

INSPECTION REPORT

WESTBROOKE SPECIAL SCHOOL

Welling

LEA area: London Borough of Bexley

Unique reference number: 101488

Headteacher: Carol Hance

Reporting inspector: Paul Greenhalgh
17898

Dates of inspection: 1st – 3rd July 2002

Inspection number: 193608

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Community
School category:	Special
Age range of pupils:	5 - 11
Gender of pupils:	Mixed
School address:	South Gipsy Road Welling Kent
Postcode:	DA16 1JB
Telephone number:	(0208) 304 1320
Fax number:	(0208) 304 6525
Appropriate authority:	The Governing Body
Name of acting chair of governors:	Rev. Malcolm Gribble
Date of previous inspection:	3 rd - 6 th March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17898	Paul Greenhalgh	Registered inspector	Geography History	The school's results and pupils' achievements Leadership and management What should the school do to improve further?
9079	Ann Moss	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? Partnership with parents
30281	Dorcas O'Dell	Team inspector	English Art	Curriculum How well does the school care for its pupils? (Support)
14943	Eric Peagam	Team inspector	Mathematics Design and technology Information and communication technology Music	
15021	Norman Watling	Team inspector	Science Physical education Religious education	Quality of teaching

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

At the time of the inspection there were 36 pupils on roll at the school, 31 of whom were boys. There were seven pupils in Key Stage 1 and 29 pupils in Key Stage 2. Most of the pupils at the school are of white UK heritage, with a small minority being of black Caribbean and African heritage. There are no pupils from refugee or traveller backgrounds and one with English as an additional language. A high proportion of the pupils (46 per cent) is eligible for free school meals. Four pupils are children in public care. All the pupils have Statements of special educational needs. Twenty eight of these have emotional and behavioural difficulties and eight have autism as the most pronounced difficulties. Thirty four per cent of pupils with statements for emotional and behavioural difficulties have additional needs such as language difficulties and moderate learning difficulties. Nine pupils have a diagnosis of Attention Deficit Hyperactivity Disorder. The pupils' attainment on entry to the school is very low.

HOW GOOD THE SCHOOL IS

Westbrooke School is a good school. The good leadership and management has made sure the school has improved well since the last inspection and that provision for English, mathematics, science and pupils' personal development is good. As a result the pupils make good progress in their learning and personal development. Westbrooke School provides good value for money.

What the school does well

- The school makes good provision for the development of pupils' literacy, numeracy and science education. In these subjects in particular, teaching is good. As a result, pupils make good progress in English, mathematics and science at both key stages.
- The headteacher and deputy headteacher provide good leadership and management, which enables the school to work well.
- The care given to pupils is one of the strengths of the school and relationships between staff and pupils are very good. The staff work very effectively together as a team to provide very good and consistent management of pupils' behaviour.
- Provision for pupils' social and moral development is very good. Staff help pupils very effectively to consider their behaviour and personal development. This helps pupils to make good progress in their personal development.
- The school's links with parents are very effective.

What could be improved

- Pupils' progress in music and art are unsatisfactory, as is the breadth of the curriculum for these two subjects.
- The school should make better use of teacher assessments of pupil progress to inform future planning.
- The role of subject leaders is not sufficiently focused on monitoring, evaluation and improvement in all subjects except English, mathematics and science.

The areas for improvement will form the basis of the action plan prepared by the appropriate authority.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1997. Since then, its improvement has been good. The school has addressed the issues from the last inspection, for example relating to staffing and development planning. In English, mathematics, science and information and communication technology the rate of improvement has been good. The rate of pupil progress in these subjects and in geography has

improved well. The amount of improvement in other subjects has been satisfactory, except for art and music, where improvement since the last inspection has been unsatisfactory.

STANDARDS

The table summarises inspectors' judgements about how well pupils achieve in relation to their individual targets.

Progress in:	by Year 2	by Year 6	Key	
speaking and listening	B	B	very good	A
reading	B	B	good	B
writing	C	C	satisfactory	C
mathematics	B	B	unsatisfactory	D
personal, social and health education	B	B	poor	E
other personal targets set at annual reviews or in IEPs*	B	B		

* IEPs are individual education plans for pupils with special educational needs.

Pupils make good progress in their learning. The school sets appropriately challenging targets for individual pupils in English, mathematics and science and pupils make good progress in relation to these. In English they make good progress overall, with pupils making very good progress in their speaking and listening, good progress in their reading and sound progress in their writing. In mathematics pupils also make good progress overall. Their progress in number, shape and measurement is particularly strong and they make sound progress in handling data and using and applying mathematics. Pupils also make good progress in science and physical education. They make sound progress in information and communication technology, design and technology, history, geography and religious education. In art and music their progress is unsatisfactory.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are good. They are enthusiastic about school.
Behaviour, in and out of classrooms	Given their special educational needs, pupils' behaviour is good.
Personal development and relationships	Pupils make good progress in their personal development and relationships are good between pupils and between pupils and staff.
Attendance	Attendance is satisfactory and is well above the national average for similar schools.

Pupils respond positively in lessons and concentrate well. They appreciate the learning opportunities provided. Pupils also behave well around the school and at lunchtime. They are supportive of each other and can work together well. When a pupil becomes upset, others show self-discipline and avoid becoming involved. Pupils develop self-awareness during their time at the school and the oldest pupils are also able to evaluate very well the personal development of themselves and other pupils. Pupils appreciate their teachers and the friendships they develop with other pupils.

TEACHING AND LEARNING

Teaching of pupils:	Years 1 – 6
Quality of teaching	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching in English, mathematics, science and in personal, social and health education is good. The skills of literacy and numeracy are taught well. Teachers manage pupils' behaviour very well. Teachers and support staff work together very well to provide a consistent approach to managing the children. In the best lessons, teachers keep up high levels of expectation and pace, even where pupils find such demands challenging. The school meets the individual needs of pupils well, for example, where they have additional needs, although sometimes teachers could plan a greater range of activities within individual lessons. The good teaching enables pupils to overcome their difficulties. Even where pupils find parts of the learning difficult, or where they get upset, the teaching enables pupils to re-engage with the lessons and with their learning. The most significant weakness in teaching is that teachers are often not specific enough with the children about the learning objectives for lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a sound curriculum, which is satisfactorily broad and balanced.
Provision for pupils with English as an additional language	The school provides appropriately for the one pupil with English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' social and moral development is very good. Provision for pupils' spiritual development is sound and for pupils' cultural development provision is just satisfactory.
How well the school cares for its pupils	The school provides very well for pupils' welfare. Its monitoring of development and supporting and guidance for pupils is good.

The school's curriculum meets statutory requirements. The curriculum for English, mathematics and science is good. The curriculum is satisfactory for other subjects, except in art and music, where it is unsatisfactory. The school has very good procedures for monitoring and promoting good behaviour and pupils' personal development. The assessment of pupils' attainment and progress is good and the teachers know the pupils and their progress well. However, the use of assessment information to guide planning is unsatisfactory. The school's links with parents are very effective.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The headteacher and deputy headteacher provide good leadership and management.
How well the appropriate authority fulfils its responsibilities	The governing body fulfils its responsibilities satisfactorily.
The school's evaluation of its performance	The school's evaluation of its performance is sound and it sets its priorities for development well.
The strategic use of	The school makes sound strategic use of its resources.

resources	
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The school's aims and values are reflected very well in its work. The headteacher and subject leaders for English, mathematics and science monitor appropriately. However, subject leaders for other subjects do not sufficiently monitor and evaluate progress. Governors fulfil their statutory responsibilities but should visit the school more and should give greater consideration to pupil progress. The school soundly applies the principles of best value. Staffing levels at the school are good. The accommodation is good. The learning resources are satisfactory overall, although they are not satisfactory for art, music and in the library.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school.• Their children make good progress.• They consider the teaching to be good.• They feel comfortable about approaching the school with questions.• The school works closely with parents.• They consider the school to be well led and managed.	<ul style="list-style-type: none">• The work that pupils are asked to do at home.

The inspection team agrees with parents' views of the school and that the school should review its approach to homework.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils arrive at the school with low attainment, but by the end of each key stage their attainments in English, mathematics and science have over the past three years been broadly in line with attainments nationally in schools for pupils with emotional and behavioural difficulties. Westbrooke School sets challenging targets for pupils in these subjects, against which pupils achieve well. Pupils make good progress in English, mathematics and science in both key stages. The school plans to also set targets for pupils' achievements in information and communication technology.
2. In English, pupils make very good progress in speaking and listening, good progress in reading and satisfactory progress in writing. In mathematics, pupils' attainments by the end of Key Stage 2 are very close to the expectations of their peers in mainstream schools. Pupils make better progress in number and shape, space and measurement than in using and applying mathematics and in handling data. In science pupils make better progress in developing knowledge and understanding than they do in developing their investigative skills.
3. Pupils also make good progress in physical education and sound progress in information and communication technology (ICT), history, geography and religious education. In design and technology pupils make satisfactory progress in designing for a purpose and considering how their work can be improved, although pupils themselves make limited records of these processes. In geography, pupils' progress in geographical enquiry skills, the use of maps at a range of scales, knowledge and understanding of places, patterns and processes and sustainable development is better than their use of fieldwork techniques and in the use of ICT to help geographical enquiry. In history pupils' development of knowledge and understanding of events, people and changes and of historical enquiry is better than their development of historical interpretation skills. In information and communication technology, pupils' progress in word-processing and research using CD-ROMs and the Internet is better than their progress in using spreadsheets. In physical education, pupils achieve better in games, swimming and outdoor and adventurous activities than in dance.
4. In art and music pupils' progress is unsatisfactory. In music there is insufficient structure to ensure that pupils build securely on previous learning and limited opportunities for pupils to perform or listen to music. Pupils' progress in the programme of study for art is inconsistent and limited by the unsatisfactory planning for the subject.
5. Taking account of the level of demand placed on pupils and the progress they make, pupils achieve well. The level of demand placed on pupils is particularly challenging in the upper part of Key Stage 2 and this, combined with the quality of the teaching, has a significant positive impact on the achievements of pupils by the end of this key stage.

Pupils' attitudes, values and personal development

6. Pupils have good attitudes to school and to their learning. It is particularly noticeable that pupils are enthusiastic about school. Parents report that pupils enjoy coming to school. When they arrive at school pupils are happy and look forward to their day. Despite their difficulties, pupils try hard during the lessons. Pupils value the process of reflecting how well they have done during the day. They are quick to celebrate their successes and those of others and are willing to join in as fully as they can in activities. Pupils respond well to the stimulus of physical activities such as swimming or playing football. All pupils are valued members of every class and enjoy the companionship of their peers. They listen hard to each other and admit their mistakes. When pupils become upset, they respond well to the strategies used by staff to help them think productively about what they are doing.

7. Given the nature of pupils' special educational needs, behaviour in and around school is good. Where teachers ask children to reflect on their individual targets, the children can identify their targets and say how well they have done. Pupils listen to others and accept what they say. In the best lessons pupils are highly motivated and totally engrossed in the lesson. When given opportunities to collaborate in lessons, pupils are able to do so. Behaviour observed in the dining hall at lunchtime was good and pupils were well behaved and participated in many games during playtimes that were held indoors because of wet weather. When pupils do show signs of less desirable behaviour, other pupils avoid becoming involved. The number of fixed term exclusions has been quite high in recent years. The school has recognised the need to reduce these and has had some measure of success so far. The governors consider that the school makes appropriate decisions and does not exclude unnecessarily. The school is rightly working on a more staged approach to sanctions, for example using more internal exclusions (time out) and should continue to develop this approach. There is an absence of oppressive behaviour, including bullying.
8. Pupils' personal development and relationships are good. Their relationships with staff are very good. Pupils clearly develop self-awareness and understanding of the link between their feelings and their behaviour. Pupils' understanding of the impact of their actions on others is being developed as they progress through the school and is well developed in the upper school. Pupils listen well when other members of the class are communicating with staff and are quick to applaud each other if they feel they have done well. This helps the children to grow more confident and to become more aware of themselves and others. To the extent of their abilities, pupils show initiative and take responsibility. They are given opportunities to make personal choices whenever possible. Pupils respond well to feedback on their behaviour and think carefully about progress against their individual behaviour targets. The oldest pupils constructively evaluate each other's progress in personal development.
9. Attendance is satisfactory and is well above the national average for similar schools.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

10. The quality of teaching and learning is good overall. Teaching is very good or better in 16 per cent of lessons, good or better in 52 per cent of lessons and sound or better in 96 per cent. The standard of teaching in English, mathematics and science is consistently at least satisfactory, and good or better in 60 per cent of lessons. This is a significant improvement on the last inspection. Strategies for teaching literacy and numeracy are good. The good teaching enables pupils to overcome their difficulties and pupils' learning is satisfactory or better in 93 per cent of lessons and good or better in half of the lessons. Even where pupils find parts of the learning difficult, or where they get upset, the teaching enables pupils to re-engage with the lessons and with their learning.
11. Where teaching is good or better, lessons are very well planned, organised and prepared. In English, mathematics and science, teachers have good knowledge of their subject and a very good knowledge of pupils' abilities and needs. They use this knowledge effectively when designing tasks and activities suitable for motivating and extending the knowledge and learning of individual pupils. Teachers gain the trust and confidence of pupils, which in turn increases their self-esteem. Good use is made of time and activities are changed at appropriate intervals to motivate and challenge pupils. Teachers convey their enthusiasm to pupils, which further motivates and makes learning fun. For example, in one lesson seen pupils were preparing for a debate, in which all pupils were engaged with enthusiasm and joy. Some teachers give clear learning objectives to pupils at the start of each lesson so that they know what is expected of them. In the best lessons, teachers keep up high levels of expectation and pace, even where pupils find such demands challenging. The school meets the additional special needs of pupils well, for example by developing its approaches to the needs of pupils with autism.
12. Teachers' management of pupil behaviour is very good and is a particular strength of the teaching. All staff have very good relationships with pupils and high expectations of behaviour. This expectation, together with skilful management of any inappropriate behaviour and very good use of

praise and encouragement, leads to the good behaviour of pupils across the school. This makes a very positive contribution to pupils' learning. Pupils learn to overcome their behaviour difficulties and to re-engage with learning. There is very effective co-operation with classroom assistants who accept responsibility very well and work successfully with groups and individuals. They make a vital contribution to the quality of lessons and to the good progress pupils make.

13. Where teaching is less than good, for example in some foundation subjects, tasks set do not always meet the needs of all pupils. In such cases, teachers should plan a greater range of activities within individual lessons to make sure that there is consistent challenge for all pupils, whatever their attainment levels. Learning objectives are too often not shared with pupils, making it more difficult for pupils to evaluate what they have learned. Sometimes the use of time is not effective, with too much time spent on each activity, resulting in the waning of pupils' interest. Not all teachers have secure subject knowledge in some foundation subjects.
14. During lessons teachers use questions well to gain a good understanding of the progress pupils are making. The use and quality of ongoing assessment, including the recording of pupils' achievement, is at least sound in all subjects, except in physical education and religious education. However the use of the information to inform curriculum development and improve standards is unsatisfactory across the school, with the exception of mathematics.
15. The quality, range and amount of homework is unsatisfactory. Although homework is regularly set and marked by some teachers, the school recognises the concerns raised by parents. The school has identified that its policy is inadequate and it has plans to address this issue, by working more closely with parents, particularly in explaining the objectives, values and strategies for supporting learning at home.

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

16. Overall the quality and range of learning opportunities offered to pupils are satisfactory. There have been a number of good improvements since the last inspection, notably in the development of reading and of speaking and listening skills across the curriculum, as well as in mathematics, science and information and communication technology. Appropriate long-term planning is in place and each subject leader is aware of curriculum aims to improve delivery of their own subject. Progress towards fulfilling these aims is good in English, mathematics and science but less well realised in the other subjects. The breadth of the curriculum is not satisfactory in art and music.
17. The school's curriculum for literacy and numeracy is good. Planning is good and records show how pupils are moving steadily through the curriculum. Staff have worked well to ensure consistency of approaches in literacy and numeracy across the school. Provision for extra curricular activities out of school is satisfactory, with pupils taking part in day trips linked to subjects like history and geography and participating in a recent cross-curricular residential trip. At lunch times an appropriate range of well-organised play activities is provided. The local community makes satisfactory contributions to pupils' learning. The local church and local businesses have given a number of learning resources, such as a television and video recorder. The school has good links with training courses at local colleges. Support for pupil's transition to secondary education is good, not just because of the direct links with secondary schools, but also through the use of a teacher from the Pupil Referral Unit, who has provided additional counselling on this issue.
18. The school teaches the full range of subjects and meets the statutory requirements of the National Curriculum, religious education and personal, social and sex education. All pupils have equal access to the curriculum. Although there are few girls in the school, there are no barriers to their participation in the curriculum. The pupils who have additional learning needs are well integrated into their classes and teachers and support assistants ensure they are included satisfactorily. Pupils' targets are well linked to their Statements of special educational needs. For pupils with

autism, care is taken to meet their specific needs for structure, predictability and language development.

19. Provision for the development of personal and social education is good overall.
20. Provision for spiritual development is satisfactory. In assemblies pupils compose and say their own short prayers for the day, which are well linked to themes of being helpful to others. There is creative work displayed in which pupils have considered personal experiences using questions such as, "can you see our life journeys deep within our eyes?" However, some opportunities are missed to examine the meaning of spiritual awareness across the whole curriculum.
21. Provision for pupils' moral development is very good. The high value placed on helping pupils understand their behaviour is central to the ethos of the school. Pupils are consistently but tactfully reminded to consider first whether actions are right or wrong. Although many have difficulty managing their behaviour independently, all are encouraged to think and decide before acting. All adults persistently remind the older pupils to think about the effect they have on others.
22. Provision for pupils' social development is very good. There is a strong emphasis on raising all pupils' self-esteem. Good praise and encouragement are given during lessons and achievements – large and small – are all celebrated. This has a positive effect on pupils' confidence and encourages them to try to achieve more. Daily routines and targets enable pupils to monitor their personal and social behaviour and make judgements about their success. Providing comments for parents each day through the "green letter" ensures there is regular communication about pupils' social development. All pupils are involved in the procedure and pupils understand their targets well. A very safe and reassuring start to the day is created. Subsequently, discussion and daily targets are negotiated, helping pupils understand how to behave in relation to each other and the wider community. Adults provide consistently patient and caring role models, showing pupils how to relate and work together confidently. The guided discussion and reflections that take place at the end of each morning and afternoon, for example in 'Golden Time', very effectively support these procedures.
23. The cultural dimension of the curriculum, although just satisfactory, is less well addressed. The development of pupils' cultural awareness takes place in English, history and religious education, as well as through display and some of the themes in assemblies. However, the contribution of art and music to cultural development is underdeveloped, as is multicultural awareness and the celebration of diversity.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

24. Procedures for child protection and for ensuring pupils' welfare are very good. Since the last inspection the procedures for child protection have improved and there is now a named child protection co-ordinator, who has undertaken appropriate training. Appropriate liaison is in place to support the four children in public care and these children are carefully monitored. Staff receive appropriate training to enable them to keep up to date with aspects of first aid. There is a comprehensive health and safety policy and regular risk assessments are carried out on the premises.
25. The procedures for promoting good behaviour are very good. Staff successfully minimise disruption and poor behaviour through their skilful handling of pupils and they help pupils to know what behaviour is expected of them. The staff work very effectively together as a team to provide very good and consistent management of pupils' behaviour. Staff provide a caring atmosphere and a safe environment for all pupils, both in and out of lessons. Daily targets are negotiated and agreed with all pupils, who earn time at the end of school to follow chosen activities. The purpose of earning "Golden Time" is that pupils will come to know their actions have consequences. It is a well managed, school-wide initiative. Both adults and pupils understand its procedures. Good behaviour is reported to parents and carers daily in a 'Green Letter'. Playtimes and lunchtimes are well supervised. A behaviour checklist, designed as a rating scale to describe inappropriate

behaviour, is also completed and progress is summarised. There were no signs of oppressive behaviour during the period of the inspection.

26. Procedures for monitoring and supporting pupils' personal development are also very good. Relationships between staff and pupils are very good. Staff know individual pupils very well and are fully aware of their emotional and intellectual needs. Staff respond to pupils in a positive and developmental way, taking good account of circumstances that may affect their learning in the school. A checklist of pupils' personal development is completed at least annually to record their progress in this area. All pupils have behaviour or personal development targets on their individual education plans and are able to reflect on how well they are achieving their targets. Pupils do listen and discuss their behaviour and personal development, many managing to earn 'Golden Time' each day. As they move through the school the level of discussion and involvement in this becomes more complex and pupils at the end of Key Stage 2 are able to review their own efforts honestly, accept the results and make good supportive judgements about their peers.
27. The school makes the provision identified on pupils' Statements of special educational need and so meets statutory requirements in this respect. The annual review process is managed well, with a very high degree of parental involvement.
28. Procedures for monitoring and supporting pupils' academic progress are satisfactory. A full profile for each pupil is used to collate the assessment of pupils' academic work and social and emotional development. Progress is monitored regularly by highlighting National Curriculum levels for each subject. The 'SATs' results, scores from reading, spelling, vocabulary and mathematics tests and examples of work are all included in the pupil profiles. However, samples of work are not always collected on a systematic basis and these are often not annotated. Statements of special educational need are reviewed annually and appropriate targets are set. There are good reports from parents or carers at statutory reviews and these supplement the work of the school. Pupils' individual education plans, with curriculum and behaviour targets, are reviewed each term. Consequently there is a positive ethos for assessment and review. Individual teachers know their pupils well.
29. However, the school's use of this wealth of assessment information is not satisfactory. The link between gathering specific information for analysis, then using the results to prioritise improvements in planning and teaching, is not yet secure. In mathematics assessment information is appropriately used to support curriculum planning, but this is not yet the case in the other subjects. The school does not yet have a clear process for using assessment information to modify the curriculum where necessary.
30. The procedures for monitoring and promoting good attendance are satisfactory. There are very few unexplained absences because drivers or escorts are usually notified when they call to collect the children, but the school follows up any absence that causes concern, for example ensuring phone calls take place on the same day as the absence. Attendance figures are entered and checked regularly and the school works well with the Education Welfare Officer.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

31. The school has very effective links with parents and parents have very positive views of the school. In particular they recognise that their children like the school and make good progress. They also like the school for its caring attitudes, because they feel comfortable about approaching the school with questions and because they consider both the teaching and leadership and management to be good.
32. The school's links with parents are very effective. The school works closely with parents and the school provides good information about pupil's progress, especially in relation to their personal development. Parents are kept informed of the academic and personal progress of their child through annual reviews, annual reports, two parents evenings per year and daily 'green letters' which give parents daily feedback about how well pupils achieve in relation to the 'Golden Rules' of

the school. Pupils' individual education plans have appropriate targets and achievements recorded. The regular, informal telephone links are really appreciated by parents. Distance from the school for many parents makes personal contact difficult at times but the school will often telephone parents and parents are actively encouraged to telephone the school whenever they want to. Staff are regarded by parents as very approachable and are seen to have a thorough knowledge of the children.

33. The school provides an informative school prospectus and governors' annual report to parents. Parents are pleased with the way that their children settle into school and appreciate the help that the school provides for the transition to secondary school.
34. A third of parents who returned the questionnaires considered that insufficient work was given for the pupils to do at home. The inspection team agrees that both the amount and type of homework provided are not yet appropriate. The school recognises that it needs to more actively support parents to help pupils with their homework and plans to address this issue.

HOW WELL IS THE SCHOOL LED AND MANAGED?

35. The headteacher and deputy headteacher provide good leadership, which provides a clear educational direction for the school. The school's aims and values are reflected very well in its work. There is a positive atmosphere in the school and staff work together very well as a team. The subject leaders of English, mathematics and science undertake their roles well, but the delegation to subject leaders of other subjects is not yet sufficiently developed. The school's management processes are clear and are well set out in a detailed and comprehensive staff handbook.
36. The governing body appropriately fulfils its statutory duties. The committees of the governing body operate soundly. Governors have a satisfactory understanding of the strengths and weaknesses of the school and play a satisfactory role in shaping the direction of the school. Governors have recognised the need to improve their policy about visiting the school, recognising that they should visit the school more often. They also acknowledge that the governing body should more fully and regularly evaluate pupils' progress.
37. The monitoring, evaluation and development of teaching is satisfactory. The school's performance management policy is appropriate and the headteacher formally monitors the required number of lesson observations, as well as plans and samples of work. Subject leaders do not observe teaching of their subject. The subject leaders of English, mathematics and science do monitor pupil progress in their subject, but this is not the case with other subjects. In these subjects the subject leader role in monitoring and evaluating pupil progress is under-developed. The school has identified well its overall priorities for development and has been successful in taking appropriate actions to meet its targets. Development planning has improved significantly since the last inspection. Subject action plans do not yet sufficiently identify success criteria that are linked to the attainment and progress of pupils. Appropriate training takes place and the induction of new staff is good. Support staff are appropriately briefed and prepared for their role in the classroom.
38. The school's main educational priorities are soundly supported by financial planning and specific grants are used for their designated purposes. The prioritisation of funding for subjects other than English, mathematics, science and ICT is limited by the lack of criteria and information for funding to reflect agreed priorities. Following a recent, positive audit report, the school has quickly taken appropriate action to address a few minor items in its financial control systems. The principles of best value are applied appropriately in the school's use of resources and services.
39. The level of teaching staff at the school is good and there is an appropriate range of expertise, with the exception of music. An adequate number of support staff are well deployed and these staff effectively support teaching and learning. Accommodation is good. Learning resources are satisfactory overall, although the school library and resources to support art and music are unsatisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

40. In order to improve further the school should:

- i. Provide breadth and challenge in the music and art curriculum (paragraphs 4, 16, 59-63, 87-90), by:
 - improving medium and short-term planning;
 - organising training to help staff improve their subject knowledge; and
 - developing better resources for both subjects.
- ii. Make better use of assessments of pupil progress to inform future planning (paragraphs 14, 29, 48, 63, 67, 75, 82, 86, 90, 95, 100), by:
 - using assessment records to identify patterns of strengths and weaknesses in pupil progress in each subject and plan accordingly for further improvement; and
 - considering these evaluations with the governing body.
- iii. Develop the role of subject leaders of all subjects other than English, mathematics and science (paragraphs 35, 37, 63, 67, 74, 82, 86, 90, 95, 100), by:
 - developing the skills of subject leaders in work scrutiny and evaluation of teacher assessment records;
 - enabling subject leaders to monitor teaching in their subject; and
 - helping subject leaders to use information from these activities to identify priorities for further improvement.

The school should also address the minor issues relating to:

- homework (paragraphs 15, 34); and
- governor visits and greater consideration by governors of pupil progress and attainment (paragraph 36).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	52
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	7	18	22	2	0	0
Percentage	2	14	36	44	4	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points. (In two of the lessons observed by the lay inspector the focus was the attitudes and behaviour of pupils and no grade was given to the quality of teaching).

Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	36
Number of full-time pupils known to be eligible for free school meals	17

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

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

Attendance

Authorised absence

	%
School data	11.3

Unauthorised absence

	%
School data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	4	1	5

Teacher assessment

English: overall three pupils were assessed as Working Towards Level 1 and two pupils achieved level 1.

Speaking and listening: One pupil was assessed as Working Towards Level 1, two pupils achieved Level 1 and two pupils achieved Level 2.

Reading: three pupils were assessed as Working Towards Level 1 and two pupils achieved Level 1.

Writing: All pupils were assessed as Working Towards Level 1.

Mathematics: Four pupils achieved Level 1 and one pupil achieved Level 2.

Science: One pupil was assessed as Working Towards Level 1 and four gained Level 1.

Task and test results

Reading: Four pupils were Working Towards Level 1 and one pupil achieved Level 1.

Writing: Three pupils were Working Towards Level 1 and one gained Level 1 (and one was absent).

Mathematics: One pupil gained Level 1; three pupils achieved Level 2c and one pupil achieved Level 2b.

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	3	1	4

Teacher assessment

English: One pupil was assessed at Level 1, two at Level 2 and one at Level 3.

Maths: Two pupils were assessed at Level 2 and two at Level 3.

Science: Two pupils were assessed at Level 2 and two at Level 3.

Test

English: One pupil was absent and the other three pupils were working below levels assessed by the tests.

Mathematics: Two pupils were assessed as working below the levels assessed by the tests and two gained Level 3.

Science: One pupil was absent, one gained Level 2 and one gained Level 3.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	2
Black – other	2
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	31
Any other minority ethnic group	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	1	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	20	1
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	5.3
Average class size	7

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	205

FTE means full-time equivalent.

Financial information

Financial year	2001/02
	£
Total income	491,916
Total expenditure	490,282
Expenditure per pupil	14,858
Balance brought forward from previous year	25,492
Balance carried forward to next year	27,126

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	36
Number of questionnaires returned	19

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	32	11	5	0
My child is making good progress in school.	58	42	0	0	0
Behaviour in the school is good.	29	53	12	6	0
My child gets the right amount of work to do at home.	16	36	32	11	5
The teaching is good.	71	29	0	0	0
I am kept well informed about how my child is getting on.	61	33	6	0	0
I would feel comfortable about approaching the school with questions or a problem.	89	11	0	0	0
The school expects my child to work hard and achieve his or her best.	56	39	0	6	0
The school works closely with parents.	78	22	0	0	0
The school is well led and managed.	67	33	0	0	0
The school is helping my child become mature and responsible.	44	44	0	0	11
The school provides an interesting range of activities outside lessons.	32	21	5	5	37

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

ENGLISH

41. Overall, pupils make good progress in English, at both key stages. Their progress is very good in speaking and listening, good in reading and satisfactory in writing.
42. By the end of Key Stage 1 pupils can discuss the contents of pictures and speak about their ideas. They can decide whether an event is true or false and some begin to apply their decisions to the difference between fact and fiction. They enjoy listening to favourite stories and are able to recall the sequence and content of the narrative. They can talk about their interests, likes and dislikes and can listen and respond to others. The youngest recognise "Letterland" characters and some older pupils are confident to read short sentences to the whole class. At the end of Key Stage 1 pupils form letters legibly and use familiar words in meaningful sequences. Some will use a computer to word-process their own writing and are starting to use a spell checker. Higher attaining pupils are beginning to use full stops and capital letters appropriately.
43. Towards the end of Key Stage 2 pupils engage in debates on current issues, offering thoughtful opinions. They can speak with assurance and listen to each other carefully, for example, when debating the case for or against banning dangerous dogs. They understand the issues described in an article and offer good, sensible suggestions to support their conclusions. High-attaining pupils read fluently with expression, talking about the plot and their favourite characters. They read fiction and non-fiction and an informative reading record lists the strategies employed for word attack. Towards the end of Key Stage 2, the higher-attaining pupils read age-appropriately. Pupils compose poems and enjoyed creating Gran, Grandad and Westbrooke "raps", which they read in assembly. Many use dictionaries independently; others, with support will look in books for information they need. By the end of Key Stage 2 pupils compose sentences using basic punctuation appropriately. However, writing skills are not yet sufficiently applied to other purposes and forms, such as note taking, drafting and redrafting. Many pupils from Year 2 to Year 6 are competent to use computer word processing and spell checkers to support writing and presentation.
44. Since the last inspection the school has made good progress in its provision for literacy. The school has prioritised the development of English and the introduction of the literacy initiative has had a marked effect. There has been significant improvement in speaking and listening since the last inspection.
45. Teaching in English is good overall and with older pupils some excellent teaching was observed. Where teaching is strongest there is good planning and a clear structure to the lesson. Teachers involve all pupils, catching their interest and making learning fun. With tenacious but sensitive encouragement pupils are expected to manage their behaviour in a mature way and finish work set. Support assistants effectively help pupils to stay on task and remain involved in their learning. Pupils are encouraged to remember and redevelop their arguments and effective questioning by teachers extends pupils' vocabulary. Teachers encourage pupils to try strategies they know to find information needed. Praise is used skilfully to support pupils' confidence and prevent unwanted behaviour. The content of lessons is relevant to pupil interests. Marking is helpfully informative. Pupils with additional learning needs are well integrated within lessons. Support Assistants are well briefed by class teachers and provide good support to pupils who learn at a different pace from their peers.
46. Weaknesses in the teaching of English occur when teachers' planning for meeting additional learning needs is not led by the wealth of data collected about individual pupil progress and behaviour. Additionally, many teachers do not clearly define daily lesson objectives and tell pupils what they are. Consequently when summing up, questions about what has been learned are less well focused. Homework is set, but not regularly and consistently to support and reinforce

lessons. Where pupils have shown a lively interest, homework is rarely used as an extension activity.

47. The provision for English is co-ordinated well. Teachers pay due attention to the development of literacy skills across the curriculum, especially speaking and listening skills. Published reading schemes give structure and continuity and a range of texts helps the delivery of the literacy initiative. Reading and spelling are tested regularly and results show steady gains against the test criteria. Level descriptors are also used to track pupil progress and helpful graphs of pupil progress are produced. However, although the school has identified the need to improve pupils' writing in general terms, the school's analysis of the data to identify the skills pupils need to acquire next is not yet satisfactory. There are few opportunities for the subject leader to meet with and observe other colleagues.
48. The library is popular and pupils are encouraged to take their favourite books to read in class. However, it is under resourced and books are not organised or displayed well. There are few resources about the creative arts and to increase awareness of other cultures. Being situated in the same room as the deputy headteacher presents a conflict of use, which creates an unsatisfactory environment for pupils to select books, enjoy group work or research for information. There are a few videos and CD ROMs, which link with reading schemes and some audio books. However, in general the library is not functioning as a well-resourced and thriving centre to support the otherwise good work in English.

MATHEMATICS

49. Pupils make good progress during the short time that most of them spend in Key Stage 1. By the end of Year 2, pupils write, order and match numbers to 100 and have an understanding of the significance of place value including the role of 0. They know and use addition and subtraction facts to 10. They count on and back and show awareness of the nature of sequences. They recognise and name common shapes such as the triangle and the square, classifying them according to particular properties. Higher-attaining pupils recognise two-dimensional representations of common three-dimensional shapes and associate those shapes with objects they know.
50. During Key Stage 2, pupils make good progress and achieve well. In spite of their continuing special needs, by the time they leave school, many of this year's Year 6 pupils are attaining at the level expected for their age and Year 5 pupils are on course to achieve the same result. Pupils make particularly good progress in their understanding of number and application of numeracy skills in a range of contexts. They understand the structure of common and decimal fractions, multiplying and dividing by 10 in their heads and explaining the results. They apply their understanding of equivalence to simplifying fractions by cancelling common factors. They undertake addition and subtraction of columns of numbers, both integers and mixed numbers, to two places of decimals. They make good progress in their understanding and use of shape and measurement, applying their knowledge of the area of simple shapes to more complex and irregular shapes. They use co-ordinates to describe and locate positions on a grid. They make satisfactory progress in handling data in a range of contexts and display the results of investigations using appropriate graphical techniques. They make limited, although satisfactory progress in using and applying mathematics to solve problems and carry out investigations using their mathematical knowledge. This is an area of the subject with which many pupils find difficulty, as they prefer problems to be set out clearly in such a way that the approach required is evident.
51. Since the last inspection the National Numeracy Strategy has been very effectively implemented and the action plan for the subject indicates a commitment to continuing improvement. As a result, there has been good improvement in teaching and achievement in mathematics.
52. The teaching of mathematics is good overall and never unsatisfactory. At times it is very good. Teachers have a good understanding of the National Numeracy Strategy in operation and apply it consistently and confidently. In the best lessons, objectives are shared with the pupils at the beginning and reviewed at the end of each lesson. Management of pupils, based on good

relationships and a consistently positive approach, is very effective and the best lessons have good pace so that time is well used. On occasion pupils' behaviour is very well managed when the teacher succeeds in promoting good learning through persisting with work that presents a challenge to pupils in spite of their difficult behaviour. Within lessons, oral assessment and feedback are effective in keeping pupils on track. The marking in books is helpful and discussion usually indicates the way forward. Teachers make good use of resources, including those they make or adapt themselves. Learning seen in lessons is good overall and never unsatisfactory. It is good in the majority of lessons and very good at times. Pupils display positive attitudes to their work and apply themselves well. In the most successful lessons, pupils enjoy working collaboratively and show considerable pleasure in presenting their results.

53. Planning for mathematics is good. It is based on the National Numeracy Strategy and ensures that there is an appropriate balance between the attainment targets within the National Curriculum. There are comprehensive arrangements for assessment although there is no formal structure for moderation to ensure that teachers apply the same standards. There are effective numeracy record sheets recording the progress pupils make towards the numeracy objectives for each year. Medium-term objectives for numeracy are recorded and evaluated along with other standardised test results to provide records of progress. Challenging targets are set for individual pupils and these have been very largely met this year, especially in Years 5 and 6. Arrangements for the management of mathematics are good. The subject is given a high priority by governors and staff and good use is made of opportunities for in-service training. Teaching and learning is monitored by the subject leader and a good start has been made on analysing and evaluating the results of national tests. Resources are sufficient and well managed, although there is still limited support from information and communication technology resources while teachers await training.

SCIENCE

54. Pupils' progress in science in both key stages is good.
55. Pupils make better progress in developing knowledge and understanding than they do in developing their investigative skills. By the age of six, highest-attaining pupils make simple recordings accurately. They have some knowledge of basic electricity and know that some materials allow electricity to flow in a circuit and some do not. Lowest-attaining pupils use pictures to determine life changes, for example the development of frogs from tadpoles. They record their findings either verbally or pictorially. By the age of 11, highest-attaining pupils understand the concept of a fair test, for example when determining sound insulation. They know the useful and unhelpful effects of friction. They display results accurately using bar charts and draw conclusions from them. They recognise and mark accurately positive and negative temperatures on a scale and use thermometers well, for example when investigating the use of insulators and heat. Lowest - attaining pupils record some observations, some written and some pictorial. They undertake a simple fair test, for example how we hear sound from different directions and distances.
56. The quality of teaching in science is good, with some very good features in both key stages. This represents good improvement since the last inspection. Teachers have a sound knowledge of the subject and are confident. Together with an excellent knowledge of their pupils' special educational needs, this enables them to motivate and extend the knowledge of pupils of all abilities. The lesson planning is of high quality, with clear learning objectives shared with pupils at the start of lessons and well used to review learning at the end. Teachers have a high expectation of work and behaviour, which encourages pupils of all abilities to make good progress. Very clear boundaries are set and consistently reinforced thereby ensuring that minor incidents do not escalate. Skilful use is made of praise, which raises pupils self-esteem and confidence. This ensures that pupils work well together and enjoy what they are doing. Time in lessons is well used with activities changed at appropriate intervals to maintain interest. Teachers use challenging questions to encourage pupils to justify their answers. End of lesson plenaries are well organised, with pupils able and willing to describe what they have learned. Classroom assistants adopt a very proactive approach to helping pupils, which encourages the lower-attaining

pupils to have confidence in making predictions and to remain on task. All of these factors contribute to the good behaviour seen in science lessons.

57. The subject is very well co-ordinated. The co-ordinator has a very good knowledge of the subject and is very enthusiastic. A very effective scheme of work is in place, which follows the programme of study of the National Curriculum. The subject is well monitored through termly work sampling, end of topic testing and informal classroom observation by the subject leader. She tracks pupils' progress on a termly basis and is secure in her knowledge of pupils' attainment and progress. The subject policy is in a draft stage awaiting discussion with the staff because the co-ordinator has identified that the current assessment and recording system does not provide enough detail to enable the results to be used effectively to inform curriculum development. The subject makes a fine contribution to pupils' moral and social development through developing an awareness of the environment. Resources are satisfactory and are well used to promote learning.

ART AND DESIGN

58. Pupils make unsatisfactory progress in art and design.
59. By the end of Key Stage 1, the way in which pupils draw people and objects reflects their early stage of development in art. Some younger pupils recognise and name colours, begin to observe patterns and can describe texture, shape and form. Photographs of past work show some appropriate small sculptures. Pupils have made some colourful stencil and block prints, which illustrate the theme "our journey". However, there is little three-dimensional work at present on display. By the end of Key Stage 2, some pupils use sketchbooks but the work is poorly presented and there is very limited evidence of pupils evaluating their work. There are some interesting drawings on display, supporting the theme of "personal journeys". Abstract paintings and lively comic strips can be seen which illustrate feelings of anger. The best work on display illustrates creative ideas, such as work on healthy teeth. However, whilst pupils draw, colour and sometimes paint, they have limited opportunities to make progress across the breadth of the art and design curriculum.
60. The overall quality of provision in art and design is unsatisfactory and progress since the last inspection is unsatisfactory. The annotated portfolios of artwork reported in the last inspection were no longer evident and neither were samples of work from each year available to show pupils' progression.
61. The two art lessons observed during the inspection indicate that the teaching of individual lessons is satisfactory, with some good features. For example, a support assistant helped pupils learn how to create more mature representations by insisting they look carefully at their pictures and a number of good opportunities for language development related to the art were incorporated into a lesson. However, teaching does not emphasise comparisons between what is seen and what is drawn. Discussion about the purpose of choosing different media for drawing and colouring is limited. For example, a favourite story was well used to fire pupils' imagination but drawing and colouring activities were hampered by the limited media. Opportunities are missed to extend knowledge by naming artists and styles when looking at photographs. Pupils do review and evaluate their work, but on one occasion pupils were asked what they like more often than they were encouraged to develop observation skills.
62. The subject leader assumed responsibility for art and design only recently. At present subject leadership of the subject is unsatisfactory. Although the long-term plan for art indicates how the National Curriculum programme of study should be covered, the plan is not as detailed as for other subjects. Short-term planning is inconsistent between classes. Resources for the subject are poor and the library provides little informative literature about art and design. Given the poor resources for art, the budget for the subject is too small and the purchasing of resources is not sufficiently well planned. Trips to local galleries and invitations to visiting artists are not planned or used as part of an overall planned programme. Throughout both key stages opportunities are missed to teach pupils the relevance of art for both spiritual and cultural development. The use of information and communication technology in this subject is undeveloped. The subject leader

does not monitor the teaching of art or pupils' work in the subject. Mapping pupil progress is reliant on a skills checklist, with poor use of samples of work to inform assessment. Hence the use of assessment information to inform curriculum planning is also unsatisfactory.

DESIGN AND TECHNOLOGY

63. There was insufficient evidence to judge the full range of pupils' achievement and progress in design and technology. In the one class where pupils were observed working in the subject, they were learning well. Other evidence, including teachers' assessment records, indicates that across both key stages, progress is satisfactory. This reflects the position at the time of the previous inspection. Pupils have explored mechanisms when they used pneumatics to create movement in 'monsters', simple electrical circuits, including switches of various kinds to produce alarms or lighting systems and work with textiles as they designed and made containers for money. Older pupils have studied the principles of structures when they evaluated chairs and designed and built a model chair. As pupils move through the school, they increasingly show awareness of the issues involved in designing for a purpose, evaluating the outcome and considering how their work can be improved. However, there is limited recording of the design process or written evidence of evaluation.
64. Although there are still weaknesses to be addressed, the overall improvement in the subject since the previous inspection has been satisfactory.
65. Insufficient teaching was seen to make a full range of judgements. In the two observations undertaken of the same class, teaching was good. Pupils were given good opportunities to present their ideas to the class and other pupils evaluated their ideas and made suggestions for improvement. As a result, their confidence in their design skills grew.
66. Arrangements for the management of the subject are satisfactory. The curriculum is planned to ensure that the requirements of the National Curriculum are met through the operation of a four-year cycle in which all pupils in each key stage will be carrying out the same project each term. The school's priorities for development of the subject, as shown in its action plan, are satisfactory, as are the actions taken to implement the plan. The subject leader informally monitors pupils' work by examining the products and discussing how they were achieved with the pupils. However, there is no monitoring by the subject leader of teaching. Assessment of design and technology is unsatisfactory. It is based on the teachers' judgements of the skills being acquired and displayed, but there is no effective structure for recording the level at which these skills are established or for ensuring that assessment information is used effectively in planning the curriculum. Resources are satisfactory, linked to the project cycle and effectively used.

GEOGRAPHY

67. Pupils make satisfactory progress in geography in both key stages.
68. By the end of Key Stage 1 lower-attaining pupils can record different holiday destinations using pictures. During the key stage pupils use bar graphs to illustrate the various transport methods pupils use to go to school and explore geographical concepts through an imaginary island. During the key stage pupils develop geographical enquiry skills, but the use of fieldwork skills and maps at a range of scales is underdeveloped. Pupils develop an understanding of places, but their understanding of how places change is underdeveloped. They do relatively well in developing their understanding of geographical patterns and processes but their understanding of environmental change and sustainable development is less well developed.
69. At the end of Key Stage 2 higher-attaining pupils can explain why early settlers to Britain chose to live in particular places. Lower attaining pupils can identify examples of town names that have Anglo-Saxon origins, can plot simple co-ordinates and identify that, after a week's experiment, there is more rubbish in the bin than the playground. Pupils do well in the development of their geographical enquiry skills, the use of maps at a range of scales, their knowledge and

understanding of places, patterns and processes and of sustainable development. Less well developed are pupils' use of fieldwork techniques and information and communication technology (ICT) to help geographical enquiry.

70. Since the last inspection there has been satisfactory progress. At the time of the last inspection, at Key Stage 2 both the quality of teaching and pupil progress in geography were unsatisfactory. Pupil progress is now satisfactory and in the one Key Stage 2 geography lesson taught during the inspection, teaching was sound. Pupils' work is much less dependent upon worksheets and copying from the board. The school now uses a nationally recognised scheme of work. However, the use of ICT in geography is still at an early stage.
71. No geography was taught at Key Stage 1 during the three days of the inspection. In the one Key Stage 2 geography lesson that took place during the inspection, teaching was sound. Appropriate expectations are made of pupils' development of geographical skills and both teachers and support staff provide effective coaching of pupils. Pupils are also provided with opportunities to take responsibility, for example undertaking exercises in pairs. Sometimes instructions are not sufficiently specific and pace is not always kept at a level that sustains challenge to all pupils.
72. A number of factors have a bearing on what is achieved. There is an appropriate long-term plan for geography that ensures coverage of the National Curriculum. The work scrutiny shows that there is some variability between classes in the extent to which work is planned to meet the range of pupils' individual needs. The subject leader supports the sharing of ideas for the teaching of geography - for example arranging a teacher swap with another class - and supports discussion of the teaching of geography. However, the role of the subject leader is underdeveloped. The subject leader should be monitoring work samples and teachers' assessments and evaluating this information in order to identify priorities for improvement in the subject.
73. A few additional resources have been obtained for the subject and resources for the subject are satisfactory overall and, although there is some ICT software to support geography, this is insufficient overall. A few community resources, for example a trip to London, have been used to support the teaching of geography. Teachers helpfully record annual assessments of pupils' progress in geography, using skills linked to each of the National Curriculum levels. However, this assessment information is not analysed and used to inform future planning.

HISTORY

74. Pupils make satisfactory progress in history in both key stages.
75. By the end of Key Stage 1 higher-attaining pupils use extended pieces of shared writing to describe historical events such as the great fire, short pieces of writing to explain schools in Victorian times and construct a class time line of important events for people at the school. By the end of the key stage lower-attaining pupils make recognisable drawings of historical features such as 17th century clothes. During Key Stage 1 pupils develop chronological understanding, knowledge and understanding of events and changes in the past and organisation and communication skills. However, the development of pupils' historical enquiry and interpretation skills is less strong.
76. By the end of Key Stage 2 higher-attaining pupils can identify the features of Roman roads, write in an extended way and with empathy about travelling on a road in Roman times and record research work about Victorian living conditions. Lower-attaining pupils can list typical jobs found in 1841 and 1891 and draw pictures to illustrate historical enquiry. During Key Stage 2 pupils develop their knowledge and understanding of events, people and changes and of historical enquiry. There is some limited development of organisation, communication and historical interpretation skills.
77. Improvements in history since the last inspection have been satisfactory overall. The teaching is now less reliant on worksheets and more able pupils do now develop research skills. The school uses a national scheme of work, which it appropriately adapts. However, although there is some

use of information and communication technology (ICT) to support the development of research skills, for example using the Internet to find out about Romans and Saxons, there is still insufficient use of ICT in history.

78. As no history was taught during the three days of the inspection it was not possible to judge the quality of teaching in this subject.
79. A number of factors have a bearing on what is achieved. The revised draft policy for the subject sets out a good rationale for teaching history, including its contribution to pupils' cultural development. There is an appropriate long-term plan for history, which ensures coverage of the National Curriculum and this is reflected in teachers' medium and short-term plans. The work scrutiny shows that in some classes the work is well planned to meet the needs of higher and lower-attaining pupils; but in other classes the progress of the higher-attaining pupils is hindered by a lack of planning to provide greater levels of challenge for these pupils.
80. The subject leader supports the sharing of ideas for the teaching of history, for example using resources in the community and monitors other teachers' planning. However, the role of the subject leader is underdeveloped. The revised draft policy sets out a limited role for the co-ordinator, which is inconsistent with the more appropriate role set out for subject leaders in the school's teaching and learning policy. The subject leader should be monitoring work samples and teachers' assessments and evaluating this information in order to identify priorities for improvement in the subject. A few additional resources have been obtained for the subject and resources for the subject are satisfactory overall, although there are insufficient historical artefacts. Teachers helpfully record annual assessments of pupils' progress in history, using skills linked to each of the National Curriculum levels. However, there are insufficient opportunities for moderation to ensure consistency in assessment and the assessment information is not used to inform future planning.

INFORMATION AND COMMUNICATION TECHNOLOGY

81. Insufficient direct evidence was seen of pupils using or acquiring skills in information and communication technology (ICT) during the inspection to make a full range of judgements. From the examples available and scrutiny of pupils' work and teachers' records, progress is satisfactory in both key stages. Recent planned developments in ICT provision are beginning to have a significant impact on pupils' learning. At the end of Key Stage 1, pupils use simple programs to support learning in the basic skills, using a mouse to select and manipulate images and text on screen. From observation of pupils in all year groups of Key Stage 2, attainment levels are similar across the key stage, reflecting the structure by which the subject is taught. All pupils acquire satisfactory basic skills that they use for word-processing, data handling and research using CD-ROMs and the Internet. As pupils progress through the school, word-processing programs are increasingly effectively used to compose, edit and present text, which supports work in a range of subjects. Pupils use electronic mail successfully, both sending and receiving communications. They program simple sequences in LOGO or use control techniques in problem solving in mathematics programs. Modelling is not well developed, although pupils do gain some experience in working with spreadsheets and pupils have limited experience in using information technology for monitoring and data handling.
82. This is a significant improvement over the situation at the previous inspection when information and communication technology was unsatisfactory.
83. Very little direct teaching of ICT was seen during the inspection. During the inspection no information and communication technology was taught as a discrete subject, so the only direct teaching seen during the inspection was on an individual basis. Where teachers were facilitating its use or supporting pupils in accessing material for use in other subjects, teachers demonstrated a satisfactory and, in some cases, good level of skill and confidence. Teachers' planning for the use of ICT skills across the curriculum is inconsistent; in some classes it is an integral part of work in other subjects, but in others, such as history and geography, planning is very limited. When pupils use information technology, they are engaged, enthusiastic, concentrate well, work

hard and show good regard for the hardware and software. They collaborate well, pool experience, work out joint approaches to problems and seek and respond to adult support in an appropriate manner. When they are directly taught, their response is very good and they appreciate that they are making progress, to the extent that, on occasion a pupil will choose to continue ICT work in 'Golden Time'. Good examples are seen of pupils voluntarily using computer programs to assist learning in basic literacy and numeracy.

84. There is a policy that provides for the requirements of the National Curriculum to be met and a curriculum map that provides for a four-year cycle in ICT, but there is limited detailed adaptation of a national scheme of work and arrangements for recording and reporting progress are unsatisfactory. These are based on the teachers' judgements of the skills being acquired and displayed, but there is no effective structure for recording the level at which these skills are established or for ensuring that assessment information is used effectively in planning the curriculum. Arrangements for the management of the subject are secure and satisfactory. The subject co-ordinator is competent and enthusiastic and offers good support to pupils and teachers, but there are insufficient arrangements for monitoring what is actually taught. Resources are satisfactory and appropriately used; there is a good range of hardware and sufficient software to support work in some subjects. Further purchases are being delayed until after staff complete the externally provided in-service training next term. The school helpfully plans to set individual pupil targets for ICT in the next education year.

MUSIC

85. There was limited opportunity to observe and judge pupils' skills and knowledge in music, but the evidence available indicates that pupils' progress in music is unsatisfactory.
86. There has been insufficient progress in the development of music in the school since the last inspection.
87. In the two lessons seen, both at Key Stage 2, teaching was satisfactory and unsatisfactory in equal measure. Where the teacher had sufficient skills and confidence to use the published scheme adequately, some satisfactory teaching and learning took place in that pupils reinforced skills in responding to and reproducing a rhythm. Where this was not the case, pupils were unable to engage with the material and the lesson failed. In the two lessons seen, both at Key Stage 2, learning was unsatisfactory in both lessons. Unsatisfactory behaviour by a significant minority of pupils presented a significant challenge to the teacher and limited the capacity of other pupils to learn. Pupils had insufficient opportunity to demonstrate the extent of their performance skills and there were very few other opportunities to observe music being performed.
88. The curriculum for music is still being developed and the school is in the process of acquiring and installing a published scheme designed to ensure that the requirements of the National Curriculum are met. However, only parts of this are in place and there is insufficient structure to ensure that pupils build securely on previous learning without undue repetition. There are limited opportunities for pupils to perform or listen to music and, as a result music plays an insufficient part in the life of the school. The school augments its own provision by arranging for regular visits from groups of musicians from a local centre who demonstrate and talk about a range of instruments. Satisfactory management structures are in place, but there is insufficient monitoring of teaching and progress. Assessment relies on the structure built into the scheme and is not used either to assess the effectiveness of teaching or to plan the curriculum in detail. Resources are unsatisfactory and there is an insufficient budget to enable the acquisition of appropriate instruments and ICT support. The subject makes insufficient contribution to the spiritual and cultural development of pupils and is particularly weak in promoting understanding of music drawn from a range of cultural traditions.

PHYSICAL EDUCATION

89. Overall pupils make good progress in physical education in both key stages.

90. By the age of seven pupils of all abilities develop an awareness of their own bodies and the space around them. They develop simple ball skills, for example throwing and catching and simple athletic skills, for example running and jumping. By the age of 11, the highest-attaining pupils develop both their individual skills, for example fitness, strength and hand-eye co-ordination, as well as team skills in football, cricket and rounders. Some pupils play for the school football team against local schools. In swimming, highest-attaining pupils gain life-saving awards and pass the deep-water tests, for example retrieving objects from the bottom of the pool. Lowest-attaining pupils experience a range of sports and develop their personal skills, for example endurance. Pupils are given the opportunity to choose their sport. They achieve better in games, swimming and outdoor and adventurous activities than in dance.
91. Provision for the subject continues to be sound, as it was in the last inspection.
92. The quality of teaching is sound with some good features. Lessons are introduced well, for example, when asking pupils to find and note their pulse rate before exercise. Good use is made of questions to check understanding, for example, the link between pulse and fitness. Warm up exercises are well conducted with most pupils participating throughout. Teachers have a good knowledge of their pupils' special educational needs, which enables them to use appropriate tactics to encourage and stretch pupils of all abilities. Activities are changed regularly to maintain interest. The teaching of physical education by school staff is effectively augmented by the use of effective specialist instruction for swimming.
93. The co-ordination of physical education is good, but no time is allocated for the co-ordinator to observe colleagues who also teach the subject. There is a scheme of work in place, which follows the programme of study of the National Curriculum. Pupils' achievement and progress are well recorded, for example using the English Schools' Athletic Association Key Stage 2 Award Scheme. However, the limited use of assessment to improve the curriculum and pupils' learning is a weakness. The subject is soundly resourced and resources are well deployed. Pupils enjoy the subject and it makes a significant contribution to their social and moral development, for example spontaneous applause when a pupil does well in an activity.

RELIGIOUS EDUCATION

94. Pupils make satisfactory progress in religious education in both key stages.
95. By the age of seven, highest-attaining pupils start to develop a knowledge of a range of religions. They know the major festivals of Christianity and one other religion. They have a knowledge of several Biblical stories, for example Adam and Eve. Lowest-attaining pupils know that there is a central figure called God who is believed in by many religions. They have heard some of the stories of the major religions. By the age of 11, highest attaining pupils carry out independent research into the beliefs of other religions. They know about symbolic meals, for example the Seder plate used at Succoth in Judaism. They know the difference between the New and the Old Testament. Lowest-attaining pupils know about and write simple prayers, for example to say "sorry", which are then read at the school meeting. They learn to respect other beliefs and to understand why or why not people follow a faith.
96. The sound standards identified in the last inspection have been maintained.
97. The quality of teaching is sound. Good use is made of pictures, for example when describing symbolic meals. Sound use is made of open-ended questions to expand upon symbolism, for example pancakes and Shrove Tuesday where pupils know this is the countdown to Easter. All work is marked and good use is made of supportive comments and stickers.
98. The subject is well co-ordinated. The subject leader has good subject knowledge and a genuine interest. There is a scheme of work in place, which closely follows the locally agreed syllabus. Short and medium term assessment and recording are good and the teacher has a clear knowledge of pupils' achievement and progress. However, the use of this information to inform

curriculum development and to further improve learning is underdeveloped. The level of resourcing is adequate, but there is a shortage of artefacts to illustrate a range of beliefs.