marked regularly with praise and comments on how to improve work.
51. Subject leadership and management are good and there is a clear commitment to improvement. The subject leader has identified priorities for improvement and has been successful in achieving many of them. Improvement since the previous inspection has been satisfactory as the quality of teaching and standards have generally remained the same.

Literacy across the curriculum

52. The provision for literacy across the curriculum is satisfactory. Pupils' speaking and listening, reading and writing skills are satisfactorily promoted in other subjects. There are some good examples of pupils' work where the teachers have used lessons in history or science to develop their writing. For example, the pupils in Year 2 have written lengthy accounts of the Great Fire of London.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Good subject leadership by the co-ordinator and the headteacher is promoting improvements in provision and standards.
- The overall quality of teaching and of its organisation is good and pupils achieve well and develop good attitudes to the subject.
- Standards in Year 2 are above average and in Year 6 they are well above average.
- There is not enough use of information and communication technology to promote mathematical learning and too little planned use of mathematics in other subjects.

Commentary

53. The school's national test results in 2004 for Year 2 pupils were above average in comparison with other schools with almost all pupils attaining the nationally expected level; and more than expected gaining the higher level. In previous years, test results have been at least above average, occasionally well above average, and are higher than they were at the time of the last inspection. In Year 6, the school's results in 2004 were well above average when compared with all schools nationally and when compared with other schools whose pupils had recorded similar results in their Year 2 tests. The overall quality of teaching and learning is good; the evidence from pupils' work over the year is that pupils, including those with special educational needs and the few for whom English is an additional language, achieve well. The provision of small groups for those in greatest need of support makes a strong contribution to their good achievement. More able pupils in Year 6 benefit from opportunities to work with the local secondary school and the co-ordinator rightly sees the need to provide greater challenge for gifted pupils in earlier years.
54. Examination of the work of pupils in Year 2 indicates above average overall attainment. There is a strong emphasis on number work and pupils of all abilities achieve particularly well in this aspect; pupils write numerals correctly and generally set their work out neatly. Work on shape, space and measures is given due emphasis; Year 2 pupils have explored the Chinese tangram puzzle, for example. Pupils of all abilities, including the small number for whom English is an additional language, build well on their earlier learning; achievement is good during Years 1 and 2.
55. Examination of the work of the current Year 6 pupils and lesson observation indicate that standards are currently well above national expectations. During the inspection, more able Year 6 pupils approached a shape-based investigation systematically and achieved well. Their teacher struck a good balance between direction and freedom to explore and reinforced well an emphasis on strategy in problem-solving. The constructive use of homework and strong encouragement to parents to be involved are very good features of his work with this group and contribute significantly to the very good national test results achieved.
56. Pupils throughout the school show a lot of confidence and competence in mental calculation and in explaining their methods. They are much less confident in naming and describing the properties of simple two and three-dimensional shapes and this indicates a gap in their experience in their junior years. Pupils have positive attitudes to the subject as a result of teachers' efforts to give them confidence and raise their

self-esteem. Marking is weighted towards praise for success but rarely challenges and points the way to further improvement.

57. Overall, the quality of teaching is good, with planning that is designed to meet the needs of pupils of different abilities. The small group of pupils in Year 3 who were learning how to tell the time in both analogue and digital forms achieved very well because of their teacher's skill in providing tasks and challenges that were well matched to their learning needs. Through questioning that was very good she was able to assess pupils' learning and extend it, using a large, colourful clock and a time telling program on her laptop at different points in the lesson. Overall, however, there is too little use of practical materials or of information and communication technology resources in promoting and extending learning. However, the co-ordinator has followed her analysis of pupils' performance in national tests by purchasing extra materials, including games and appropriate software. Getting these more widely used is an appropriate development area.
58. The experienced coordinator is based in Year 2. She has observed all groups throughout the school at work during the past year. She has an accurate sense of what is good and what can be further improved. She benefits from the direct support of the headteacher who teaches in Year 6. Between them they ensure that mathematics has a high profile in the school, overall leadership and management are good. There has been good improvement in provision and standards since the last inspection.

Mathematics across the curriculum

59. There are some examples of pupils using their mathematical skills in other subjects, for example, calculating averages in science and measurement and estimation in design and technology. Overall, there are too few planned opportunities for pupils to use mathematics in other contexts. This is partly because the organisation of mathematics teaching throughout the school, whilst having clear benefits in most respects, means that class teachers do not teach the whole of their class for mathematics and so cannot make the links that might otherwise be possible.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Improved opportunities for investigative and practical work make a good contribution to raising standards.
- Links with other subjects support pupils' achievement well although there is scope for more use of information and communications technology to enhance learning.
- The co-ordinator provides good leadership but his influence is limited by lack of opportunities for lesson observation.
- Marking frequently does not identify the next steps in learning.

Commentary

60. In the school's national tests and assessments in 2004, almost all Year 2 pupils achieved the national expectation and an average proportion exceeded this. Overall, results in Year 2 were in line with the national average and in line with those of similar

schools. Results for pupils in Year 6 fell in 2004 to around the national average having been well above it in previous years. The results were above average when compared with similar schools.

61. Standards seen during the inspection in Year 2 were above average and were average in Year 6; these judgements are supported by the school's assessment records and in most respects match the judgments of the last inspection team. However, the co-ordinator rightly has as a main priority monitoring the extent to which pupils' investigative and recording skills are being systematically developed throughout the school. Work in the books of Year 6 pupils was predominantly revision of knowledge gained earlier; there was little evidence of the promotion of higher order investigative skills as a means of challenging more able pupils.
62. Teaching is good. In Year 2, for example, pupils made good gains in their knowledge and understanding of the digestive system because they made a model of it. This purposeful activity built well on earlier learning, stimulated by discussion of what was happening when each pupil brought some biscuit to their mouth and then ate it. The class teacher and teaching assistant provided good support so that all pupils were fully involved and by the end of the lesson pupils showed a good understanding of the different stages of digestion. A practical approach to the task of making predictions about what will happen to a material when it is heated also led to good learning and achievement on the part of pupils in one of the Years 3 and 4 classes. An effective link was made with pupils' earlier learning in both science and design and technology by having pupils make a coaster from clay, considering how weight, the perimeter, texture and colour might change on firing. The activity provided many opportunities for pupils to use their literacy skills through discussion and writing and also their skills of numeracy when measuring and weighing.
63. Good preparation of the class for the numerical calculations they would need to make and good use of pupils' writing skills in recording planning and conclusions of their investigation into sound insulation promoted good learning for Year 5 pupils. The teacher's very good subject knowledge, provision of good resources and frequent changes of activity maintained pupils' interest very well, despite the distractions from other groups of pupils working in the corridor outside the open plan classroom.
64. Subject links, for example with literacy and design and technology, enhance pupils' learning and achievement in science. There are a few good examples of information and communication technology being used effectively to promote learning in science, for example when a Year 6 pupil produces a revision booklet of key facts on *Living Things*. Overall, however, this is an area for further development.
65. Information and communication technology is used well in recording assessment information and this supports keeping track of pupils' progress well. The quality of marking is inconsistent; in Year 6, for example, there was little or no written feedback from teachers and this, combined with cases of poor presentation, lessens the value of some written work for revision purposes, even though this appears to have been the main focus for the year. Overall, marking does not effectively indicate to pupils how they can improve to the next level and does not provide pupils with a record of their progress. The focus on increasing opportunities for investigative and practical work, as seen during the inspection, is having a positive impact on pupils' achievement, which is currently satisfactory, overall.

66. The coordinator has been in post for some 18 months and is making a good contribution to raising standards by introducing new, supportive, schemes of work and by focusing on improving progression in the development of investigative and recording skills. Leadership and management are good despite the fact he does not have the opportunity to monitor teaching and learning in the subject and so cannot identify further areas where support is needed. Improvement since the last inspection is satisfactory, most obviously in Years 2 to 5.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Provision has been greatly improved since the last inspection, particularly in terms of resources, the teaching of skills and assessment.
- There are examples of staff and pupils making good use of the resources but, although improving, information and communication technology is not used enough in other subjects.
- The co-ordinator provides very good leadership and support for colleagues and the information and communication technology team make an important contribution to the improving standards.

Commentary

67. Since the last inspection, the previous and present co-ordinators have overseen the creation of a computer suite, the development of a scheme of work and substantial training for staff. The co-ordinator with the skilled and active support of two teaching assistants, one of whom is the technician and maintains the school website, is well focused on improving provision and standards. Getting the resources used more effectively across the curriculum is the current focus for improvement and the co-ordinator works effectively with other subject leaders to identify opportunities and appropriate software. Leadership and management are very good.
68. Because the two teaching assistants teach skills to pupils, this facilitates the splitting of classes so that pupils' access to computers in the suite is improved. This helps pupils with special educational needs and those learning English as an additional language to have good access to the resources and support. The benefits were obvious when Year 2 pupils developed their skills of using the keyboard correctly in the suite with a teaching assistant while others worked with the teacher on the classroom computer to learn the use of the shift and backspace keys. All achieved well because of the good level of adult support. Pupils' achievement in Years 1 and 2 is good, they build well on previous learning and achieve standards that are in line with expectations for their age.
69. Year 6 pupils show a good level of skill across a wide range of applications, including Internet access and communicating by e-mail, using spreadsheets and a publishing program. During the inspection they made rapid progress in developing their skills with PowerPoint as a means to creating mathematical games. They were helped in this by the clear explanations and demonstrations given by the teaching assistant and benefited from her very good subject knowledge. Overall achievement in Years 3 to 6 is good and pupils achieve standards in most aspects of the curriculum that are above expectations for their age. Teaching and learning are good.

70. The school has adopted an assessment package that provides a useful whole-school system for keeping track of pupils' skill development in information and communication technology and as this becomes more fully embedded it is helping staff to build on pupils' learning from earlier years. Collaboration with the local secondary school provided older pupils with valuable experience of control and monitoring and the co-ordinator is actively seeking to improve the school's own provision in this respect.

Information communication technology across the curriculum

71. Information communication technology resources were used very well in a Year 6 lesson where the teacher effectively presented the lesson using the interactive whiteboard and pupils effectively used the graphics capability of individual computers in a town planning project. Year 5 pupils used their literacy and word-processing skills well in writing sentences to extend their understanding of probability in mathematics and pupils in Year 2 productively explored drawing portraits using a computer program. Overall, however, not enough use is made of the resources and pupils' skills across the curriculum. The school has correctly identified this as the main area for further development and is promoting improvement effectively.

HUMANITIES

72. Because of the way the school teaches **geography** in blocks of time it was only possible to observe one lesson, thus no secure judgement can be made about overall provision. Pupils' attainment in Year 2 is in line with national expectations. Pupils identify human and natural features of the landscape quite well. In Year 6 pupils know a great deal about rivers and produce a short topic book on the subject but there was little other work available on which to judge pupils' attainment. Leadership and management are good. The subject policy and scheme of work have been re-written and a good action plan is in place which focuses on improving standards further. Teachers do not make the most of available opportunities to support the school's focus on improving writing in this subject.
73. **History** was not a focus for the inspection and few lessons were observed so no secure judgement can be made about provision. From the available evidence the curriculum meets the National Curriculum requirements and gives pupils an understanding of a good range of periods of history and other cultures. Pupils enjoy the subject and in Year 6 they place eras, like Victorians, Tudors and Ancient Egypt, in the correct order and know something of primary and secondary sources of information. Leadership and management are satisfactory. The curriculum has been altered to ensure that pupils do not study the same topic twice but there is no written action plan for further development. Teachers make greater use of pupils' writing skills in this subject, as it is a current school focus.

Religious education

The quality of provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Teachers often make good use of resources to enliven lessons.
- Older pupils understand many of the finer points of Judaism.
- The subject does not support the school's focus on improving writing skills.

- Pupils recall a great deal from their visit to local churches.

Commentary

74. Pupils' attainment in Year 6 is in line with the expectations of the locally agreed syllabus. Pupils have a satisfactory knowledge of Christianity and Judaism and some understanding of Hinduism. They are beginning to see the similarities and differences between them, for instance all have sacred texts and places of worship. Some pupils in writing about the persecution of the Jews showed a good understanding of their problems throughout history. No judgement is made about pupils' attainment in Year 2 because the school could offer little written work from the age group for scrutiny, and because of timetable arrangements no lessons were observed.
75. Teaching and learning are satisfactory. Pupils have an interest in lessons when teachers use resources well. For instance, in a Year 5 lesson pupils understood the importance and significance of the 'kippah' because they had seen one. Pupils know about some of the different Christian denominations and artefacts because they recall visiting local churches. Older pupils make good use of the Internet to research Judaism and record their thoughts. No lessons were observed in Years 1 and 2 and so no judgement is made about teaching and learning in those classes. Teachers could make more of the opportunities the subject offers to support the school's focus on improving writing as very little finished written work was available for scrutiny. Leadership and management are satisfactory. There has been satisfactory improvement since the last inspection because the curriculum is now more closely linked to the locally agreed syllabus.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

76. It was only possible to see a small amount of teaching and learning in these subjects and so no overall judgements were made about provision in them. The work on display around the school and the examples of pupils' work show that standards in **art and design** are at least above average across the school. This indicates the good quality teaching that the pupils receive and the emphasis the school places on the subject. As a result, pupils achieve well. The display provides an attractive environment for learning. Some very good examples of past work include weaving in different types of materials to create fish in the sea and small paintings of the school based on photographs by Years 1 and 2. No judgements about teaching and learning in lessons in Year 3 to 6 were made as no lessons were seen during the inspection.
77. The only lessons seen during the inspection were in Year 2, where teaching ranged from satisfactory to very good. In the very good lesson in a mixed-age class of Years 1 and 2 pupils, teaching inspired them to talk about their chosen portraits by famous artists in depth. They were able to point out the colours and techniques used in the portraits. Although subject leadership is good with a clear vision for improvement, the management of the subject is only satisfactory because monitoring and assessment remain undeveloped.
78. Two lessons were observed in **design and technology** in Years 5 and 6. No judgements on teaching and learning in Years 1 and 2 were made. Judgements about standards and achievement were made on the basis of an analysis of pupils' work and teachers' planning. Standards across the school are in line with those expected nationally.

79. Teaching was good in the lessons observed and the pupils made good progress in the development of practical skills and achieved well. Strengths in teaching are clear expectations of work and behaviour in practical lessons so that pupils work with motivation and achieve well. Teachers frequently make them aware of health and safety issues so that pupils know how to handle tools and equipment carefully. This was seen in a Year 5 lesson where the pupils used hacksaws and drills very efficiently, following the teacher's instructions. The subject makes good use of pupils' literacy and numeracy skills.
80. The co-ordinator has made good progress in identifying strengths and weaknesses in the subject and has taken action to improve it within the two terms of her arrival. Resources are being developed and they are currently satisfactory for the teaching of the subject.
81. **Music** has a strong profile in the life of the school and the co-ordinator, who teaches every class in Years 1 to 6, brings a high level of expertise and enthusiasm from which all pupils benefit. Assessment information shows that pupils develop their skills well as a result of her consistently high quality teaching but there were too few opportunities to observe this in practice to do more than sample provision for the subject.
82. There are good opportunities for pupils to learn the piano, guitar, and clarinet and to participate in a lunchtime recorder club. Music is used in assemblies and the children have good opportunities to perform to their parents, with productions reportedly of a very high standard. Evidence from a rehearsal during the inspection for the benefit of parents confirmed this view of the standards, especially in singing. This session, featuring the choir and a range of instrumentalists with the involvement of all pupils in Years 3 to 6 demonstrated clearly the teacher's commitment to improvement and the capacity of the pupils to respond to high expectations and challenge.
83. The class music lesson observed, with Year 6 pupils, confirmed this. The teacher exudes great energy and enthusiasm and because of this and her own musicality naturally strikes the correct balance between giving plenty of praise on the one hand and a clear insistence on improvement on the other. Pupils were expected to work independently, in different parts of the building. They responded very well to this challenge, discussing animatedly how they could improve their composition of a melodic ostinato to fit agreed lyrics; they clearly cared very much about how well they were doing. Many pupils demonstrated above average attainment in taking solo parts and providing a rhythmic response. Overall, however, the greatest success in this very good lesson lay in reinforcing pupils' confidence in their ability to make music. It is a source of regret that only one class teacher regularly joins in the weekly class music lesson because this means that there are missed opportunities for teachers to develop their own skills in the subject and to observe their pupils responses.
84. **Physical education** was not a focus of the inspection. There is insufficient evidence to make an overall judgement on provision for the subject, on teaching or on standards. However, at the time of the last inspection in February 1999, the governing body was in breach of the statutory requirement to provide pupils with their entitlement to learn to swim. From September 2004, pupils in Year 3 have had the opportunity to swim at the local pool for a 10 week period; the deputy headteacher is actively seeking to make provision for those who do not succeed in achieving the national expectation of swimming 25 metres unaided in Year 3.

85. The co-ordinator, in post for some nine months, displays drive and energy directed towards improving provision and raising standards. She has correctly identified dance as a main area for improvement and recognises its potential for celebrating cultural differences. The physical education curriculum is enriched by clubs and coaching and by opportunities for taking part in inter-school tournaments.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

86. Only one lesson was seen and therefore it was not possible to make an overall judgement about teaching and learning, standards and provision in the subject. A good programme of work promotes progression and attention to issues year by year. Pupils learn about drug, tobacco and alcohol abuse and many useful skills including how to distinguish between healthy and unhealthy food and about children's rights and responsibilities. Pupils have produced flyers and posters on these issues, using their literacy skills well. They are given good opportunities to contribute to the life and work of the school, for example in choosing playground equipment. The subject makes a significant contribution to the school's good provision for personal development, resulting in behaviour, relationships, and the climate for learning that are strengths of the school. A strong, caring ethos is expressed informally through good relationships between children and adults.
87. In the lesson observed, teaching was very good. The pupils in this mixed aged Years 3 and 4 class were skilfully led to discuss whether the choice of a career is determined more by personality or interests. The lesson gave pupils a good opportunity to learn about different professions as part of their preparation for adult life.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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