

INSPECTION REPORT

WARRENDER PRIMARY SCHOOL

Ruislip

LEA area: Hillingdon

Unique reference number: 102409

Headteacher: Mr P Lake

Lead inspector: Malcolm Greenhalgh

Dates of inspection: 18th - 20th April 2005

Inspection number: 268200

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 3 - 11
Gender of pupils: Mixed
Number on roll: 252
School address: Old Hatch Manor
Ruislip
Middlesex
Postcode: HA4 8QG
Telephone number: (01895) 675 984
Fax number: (01895) 630 173
Appropriate authority: The governing body
Name of chair of Mr J F King
governors:
Date of previous 11th January 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

Warrender Primary School is a one-form entry school for pupils aged between three and 11. It is close to the average size for schools of this type. Children's attainment on entry is above the national expectation. The proportion of pupils with free school meals is 0.9 per cent and well below the national average. The school has 12 per cent of pupils that do not speak English as their first language. Although this is a high proportion, the large majority of these pupils speak English fluently. The proportion of pupils with special educational needs (4.8 per cent) is well below the national average and there are two pupils with statements of special educational needs. The school has an average level of pupil mobility. The school was given the School Achievement Award in 2002.

At the time of the inspection, the deputy headteacher, who is the Year 6 teacher, and the Nursery teacher were absent from school.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10422	Mr M Greenhalgh	Lead inspector	Mathematics Art and design Design and technology English as an additional language
32663	Ms M Rowland	Lay inspector	
1578	Ms M Sinclair	Team inspector	Foundation Stage History Geography Religious education
18370	Mr K Johnson	Team inspector	Science Physical education Personal, social and health education
27816	Mr D Williams	Team inspector	English Information and communication technology Music Special educational needs

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a satisfactory school. It is very well thought of by pupils and parents and has good leadership from the new headteacher. All pupils achieve satisfactorily. The quality of teaching and learning is satisfactory. The school has good capacity for improvement and provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The headteacher has a good vision of how the school should improve.
- Pupils' attitudes towards school and their behaviour are very good.
- Attendance and punctuality are very good.
- There is not enough creativity in the lessons.
- Relationships between staff and pupils and parents are strong.
- Governance is satisfactory but the school does not meet all statutory requirements.
- There are no effective teams to support the leadership and management of the school.
- There is not enough analysis of how well the pupils are doing to ensure high standards.
- The moral, social and cultural development of the pupils is very good.
- There are very good opportunities outside the normal school day for additional learning and especially for sporting activities.

The school has made satisfactory improvement since the last inspection. The school improvement plan identifies clear objectives and all staff and governors contribute to it. Nevertheless, it still needs a greater degree of clarity on key priorities. Curriculum co-ordinators have become more active in supporting other staff and identifying training needs but there is still insufficient rigour in the approach to assessing standards and how these can be improved further. There have been significant developments in information and communication technology (ICT) and the school is in a good position to develop this even more. Pupils have more time to make their own decisions and to exercise initiative; this is particularly the case in science which was a key weakness in the last inspection. All teachers ensure there is scope in lessons for all pupils to achieve satisfactorily. However, this could be improved further through the introduction of a more stimulating curriculum.

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	A*	A
mathematics	A	A	A	A
science	A	A	A*	B

Key: A – in the top five per cent; 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.*

All pupils achieve satisfactorily. The school has consistently been a top performing school over the last five years in Year 6 tests and has fared well when compared with similar schools. However, results in Year 2 have not been as good. Last year, the attainment of pupils in reading and mathematics was well below the average for similar

schools and no pupils reached the higher levels in science. The rate of improvement at Year 6 since the last inspection has been above the national average. Standards seen in the inspection were better in Year 2 than last year's results suggested and are above the national expectations. In Year 6, they are not as high as indicated in the previous test results but are above the national expectations in English and mathematics and well above them in science. Children get a good start in the Foundation Stage, make good progress and are achieving well. In Years 1 to 6, these above average levels of attainment are maintained because pupils make satisfactory progress as they move through the school. Pupils from minority ethnic backgrounds, including those learning English as an additional language, also make satisfactory progress. They do as well as other pupils in their ability groups. Pupils with special educational needs also make satisfactory progress. Standards in religious education and ICT are above the national expectations by Year 6 and pupils demonstrate good achievements in sporting activities.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are good. Pupils' attitudes and behaviour are good, their attendance levels are very good and pupils are very punctual. Very good relationships exist throughout the school and pupils' confidence and self-esteem are high. Pupils' spiritual development is satisfactory, which is not as good as at the time of the last inspection. There are no issues of racial disharmony.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory. The quality of teaching and learning is satisfactory across all year groups, except in the Foundation Stage where teaching is good. Teachers are consistent in their approach to ensuring high standards of behaviour. The relationships between teachers and pupils are very positive. Pupils respond very well in instances when teachers challenge them effectively. The curriculum is planned satisfactorily to ensure good continuity of learning and this is very well supported through very good extra-curricular activities, particularly in sport. Pupils are well cared for but there are two issues about health and safety procedures that the governors need to tackle. The school has good relationships with the community and satisfactory relationships with local schools. The arrangements for children entering the school's Foundation Stage classes are good.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The leadership of the headteacher is good. He has a firm understanding of what the school needs to do to improve and that it must not rely on its past test results. The governing body is more involved and knowledgeable about how the school is progressing and is keen to become more involved in leadership and management processes. Nevertheless, the governing body has not ensured that the school meets all statutory requirements. At present, the school has no senior management structure as the deputy headteacher is on maternity leave and no member of the teaching staff has come forward to act in that role. This lack of team approach is hindering the way the school develops. The role of the co-ordinators has improved since the last inspection but it still does not incorporate sufficient emphasis on ensuring that standards remain well above average.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils think highly of the school and are very supportive of the leadership and management of the headteacher and the contributions made by all staff. In recent months, the school has improved the ways it seeks the views of parents and pupils.

IMPROVEMENTS NEEDED

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

- Establish an interim senior management structure that enables the school to move forward as a team aiming towards the same key goals.
- Develop a more inspirational and challenging curriculum in all year groups to ensure pupils have greater opportunity to be creative and to make good progress.
- Involve governors and co-ordinators in a more rigorous analysis of standards and of the school's strengths and weaknesses to ensure high standards are maintained more consistently.
- Ensure that all statutory requirements are met in terms of risk assessment and the checking of physical education equipment.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards in Year 6 have improved more rapidly than the national trend since the last inspection so that pupils have continued to achieve very well in National Curriculum tests. Standards in Year 2 have, however, not been so consistently high. At the time of the inspection, standards in Year 6 were not as high as indicated in the 2004 tests and standards in Year 2 were better. Pupils' achievements from Year 1 to 6 are satisfactory; in the Nursery and Reception classes, achievements are good.

Main strengths and weaknesses

- Standards in English, mathematics and science at the end of Year 6 have been high in relation to the national averages and the pupils have achieved well in comparison to schools with a similar ability intake.
- The progress made by pupils currently in Years 1 to 6 is satisfactory but could be better.
- Standards in speaking and listening and in science are well above the national expectations and pupils are achieving well.
- Children are making good progress in the Foundation Stage.
- Standards in the Year 2 National Curriculum tests in 2004 were well below the averages of those schools in a similar social context in reading, mathematics and science but have improved this year.
- Standards in ICT have improved significantly since the last inspection.

Commentary

1. The school has a long history of attaining good results in Year 6 tests, consistently gaining a position in the top five per cent of schools nationally. This was recognised in 2002 when the school was awarded the School Achievement Award. Over the past four years, the school's rate of improvement has been ahead of the national trend. The picture at Year 2 has been less good and the results in 2004 were disappointing.

Standards in reading and mathematics were well below the average of schools in a similar social context and this was mainly as a result of too few pupils attaining the higher National Curriculum levels. This was particularly so in science where no pupils attained Level 3.

The school's test results at ages seven and 11

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

Standards in:	School results	National results
reading	16.1 (18.2)	15.8 (15.7)
writing	16.0 (16.7)	14.6 (14.6)
mathematics	16.3 (18.4)	16.2 (16.3)

There were 30 pupils in the year group (19 boys and 11 girls). Figures in brackets are for the previous year.

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

Standards in:	School results	National results
English	30.3 (29.6)	26.9 (26.8)
mathematics	30.2 (29.4)	27.0 (26.8)
science	30.6 (30.6)	28.6 (28.6)

There were 32 pupils in the year group. Figures in brackets are for the previous year.

2. The present picture in Year 2 is better than it was last year, with a greater proportion of pupils attaining the higher Level 3 in reading, writing, mathematics and science. As a result, standards in these subjects are above the national expectations. For Year 6, standards are not as high as indicated in the tests last year but remain above the national expectations. This represents satisfactory progress and achievement in English and mathematics from Years 1 to 6. In speaking and listening and in science, the position is better, with pupils making good progress and reaching standards that are well above the national expectations. This is particularly rewarding in science as much of this achievement is due to teachers providing pupils with a good deal of investigative and challenging work, which was an issue at the time of the last inspection.

3. Attainment on entry to the Nursery is above the national expectation and children get a good start to their schooling as they move through the Nursery and Reception classes. They make good progress and achieve well. In recent times, there has been some disruption in the Foundation Stage provision, such as the present absence of the Nursery teacher. However, the present Reception teacher and other staff are doing a good job and existing provision is in line with that found at the time of the last inspection. Achievement is very good in the children's personal, social and emotional development where attainment is well above the national expectations. In other aspects of their learning, it is above the national expectations, except for physical development which is in line because of unsatisfactory outside play facilities and opportunities. Children soon become articulate and express feelings well. This has a significant impact on these children as they go into Year 1 and beyond, as their speaking and listening skills remain a strong aspect of the pupils' achievements.

4. In Years 1 to 6, present standards show that the standards achieved by the end of the Reception year are maintained in English and mathematics and improved upon in science, religious education, ICT and in the sporting aspects of the physical education curriculum. There was very limited evidence collected in the other subjects but there was no indication that pupils' achievements were anything other than satisfactory.

The progress made by pupils from minority ethnic backgrounds is similar to that of other pupils in their ability groups and this is also the case for those learning English as an additional language. Pupils with special educational needs receive sound support and also make satisfactory progress.

5. The use of English, mathematics and ICT skills across the curriculum is satisfactory but improving, although in science, the use of ICT is still very limited and unsatisfactory overall.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour, attendance and punctuality are all very good. Spiritual, moral, cultural and social development is good.

Main strengths and weaknesses

- Attendance is above the national average.
- Pupils' attitudes and behaviour make a very good contribution to their ability to learn.
- The school sets high expectations for the conduct of pupils.
- The school is a harmonious community where pupils get on well with each other.

Commentary

6. Attendance is above average and there is no unauthorised absence. Almost all pupils are punctual and a very prompt start is made to the school day. This enables assemblies and lessons to begin on time and without disruption. Any unexplained absence is followed up by telephone. Holidays in term-time are actively discouraged.
7. Pupils show high levels of interest and enthusiasm in their work. They concentrate well and are industrious and productive in all that they do. Children in Reception are developing very good attitudes and behaviour and the school is able to build on this effectively as the pupils get older. Pupils throughout the school show very positive attitudes towards their learning and are always keen to give of their best.
8. Behaviour is very good in the classroom, in assembly, in the dining hall and around the school grounds. All pupils are aware of the school rules and they are responsive and responsible in their behaviour. Any form of bad behaviour is dealt with promptly by staff and the school council representatives are keen to help ensure that all pupils get on well. For example, because there have been minor incidents in the playground with regard to the playing of football, the school council has recommended introducing other equipment so that football becomes less dominant. The school has not excluded any pupils in recent years.
9. The pupils' relationships are very good and they play and work well together. This was evident in many of the lessons where pupils are encouraged to work in pairs and small groups on investigations and problem-solving activities. The pupils show very good levels of confidence and show their teachers a good deal of respect. For example, in a Year 6 art and design lesson, pupils worked well together and shared information enthusiastically when looking at paintings by Monet and Gauguin. There is no significant evidence of bullying or racism.
10. Spiritual, moral, social and cultural development is good throughout the school, although there could be more opportunities for raising spiritual awareness across all

subject areas to aid the development of more stimulating lessons and therefore this is only satisfactory – at the time of the last inspection this was judged to be good. In religious education, some very good work on the Creation gave pupils the opportunity to express their feelings about pollution. This was then developed by the teacher so that pupils had the opportunity to expand this into an examination of environmental issues. A parent comes in every year to explain Passover to the pupils and a Year 5 class was engrossed in this lesson as they began to understand the link between Passover and freedom and the symbolism of the food.

11. Provision for social development is very good. Pupils accept responsibility very well and know that they have an important role to play in the community. Pupils' appreciation of their own culture is very good because they have many chances to visit museums, art galleries and other places of interest to complement work in lessons. Awareness of other cultures is also very good and pupils appreciate the rich variety of beliefs and customs around the school and in our society as a whole.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.52	School data	0.25
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.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is satisfactory. The quality of teaching is satisfactory in Years 1 to 6 and is good in the Nursery and Reception classes. The curriculum is satisfactorily planned to ensure that the needs of all pupils are met.

Teaching and learning

The quality of teaching and learning in the Nursery and Reception classes is good and in Years 1 to 6 it is satisfactory. The quality and use of assessment are satisfactory.

Main strengths and weaknesses

- The teachers are consistent in their approach to managing behaviour and have high expectations of how pupils conduct themselves.
- Relationships between staff and pupils are very good.
- All pupils are keen to work and apply themselves.
- There is insufficient stimulation in lessons to ensure all pupils are well motivated to improve their own learning and to progress at a better than satisfactory rate.
- Teaching in the Foundation Stage is good, particularly with regard to the children's personal, social and emotional development.

Commentary

12. The quality of teaching and learning is satisfactory in all year groups except in the Foundation Stage where it is good. Although teachers plan delivery of the National Curriculum effectively and ensure that pupils progress satisfactorily through the school and attain well in the National Curriculum tests, there is insufficient stimulation

and creativity in lessons to ensure pupils are motivated enough to make good progress. During the inspection, the majority of teaching seen was satisfactory to good but there were very few lessons which were very good.

Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	2 (6%)	16 (47%)	15 (44%)	1 (3%)	0 (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.

13. The key strengths in the quality of teaching across the school are the personal relationships the teaching and non-teaching staff develop with the pupils and the consistently high expectations of the standards of pupils' behaviour. As a result, the pupils feel confident in lessons and are able to express themselves articulately during class discussions. This enables them to progress satisfactorily as they move through the school. In some subjects, the emphasis that teachers place on challenging the pupils through investigation and discussion and on providing more exciting learning opportunities improves the quality of learning to good or very good. This is especially the case in science where the consistency of this practice across different year groups ensures that good progress is made by the pupils and that standards by Year 6 are well above the national expectation. A particularly good example of this was seen in a Year 2 lesson when the teacher skilfully drew the pupils into discussion about how to classify and sort animals into specific groups. The teacher provided a range of activities which ensured there were good opportunities for independent work, especially for the most able pupils.
14. Another example of best practice came in a Year 4 mathematics lesson. In this instance, the teacher had high expectations for all abilities of pupils. Work was effectively planned to meet their needs and to provide an appropriate level of challenge that stimulated the pupils to attain well, with a very good level of interest and motivation. The most able pupils had ample opportunity to extend their own learning and this new learning was shared well with the other pupils during the summing-up parts of the lessons so that all had the opportunity to absorb it.
15. Many of the lessons are, however, only satisfactory. In these lessons, although the activities are soundly matched to the pupils' abilities and effective additional support is provided for those pupils with special educational needs, the lessons are not creative and do not stimulate a good degree of motivation and interest amongst the pupils. In these more mundane lessons, pupils remain on task and are attentive, and show a good deal of willingness to go through the routine of the lesson. However, as a result, learning is only satisfactory and pupils do not achieve their full potential. In the unsatisfactory lesson seen in mathematics, the teacher followed the normal pattern of the Primary Strategy but was insufficiently flexible to ensure the pupils had enough activity time to consolidate the skills she was trying to teach. As a result, the pupils in the main teaching group became muddled and did not achieve the objective, which was to create number patterns using different multiples.
16. Teaching assistants provide sound support for the pupils they work with. Much of their time is spent working effectively with small groups of low ability pupils. There are occasions, however, during English lessons when they are not used as well as they might be, particularly at those times when the teacher has all the class together at the same time.

17. The systems teachers apply to assessing how well pupils are doing are improving. This is particularly so in English, mathematics and science where the headteacher is improving the information available so that he and the co-ordinators can track the progress of pupils through the school. This is less the case in other subjects where assessment information on a year to year basis is not consistently identified, which would help co-ordinators to assess the rates of progress pupils make as they move through the school. Teachers do use information from lessons to help plan the next aspect of the pupils' learning but the quality of teaching is determined more by the content of the programmes for learning used in school to ensure this is covered. There is some involvement of pupils in the learning process but they are not clear about what their next steps for learning should be to achieve their next goal.

The curriculum

The curriculum is satisfactory as a whole although the provision of extra-curricular activities is good. Accommodation and resources are satisfactory.

Main strengths and weaknesses

- There is a very good range of visits and activities to enrich pupils' learning.
- The curriculum for children in the Foundation Stage is good.
- Some areas of the school are jaded and do not support a stimulating learning environment.
- The ability for children in the Reception class to access to outdoors is reduced by the current arrangements.

Commentary

18. There is a satisfactory curriculum for pupils in Years 1 to 6. Statutory requirements are met and include provision for religious education and personal development. The addition of a modern foreign language, currently Italian, enhances provision for pupils in Year 6. The range of experiences planned ensures that pupils perform to a satisfactory level across the curriculum. There are pockets of better achievement in science and religious education, where teaching is strong, and in sport where pupils benefit from high quality coaching.
19. The curriculum for children in the Foundation Stage is good. Well-planned activities in all areas of learning help children in the Nursery and Reception classes to develop into curious, enthusiastic learners. Early literacy and numeracy skills are particularly well developed so that children are effectively prepared to advance to the more challenging National Curriculum work. Provision for children with special educational needs is satisfactory overall and good when more concentrated support is provided. However, there are instances when there is insufficient support provided and the onus is much more on the class teacher to provide greater individual support. On these occasions, pupils make only satisfactory progress.
20. Pupils' learning is enriched by a very good range of visits to places of interest. Some examples include the main London art galleries and museums, Hampton Court, The Cutty Sark, and Gunnersbury House. There are also adventurous activity days and, next year a residential visit to Westward Ho! in Devon is to go ahead. Provision for sports outside lesson time is very good for pupils in Years 3 to 6. Qualified coaches help pupils foster their talents in field games and athletics. There is football coaching under the guidance of staff from Queens Park Rangers Football Club as well as very

good swimming coaching from a member of the school's support staff. As a consequence, pupils do well in tournaments and local competitive matches.

21. Provision for personal, social health education and citizenship (PHSCE) is satisfactory. National guidance has been adapted by the school as a basis for teaching pupils about social and emotional development. The Life Education mobile classroom visits the school annually so that pupils learn about the hazards of drugs and other substances and learn about self-protection at a level appropriate to their age. Teaching about sex and relationships is provided for pupils in Year 6.
22. Some innovative developments are beginning to bring more flexibility to the way the curriculum is delivered. Events such as 'Book Week', which focused on the whole breadth of literacy, have been very well received by the pupils. Science week planning is under way and the school council has put forward ideas for an ICT event. This is a good contribution to the school's drive to bring more creativity into the curriculum.
23. Staffing is generally stable and adequately meets the needs of the curriculum. The number of support staff is to be increased during the school year to provide additional support. Outside accommodation is good. There is ample space with two adventure playgrounds and a varied environment which is particularly useful for science studies. Inside accommodation has seen some improvements but is only just satisfactory. There is a new ICT suite and a new Reception classroom but, overall, the décor is dull in the main school, some areas are cluttered and classroom space for older pupils is cramped. Learning resources are generally satisfactory but the positioning of the new Reception class prevents the free flow of learning between inside and outside areas and limits opportunities to interact with the Nursery class as an all-through Foundation Stage unit.

Care, guidance and support

The school is good at involving the pupils in the running of the school. Pupils are well provided for in terms of care and welfare but some health and safety procedures do not meet statutory requirements. The support, advice and guidance provided for the pupils are satisfactory.

Main strengths and weaknesses

- The school actively seeks out and regularly acts on the views of pupils.
- Pupils have good and trusting relationships with the teaching and support staff.
- Pupils have access to well-informed support, advice and guidance.
- Some health and safety procedures are unsatisfactory.

Commentary

24. The school council is used successfully as a means of communication to seek out the pupils' views and encourage them to come up with ways to improve the school. For example, there is a lot of emphasis on football within the school and the school council has suggested that there should be alternatives in terms of playground equipment for those who are not interested in football.
25. Pupils have very good relationships with the teaching and support staff and they find them very approachable. The school uses 'circle time' (which is an opportunity for

group discussion on a range of issues and concerns) and issues such as loneliness are looked at in assemblies and personal, social and health education lessons.

26. Arrangements for child protection are good. The child protection co-ordinator has developed a useful policy and clear procedures and, since January 2005, all the teaching and support staff have received training in this area. There are three trained first aiders in the school and the medical policy and procedures are good. There is a pleasant sickroom, with detailed records kept of accidents and any medication the pupils require. There is a diabetic pupil in the school and a member of staff has been well trained to deal with all eventualities for this pupil and also for a pupil who suffers from acute allergies.
27. Sex education meets statutory requirements but is only formally delivered in the summer term to Year 6. The school is aware of this and is keen to develop a more structured approach to this part of the curriculum.
28. Targets for reading in the Reception class are good but monitoring has only recently been introduced by the subject co-ordinators so it is too soon to assess the impact. Parents are given satisfactory information about their children's progress and attainment in the annual reports and at parents' meetings but they are not given any clear indication as to whether their children are working to achieve their full potential. Monitoring information and analysis are not sufficiently rigorous to produce this kind of information.
29. There are causes for concern with regard to health and safety. The policies and procedures are well documented but the implementation in certain areas is lacking. Fire drills are now carried out twice a term. However, the physical education (PE) equipment has not been checked nor have risk assessments been carried out annually to comply with the statutory requirements. There is also an issue with the Reception children using the Nursery outside facilities as it makes supervision difficult because of the accommodation layout and therefore the teacher is less able to support pupils' progress.

Partnership with parents, other schools and the community

The school has an effective partnership with parents. Links with the local community are good and links with other schools are satisfactory.

Main strengths and weaknesses

- Procedures to deal with complaints are excellent.
- Parents have very good opportunities to give their views to the school.
- Parents' contribution to pupils' learning at school and at home is good.
- There are good links with the local community.

Commentary

30. The headteacher and staff are very approachable and always pleased to discuss parental concerns. Procedures to ensure satisfaction and to deal with complaints are excellent. The new headteacher has made a number of changes that the parents appreciate. For example, new parental questionnaires to seek their views and identify concerns. Parents applaud this move and the headteacher's 'open door' management style.

31. Parents are very well informed about the school through the prospectus and attractive newsletters. The school has begun to have regular coffee mornings, in addition to the 'drop-in' sessions, with the parents to discuss issues such as head lice and the Ofsted inspection. Again, parents are very pleased and supportive and feel included in the school community.
32. The parents' and teachers' association (PTA) supports the school very well by organising many social and fundraising events. The group makes significant contributions towards additional learning resources, including the new ICT suite. Parents are also happy to give their professional help to the school. For example, one parent did the planning specification for the new ICT suite. Many helpers also give their time generously to the school by helping out with activities such as reading and cooking. Parents support their children's learning at home very well by listening to reading and supporting homework.
33. A local Baptist minister comes in and talks to the children at least once a term. The school also has close ties with the local fire station and the Road Safety Officer and pupils have the opportunity to take the cycling proficiency test at school. In addition to this, a local football club provides coaching for pupils once a week. Several local businesses either sponsor school events or provide prizes for PTA fundraising activities. Many school trips enrich the curriculum. The school choir visited an old people's home to sing carols at Christmas and the pupils also fundraise for a local hospice as well as for Red Nose Day and Children in Need.
34. There are satisfactory links with one of the local secondary schools and they contribute to the learning experiences of the pupils in Year 6 by sending a teacher to teach them Italian once a week. The secondary schools give pupils a taster session of what the secondary school is like but other than that, the links with the two local secondary schools are lacking. The headteacher has recently formed an association with other local primary schools to set up a local 'Primary Learning Network' that will benefit the six participating schools and links are being developed in this way.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The leadership of the headteacher is good. Governance is satisfactory. There is no senior management team in place to support future improvement.

Main strengths and weaknesses

- The commitment of the headteacher is strong.
- Governance is satisfactory but the governors are not meeting the statutory requirements on health and safety.
- The present lack of a senior management team hinders development.
- The governing body's monitoring and evaluation of the school improvement plan are insufficient but improving.
- The governors are beginning to work effectively with the headteacher and the school has a good capacity for improvement.

Commentary

35. The headteacher has been at the school for only two terms but he is already implementing initiatives of direct benefit to the school, such as school council, regular

fire drills and a parents' questionnaire. He has a clear vision of how the school can improve further, and the parents and governing body are very supportive of these aims. However, progress is hampered by the present lack of a senior management team which reduces his ability to implement effective change. The deputy headteacher is on maternity leave and there is no-one acting in this role during her absence.

36. Co-ordinators are very supportive and have improved their role since the last inspection with a range of initiatives taking place, such as the professional development of the teaching and support staff in mathematics and child protection. There is also regular training for the support staff; for example, teaching assistants are taking National Vocational Qualifications. However, the role of the co-ordinator has not yet developed sufficiently to ensure a rigorous analysis of standards or of the progress pupils make through the school. There are therefore no direct links between actions for improvement and the specific raising of standards. There is no overall co-ordinator for the Foundation Stage and this has hindered the progress made in bringing these two classes together into a Foundation Stage unit. The co-ordinator for special education needs is away from school on maternity leave and the headteacher has taken over temporary leadership of this area. He has identified a weakness in the way in which members of the support staff are allocated to classes and this uneven distributed of support is in the process of being reviewed. Accurate and detailed individual education support plans (IEPs) are kept, and parents are involved in the formulation of these plans.
37. The governing body now has a good understanding of the school's strengths and weaknesses. Governors are clear about their own responsibilities and those related to the headteacher. This has improved since September as the headteacher has shared a good deal of information with them. However, the school is not meeting its statutory requirements in the area of health and safety. The monitoring and evaluation of the impact of school improvement actions on teaching, learning and standards is at an early stage. However, the governing body is keen to develop this aspect of its work and wants to become more involved. Taking recent improvements into account, the school has a good capacity for improvement.
38. The school has improved the way it observes the principles of best value. For example, parents and pupils are much more involved in contributing to the development of the school. The financial figures below identify an above average amount of carry-forward but much of this is earmarked for capital expenditure. Taking into account the standards achieved, the quality of teaching and learning and the effectiveness of the leadership and management of the headteacher, the school is providing satisfactory value for money.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	695969
Total expenditure	687554
Expenditure per pupil	2,953

Balances (£)	
Balance from previous year	57,100
Balance carried forward to the next year	96,837

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Nursery and Reception classes is good. A new Reception class has been built and the standards that were above the national expectation at the time of the last inspection have been maintained. This reflects an effective curriculum and good teaching that promote a secure and happy environment. Good, careful assessment of the children's achievement pinpoints the next stage in their learning and is a factor in their success during these early years. The school has had staffing difficulties, such as the present absence of the Nursery teacher, but effective teams are now being re-established, especially in the Reception class. These long-term staffing issues have resulted in leadership and management which, whilst satisfactory, are not good. However, there is not an overall co-ordinator for this phase and this hinders development. For example, there has not been a consistent drive to ensure a truly integrated Foundation Stage unit to support more flexible provision for the children's varying needs. Nevertheless, effective practice is in place and standards have returned to the levels seen at the time of the last inspection.

The curriculum is well planned, with careful regard to the progressive development of knowledge and skills in all areas of learning. There is a good balance between formal and informal teaching; between teacher-directed activities and the opportunity for children to choose. Children achieve well, successfully building upon the above average standards they have on entry into the Nursery. By the end of Reception, the majority are on course to exceed the expectations in all the areas of learning, with the exception of physical development. Unsatisfactory outdoor play facilities limit achievement in this area as well as presenting health and safety issues. The Reception class teacher ensures that children make good progress and have the opportunity to undertake work at the first level of the

National Curriculum, especially in literacy and numeracy. The small number of lower-attaining children, those who are learning English as an additional language and those with special educational needs are well supported and make good progress.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children behave well and have positive attitudes and relationships.
- Good use is made of stories and role play to promote empathy for others.

Commentary

39. Very good teaching in this area ensures that all children feel very happy and secure in class and achieve very well. Attainment is well above the national expectation. A carefully planned induction introduces class routines, such as queuing and hand-washing, which quickly become established. Members of staff are commendable role models and have high expectations that children will listen and concentrate, and they do. The very positive relationships are one reason why so many are confident speakers, articulate in sharing news and feelings during the daily Nursery 'Newslines'. Children work very well in groups as well as independently, such as when they make pizzas. The responses and reactions of those involved in role-play as shopkeepers or customers are most mature and sensible. Reception children participate in 'circle time' to discuss and consider a range of things that concern them and the needs of others.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- A carefully structured curriculum results in good teaching of early reading, writing, speaking and listening skills.
- Children achieve well.
- The school is well supported by parental help.

Commentary

40. A well planned, systematic approach to teaching all aspects of communication, language and literacy results in good learning and good achievement. Attainment is above the national expectation. Most children are set to reach the early learning goals by the time they leave Reception and a good number will exceed them. A focus on speaking and listening permeates the school day and provides a good foundation for the development of English language skills. Imaginative play in the Nursery, linked with such topics as 'Under the Sea', successfully supports the development of language. There are many examples of good speaking and listening in the Nursery

and Reception, with children clearly explaining class displays and listening and responding well to each other. Such activities are a good basis for the development of reading, which is well taught. Children learn letters and their sounds thoroughly and use this knowledge to reach reading standards that are above the levels expected. They enjoy the wide range of books and poems they hear and are enthusiastic participants in shared reading activities. They are given many opportunities to develop their ability to recall and sequence events, doing so most successfully while listening to 'We're going on a bear hunt'. The teaching of reading is characterised by tasks that reflect individual ability levels and this is an important reason for the good progress made by all, including the lower-attaining and those learning English as an additional language. This is also true for writing where they benefit from well-organised teaching. The vast majority of Reception children are well on the way to reaching the first level of the National Curriculum standards. They write simple sentences well, frequently using basic nouns, and a few can connect ideas and use suffixes. Handwriting is methodically taught from Nursery onwards and children reach standards above the national expectation. By the time they leave Reception, their letters have appropriate size and shape and many do joined-up handwriting. There are strong links with home so that the school, children and parents work as a successful partnership.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teaching and learning are good and children achieve well.
- There are good opportunities to reinforce mathematical skills throughout the school day.

Commentary

41. Children achieve well because of the teachers' high expectations. Attainment is above the national expectation, with most children likely to reach the early learning goals by the end of Reception and a good number will exceed them. An interesting range of activities is planned to promote mathematical development. For example, Nursery children made a collage of different shapes, reinforcing their understanding through feel and visual image. Members of staff continually refer to numbers, patterns and mathematical concepts, thereby reinforcing and extending understanding. Nursery children are taught words that describe position, such as during an outdoor play session that linked this part of their work with the story of a bear and in Reception, children work with sand and water, estimating and counting. They benefit from the teacher's ability to make mental arithmetic and rote learning fun and the majority count to sixty and beyond. An effective range of teaching and learning strategies motivates the Reception class who make good progress in learning how to tell the time. A considerable number are engaged in higher level activities, such as understanding the differences between day and night.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A wide and interesting range of activities promotes good learning about science, the humanities and design and technology.
- ICT is not sufficiently used to support children's learning in the Nursery.

Commentary

42. Children in the Nursery and Reception classes achieve well and attainment is above the national expectation. Most are on course to reach the early learning goals by the end of Reception. Some will surpass them, especially in the exploration and investigation of science. Teaching and learning are good. Lessons are well planned, with interesting activities and visits by policemen, firemen and beekeepers to enliven topics. Good use is made of the local environment to extend learning. For example, Nursery children go on nature walks and Reception children talk knowledgeably about local traffic and transport. A range of practical tasks and simple experiments encourages scientific understanding about materials, light and push and pull forces. Reception children have a good knowledge of the life-cycle of an insect and features of growth. Well-organised design and technology lessons reinforce knowledge about the world, such as when the children make vehicles. Reception children are methodically taught ICT skills. They know about digital photographs, they can access painting programs and log on. They reach the required standards. However, although Nursery children have access to computers, there has been a lack of structured guidance and they do not make enough use of them. The school is aware that children need extra help and has recently begun a system whereby the Reception class children become 'buddies' of the younger children. Bible stories, such as 'Moses in the Bulrushes' are told in the Foundation Stage assembly to develop the ability to empathise as well as providing an insight into culture and belief.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Well-planned activities promote physical development in the nursery and in timetabled lessons in Reception.
- Unsatisfactory outdoor play facilities do not support good physical development for Reception children.

Commentary

43. Children's achievement in physical development is satisfactory. Teaching and learning are good in the Nursery, with many opportunities for physical development. However, although the Reception children use the Nursery outdoor play facilities, the layout of the area presents health and safety problems and restricts the learning opportunities pupils have. Achievement is therefore satisfactory overall and attainment is in line with the national expectation. The teacher is rightly engaged in close supervision and cannot always focus on the physical development of individual children. Nevertheless, members of staff are particularly assiduous in encouraging and promoting improvements in outdoor play. For example, the children on imaginary bear hunts benefited from individual advice in developing their physical skills. There are also well-planned regular lessons for the Reception children in the school hall.

However, the lack of easy access to a well-equipped play area limits the ability of the Reception class to practise aspects of physical development. The skills of co-ordination, balance and an awareness of space are not developed as well as they could be. All the children develop their manipulative skills well through a range of activities such as threading beads or making dough.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Teaching and learning are good.
- Children are provided with a wide range of activities.

Commentary

44. Children in Nursery and Reception classes achieve well in this area of learning because of good planning and teaching. A commendable range of interesting activities allows them to respond in a variety of ways to what they see, hear, smell, touch and feel. Attainment is above the national expectation with most children on course to attain the early learning goals and a good number of children likely to exceed them. There is clear instruction, allowing children to explore and create. For example, the Reception class is taught music in a structured and informed manner and then encouraged to create sounds that represent the minibeads they have been studying. Many opportunities are provided for creativity and imaginative play, such as the pipe-cleaner creations completed by the Nursery class. Classroom and school displays show good use of colour in children's transport murals and paintings. They take care with their art and craftwork, producing high quality woven patterns.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Teachers have a good knowledge of the subject.
- Pupils' attitudes to English are good
- Class organisation by teachers is good.
- Some lessons lack pace and stimulation, which results in satisfactory rather than good progress.
- The use of classroom assistants is sometimes weak.
- Library resources are limited.

Commentary

45. Standards in English since the last inspection for Year 6 pupils have been well above the national averages for the National Curriculum tests and improvement over time has been better than average. Present standards are not as high as these results indicate but pupils achieve satisfactorily in all year groups and attain standards above

the national expectation. In Year 2, standards have not been so consistent since the last inspection and in 2004, the tests indicated standards in reading to be in line with the national average but below those of schools within a similar social context. Standards in writing were above the national average and in line with those of similar schools. The standards in the present Year 2 are better than these results indicate and are above the national expectation, with a better proportion of pupils attaining the higher Level 3.

46. Speaking and listening skills are well above the national expectations in Year 2 and Year 6 and pupils throughout the school make good progress and achieve well. In Years 1 and 2, there are good opportunities provided for pupils to extend speaking and listening skills. Despite some lessons lacking pace, pupils maintain their concentration and attention and listen carefully to what is being said. These skills are built upon very effectively in Years 3 to 6 so that, by the end of Year 6, pupils have a very good command of English, using a wide variety of more complex vocabulary with good understanding. During a discussion on report writing, pupils used terms such as 'diversify', 'conversely' and 'nutritious' to help get their points across. In these discussions, pupils listen attentively to the contribution of others, ask questions to develop ideas and make contributions that take account of others' views.
47. Standards in reading are above the national expectation across the school and all pupils achieve satisfactorily. Year 2 pupils read with very good expression and fluency. They have a good range of strategies to help them read more complex vocabulary and are happy to discuss their favourite authors. They understand that there are a range of different types of books and one pupil was keen to relate that his favourite books were sporting autobiographies. The 'booster' classes, where more able readers are withdrawn from class and encounter more demanding literature, are proving successful because of the good teaching from the headteacher. One such group was enjoying reading 'The Ghost of Thomas Kemp' and then discussed it, showing good levels of understanding of the context of the book. Year 6 pupils build successfully on previously acquired skills by reading a growing range of texts, and are keen to express their own reasons for their own preferences for authors, poets and styles. Again the 'booster' classes make a significant contribution to this success.
48. Standards in writing are above the national expectations in Years 2 and 6 and all pupils achieve satisfactorily. In Years 1 and 2, the writing of the higher-attaining pupils is organised and clear, with good use of punctuation. Sentences are well structured, with an increasing use of expressive language. Throughout the school, pupils write for a good range of purpose and an increasing awareness of audience. The writing of all pupils communicates meaning in both narrative and non-narrative forms. In Year 6, higher attainers use powerful descriptions and increasing use of more complex sentences. One pupil described a 'gig' as an 'open-fronted cart where the driver sits at the front to control the horse'. There is a good emphasis on grammar and spelling. These pupils present well-balanced arguments, using persuasive language to good effect. They write formal and informal letters well, analyse non-fiction texts and extract relevant information accurately. During one lesson, producing a written report on the success or otherwise of a fictitious school meals provider, boys were producing a good argument for their view that the fictitious dinner ladies were sexist because they gave the girls larger proportions. Others were arguing the case for a better choice of vegetarian meals, and meals for diabetics. They used a wide range of connectives, such as 'nevertheless' and 'on the other hand'. Pupils' written work is valued through displays, which are bright and well presented. Pupils are beginning to be provided with more opportunities to write at

length in a range of forms and this will give them more chance to improve the quality of writing further. Presentation skills are satisfactory, although in some instances the pupils make careless errors, but teachers do not consistently indicate to pupils where they could improve.

49. The quality of teaching and learning in Years 1 to 6 is satisfactory. Although lessons are well planned and structured and meet the guidelines provided by the Primary Strategy, they often lack sufficient pace to be interesting or challenging. Similarly, lessons fail to capitalise upon potentially interesting subject matter by use of visual aids, drama or role-play. However, lessons in Years 3 to 6 reflect more opportunities for more able pupils to extend their literacy skills. Behaviour management is good throughout the school. Pupils enjoy good relationships with their teachers and with each other, which helps them to learn successfully. Pupils with special educational needs are well supported by classroom assistants, although on several occasions, assistants were set the task of listening to teachers' introductions rather than being directed to deal with the specific needs of the pupils.
50. Leadership and management are satisfactory. Good use is made of ICT to support learning. The one interactive whiteboard is well used to develop literacy through ICT, and the suite is well used to research and produce a good amount of literacy work in such styles as poems, reports and stories. The subject leader has a good knowledge of the strengths and areas for improvements in English. She has improved resources for the subject and has plans to improve the stock in the rather depleted libraries. There are also plans to re-site the library to a more user-friendly location. However, insufficient effort is applied to analysing standards to help ensure pupils make consistently good progress as they move up through the school.

Language and literacy across the curriculum

51. Use of literacy skills across the curriculum is good. Pupils use their literacy skills well to support work in other subjects. Their good skills in speaking and listening are used extensively across the curriculum in support of questioning, discussions and group work. Pupils' competence in reading and their ability to research, retrieve and collate information from a range of sources are used well in history and geography. Pupils have written accurate accounts of visits they had undertaken for history and geography study. They have also written reports of visits by members of the community who have come to the school to talk about particular religions.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards in Year 6 national tests have been consistently high since the last inspection.
- Standards in the Year 2 national tests in 2004 were not as good as expected when compared to schools in a similar social context.
- There is not enough analysis of standards to ensure pupils make consistently good progress as they move up through the school.

Commentary

52. The school has performed well in Year 6 National Curriculum tests since the last inspection and results have improved more rapidly than the national trend. The present Year 6 is achieving satisfactorily and standards are above the national expectation but not as high as the previous test results indicate. There has been less consistency in Year 2 tests and in 2004, standards were well below those found in similar schools. This was mainly because too few pupils attained the higher Level 3. Standards observed during the inspection show a better picture in Year 2 and it is expected that a much greater proportion of pupils will attain the higher standard this year. Standards are therefore now above the national expectations for Year 2. Pupils' achievement between Years 1 and 6 is satisfactory. Teachers build soundly on what pupils across the ability range attained previously and the progress made by all groups of pupils, including those from minority ethnic groups, some of whom have English as an additional language, and those pupils with special educational needs, is satisfactory.
53. The quality of teaching and learning in Years 1 to 6 is satisfactory. Teachers plan the numeracy curriculum well, ensuring that the work pupils do systematically builds on what has gone before. They provide sound introductions to lessons and ensure there is sufficient opportunity for pupils of all abilities to achieve satisfactorily. During the inspection, some good and some very good lessons were seen. In these lessons, the challenge of the activities captivated the pupils who became very interested in what they were doing and were very keen to achieve beyond the planned expectation of the lessons. These lessons were structured so that the most able pupils were fully extended in their thinking. In the very good Year 4 lesson, pupils were well motivated to the end, with additional more challenging work being provided by the teacher. The pupils were very keen to share their findings at the end of the lesson and clearly explained the strategies they used to achieve the answers.
54. One unsatisfactory lesson was seen during the inspection. In this instance, although the teacher had planned the lesson well and adopted a standard approach, the amount of time allowed for the pupils to apply the skills they were being taught was insufficient. As a result, the main teaching group did not have enough time to consolidate their learning through practising the skills of pattern making by using different multiples. Pupils then became muddled in their thinking and were unable to achieve the objective of the lesson.
55. Leadership and management of mathematics are satisfactory. There have been improvements since the last inspection and the co-ordinator is more involved in the general management of the subject. She is very supportive of colleagues and has instigated a range of training for teachers to attend and improve their knowledge and understanding of the subject. Nevertheless, she does not analyse standards rigorously enough to ensure pupils make good progress in each year group and achieve consistently well.

Mathematics across the curriculum

56. There is satisfactory use of mathematical skills in other subjects. For example, in science, pupils use repeated testing to provide accurate data to verify findings and in ICT, pupils use spreadsheets and graphs to help display items and calculate totals.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well throughout the school and attain standards well above the national expectations by Year 6.
- In the 2004 Year 2 tests, no pupils attained the higher Level 3 standard. However, attainment at the end of Year 2 has improved.
- There is consistently good teaching. Pupils are expected to work hard.
- The use of ICT across the school and literacy skills in some classes could be better promoted within science.

Commentary

57. The well above average standards seen in Year 6 tests since the time of the last inspection are likely to be maintained at the end of Year 6. Standards at the end of Year 2 look set to improve due to the significant proportion of pupils likely to achieve above the nationally expected level. Pupils achieve well. Most recent national data show that, in the 2004 tests, pupils in Year 2 did much better than those in schools within a similar social context in relation to the national expectation, but none attained the higher Level 3. However, inspection evidence indicates that the steps taken to identify and set higher targets for more able pupils based on assessment have been successful. The 2004 tests for Year 6 pupils are good compared with schools with pupils who have a similar attainment at the end of Year 2. Girls and boys achieve equally well and pupils for whom English is an additional language achieve as well as others in their ability groups.
58. The quality of teaching and learning in Years 1 to 6 is good. Some very good teaching was seen during the inspection and scrutiny of pupils' work in Year 6 strongly suggests very good teaching and learning over time in that class. This is an improvement since the previous report because teaching is of a consistently higher standard. Teaching is characterised by careful preparation which helps to maintain a lively pace to lessons. Teachers' subject knowledge is sound, enabling them to question pupils well in order to probe understanding and to keep pupils 'on their toes'. Good strategies are used to help pupils learn. In a Year 2 lesson, instruction and discussion were punctuated by a series of sharp, well-focused 'mini-tasks' so that learning was broken down into small steps. This approach took into account pupils' different learning styles and enabled them all to achieve the lesson's objectives in classifying groups of animals according to their similarities and differences. A strength of teaching is the emphasis on developing an enquiring mind to help pupils achieve better understanding. The more practical lessons that emphasise the skills of investigation motivate pupils effectively because of their challenge and the element of discovery. This is a significant improvement since the last inspection. In one lesson, the teacher discussed a hypothetical investigation with the class, highlighting the use of variable and constant elements and the need for repeated testing to gain accurate data. Pupils then had to apply those same principles to a different investigation. This provided a good challenge to pupils' organisational and collaborative skills and stimulated some exciting investigations into ways of making a plasticine boat full of marbles float in a tub of water. In all lessons, learning is underpinned by very good relationships. Teachers value their pupils' contribution to lessons. Consequently, pupils are willing to share ideas and listen well to one another. Pupils respect their teachers, work hard and behave very well.

59. Teachers do not make best use of ICT resources. Pupils are not encouraged to use ICT for recording data or presenting work. Sometimes opportunities to use equipment such as digital cameras are missed so there is no visual record of their learning. There is some over-use of work sheets for recording which limits demands on pupils to use specific vocabulary and to record independently.
60. Leadership and management of science are satisfactory. The monitoring of teaching by the co-ordinator is well focused and clearly identifies strengths and weaknesses, which are then linked to teachers' performance management targets. Subsequent action, such as training in science enquiry skills and assessment, has improved. The devised system for tracking achievement and progress year by year has not yet worked through the whole school and does not provide the subject leader with a clear overview of standards from Foundation Stage to Year 6. The curriculum, though rooted in national subject guidance and supplemented by other published materials, is not yet rigorously evaluated or linked to the needs identified through assessment and analysis of pupils' work.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is satisfactory in Years 1 and 2 and good in Years 3 to 6. This is an improvement upon the standards found during the previous inspection.

Main strengths and weaknesses

- The new ICT suite enables teachers to provide pupils with a comprehensive grounding in the basic skills.
- Teachers' knowledge of the subject is good.
- Pupils' attitudes to ICT are good.
- Leadership is strong.
- Not all lessons were planned well enough to meet the needs of pupils of differing abilities.

Commentary

61. The school is now using the new suite which allows a ratio of one pupil to one computer. The suite is timetabled so that all pupils are given a regular allocation of time. ICT now plays a significant part in the school's curriculum, although it remains underdeveloped in some subjects, such as science. There is one new interactive whiteboard which is well used to promote the acquisition of ICT skills and there are plans to increase the number of these boards in classrooms.
62. Standards in Year 2 are in line with the national expectation and, by the end of Year 6, standards are above the national expectation. The achievements of pupils are satisfactory in Years 1 and 2 and good in Years 3 to 6. This improvement since the last inspection is much to do with the improvement in the quality of resources and good leadership and management from the co-ordinator. In one Year 4 lesson, pupils were researching maps and charts. They were confident in logging on to the system, in finding the website and in opening and saving files. They saved their work to their own folders for future use. In a Year 5 lesson, pupils were working on an Excel spreadsheet, entering data into cells and then devising a formula to produce a total. Some pupils were then able to take this further and produce bar graphs showing the expenditure for certain activities. This was one lesson where the work had been

accurately matched to the pupils' differing abilities and the resulting work was slightly above the standard expected for pupils of this age and ability.

63. Leadership and management are good and show a clear vision of how the subject needs to improve further. Good technical support is provided through a joint scheme with other local schools. This helps ensure continuity of provision.

Information and communication technology across the curriculum

64. There are extensive links between ICT and other curricular activities. Work in literacy, mathematics, geography and history has been researched and recorded using ICT skills. In one lesson, pupils were using ICT to study the differences between old toys and new, more technological toys, thus reinforcing links with history.

HUMANITIES

History and Geography

65. No evaluation about the overall provision or the quality of teaching and learning can be given about these subjects as only one lesson was observed during the inspection. A selection of pupils' work and the displays around the school was analysed. Planning was scrutinised and the co-ordinator interviewed. The evidence shows that the achievements of pupils in both subjects are satisfactory for those of all abilities, including those with special educational needs and pupils learning English as an additional language. However, throughout the school, work could be more finely planned to stimulate and challenge the pupils more.
66. The co-ordinator has benefited from the headteacher's drive to promote the effectiveness of co-ordinators. There is now one lesson a week to conduct monitoring and evaluation activities to improve the role and to concentrate on implementing targets identified in the co-ordinator's action plan. Satisfactory progress has been made on achieving some of these objectives, such as the preparation of simple assessment sheets.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- The school has a well-planned curriculum.
- There are strong links with parents and faith communities and these enhance understanding.
- The subject makes a positive contribution to the pupils' spiritual, moral, social and cultural development.
- Assessment requires further refinement.

Commentary

67. During the inspection, only two lessons were observed and no firm judgement can be made on the overall standards or of standards in teaching and learning. Other evidence includes an analysis of pupils' work on display and in books, as well as a scrutiny of teachers' planning and a photographic record of previous work. However, there are indications that the standards that were above the locally-agreed expectations that were a feature of religious education during the previous inspection have been maintained.
68. Standards in the two lessons seen were above the locally-agreed expectations, with pupils making good progress, reflecting the good quality of the teaching and learning. Year 2 pupils learnt well as a result of a carefully planned lesson that successfully involved them in presentations about various groups that they belonged to. They were able to understand about both diversity and similarity, a good grounding for learning about different religious communities. A Year 5 class was engaged by the re-enactment of the Jewish Passover meal by an informed parent who brought her religious belief alive. This focus on involving parents and pupils as a way of enhancing understanding and respect for the beliefs of others is a feature of the school's religious education. For example, a Year 2 boy spoke about the importance of his Koran when the class was studying Islam. There is a good range of visitors and visits, such as a recent one by Year 4 to a Hindu temple. The planning shows that by the time they enter Year 3, pupils should have a basic knowledge of the main tenets of the major world religions.
69. The well-written schemes of work refer in detail to resources and to a range of activities. They highlight a growing emphasis on research, discussion and consideration of personal views. Religious education makes a positive contribution to spiritual, moral, social and cultural education.
70. Documentation suggests that the subject has been well led and managed since the last inspection. However, the co-ordinator, who did the bulk of the teaching, has left. The school has not yet appointed a new co-ordinator or arranged training for those teachers who have not previously taught religious education.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

There was insufficient evidence collected to make overall judgements about provision and standards in art and design, design and technology or music.

Art and design

71. There was sufficient evidence available to say that the curriculum meets the expectations of the National Curriculum. In the lessons seen, the quality of teaching ranged from satisfactory to good and standards of attainment were in line with the national expectation or below.
72. In a good Year 6 lesson, the teacher focused on the teaching of skills and ensured the pupils had good opportunities to learn from each other. As a result, the pupils made good progress in being able to take on board techniques used by other pupils as well as those adopted by Monet himself. In a Year 4 lesson, the teacher had organised and planned the lesson well to ensure the pupils were using a more difficult

technique to make pots than they had previously used. However, the pupils had no opportunity to reflect on what they were doing and did not have the chance to learn from the techniques used by other pupils. The practical aspect of the lesson became rushed and pupils found it difficult to complete their new pots in the time allocated. In this instance, the standards the pupils attained were below the expected levels of the National Curriculum.

Design and technology

73. No evidence was observed to enable a judgement to be made on any aspect of design and technology.

Music

74. Due to timetabling, it was possible to see one music lesson, therefore it is not feasible to give definite judgements about standards overall. However, from the lesson seen and other evidence gathered, standards appear to be in line with national expectations.
75. The school has an orchestra which is led by a peripatetic music teacher. Pupils play instruments, including the flute, trumpet, cello, violin and clarinet. Pupils enjoy this activity and make clear progress in terms of learning to read music and playing their instruments.

Physical education

76. No lessons were seen in physical education so no overall judgement on provision is possible. It is evident from the photographs and from talking to staff and pupils that pupils take part enthusiastically in a wide range of sports tournaments and fixtures and have been successful in soccer, netball and, most recently, a swimming gala.
77. After-school clubs are well attended. There is support from qualified coaches in athletics and some other field sports. A current focus for the school is the development of dance and, to that end, training has been organised for all staff.
78. Pupils do well in swimming, almost all reaching the required standard by the end of Year 5. Some continue to achieve at club level and one pupil from the school represents the county.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

79. The school meets requirements for this subject. A curriculum has been established which deals satisfactorily with pupils' personal and emotional growth. For example, one class discussed feelings of sadness and guilt based on the evidence they saw. However, when the true scenario was revealed, pupils learned to modify their views and realised judgements can be misguided by not knowing the whole facts. The work of the school council introduces pupils to principles of democratic decision-making, whilst pupils learn about community responsibilities by electing council members or questioning the mayor about local issues during a school visit.
80. The school recognises the need to establish a more relevant and clearly defined programme for the teaching of sex and relationships. Pupils learn about the dangers

associated with drugs, alcohol and tobacco and clear guidance for pupils on how to resist peer pressure. Matters of health education are dealt with through the 'Life Education' project which makes an annual visit to 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	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	2
Attendance	2
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	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
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	4
The governance of the school	4
The leadership of the Headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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