

INSPECTION REPORT

Livingstone Primary School
Barnet

LEA area: Barnet

Unique Reference Number: 101289
Inspection Number: 181593

Headteacher: Mr G Lancaster

Reporting inspector: Dr B J Blundell
23868

Dates of inspection: 1st – 5th November 1999

Under OFSTED contract number: 706572

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

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INFORMATION ABOUT THE SCHOOL

Type of School:	Primary
Type of control:	Community
Age range of Pupils:	4 to 11
Gender of Pupils:	Mixed
School address:	Baring Road New Barnet Barnet Hertfordshire EN4 9BU
Telephone number:	(0181) 449 2592
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Appropriate authority:	The Governing Body
Name of chair of governors:	Cllr Danish Chopra
Date of previous inspection:	March 1996

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C Haggerty, Lay Inspector

L Jones

M Wallace

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Subject responsibilities

Science

English
Information technology

Religious education
Design and technology
History
Art
Special educational needs
Equal opportunities
Areas of learning for children
under five

Mathematics
Geography
Music
Physical education

Aspect responsibilities

Attainment and progress
Teaching
Leadership and management
Staffing, accommodation and
learning resources
Attitudes, behaviour and
personal development
Attendance
Support, guidance and pupils'
welfare
Partnership with parents and the
community
Curriculum and assessment
Pupils' spiritual, moral, social
and cultural development

Efficiency of the school

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The Office for Standards in Education
Alexandra House
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London WC2B 6SE

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MAIN FINDINGS

What the school does well

- Overall standards of attainment in the core subjects of English, mathematics and science are in line with national standards.
- All of the teaching was satisfactory or better.
- The attitudes and behaviour of pupils are very good.
- Relationships in the school are very good.
- Provision for extra-curricular activities is very good.
- The adequacy of the accommodation is very good.
- Provision for pupils with special educational needs is very good.
- Overall provision for pupils' spiritual, moral, social and cultural development is good.

Where the school has weaknesses

- I. The pace of a substantial number of lessons is unsatisfactory.
- II. There is a lack of challenge in some lessons, particularly for the higher attainers.
- III. Procedures for assessing pupils' attainment are unsatisfactory, as is their use to help plan the curriculum.

Overall, the strengths outweigh the weaknesses at this school. The weaknesses will form the basis of the governors' action plan that will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school continues to provide a wide curriculum. It has developed schemes of work in art, history and geography to provide continuity and progression. It has used the available evidence to monitor the performance and commitment of boys and girls at Key Stage 2. The school has increased the level of resources for special educational needs. Assessment procedures have not improved and this area is unsatisfactory. There is greatly improved accommodation, including new classrooms for all Key Stage 2 pupils.

The school is judged to have good capacity for further improvement.

Standards in subjects

This table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key	
			<i>well above average</i>	<i>A</i>
			<i>above average</i>	<i>B</i>
English	D	C	<i>average</i>	<i>C</i>
Mathematics	D	C	<i>below average</i>	<i>D</i>
Science	E	D	<i>well below average</i>	<i>E</i>

The grades in this table are based on the average attainment of all pupils in the age group.

Inspectors' findings, based on work and lessons seen during the inspection, are that attainment in English, mathematics and science are in line with national standards. Attainment in information technology is in line with national standards. Attainment in religious education meets the requirements of the locally agreed syllabus. Progress in English, mathematics, science, information technology, design and technology, art and history is satisfactory. Pupils' progress in geography, music, religious education and physical education is good. Progress of pupils with special educational needs is very good. Progress of pupils under five is satisfactory.

Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Satisfactory	Satisfactory	Satisfactory
Mathematics	Satisfactory	Satisfactory	Satisfactory
Science	Satisfactory	Satisfactory	Satisfactory
Information technology		Satisfactory	Satisfactory
Religious education		Satisfactory	Satisfactory
Other subjects		Satisfactory	Satisfactory

The teaching in all lessons seen was at least satisfactory. Examples of good teaching were seen in every year group in the school. Nearly one lesson in five was very good and just over one lesson in four was good.

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

Other aspects of the school

Aspect	Comment
Behaviour	Very good. Staff have worked hard to achieve this.
Attendance	Satisfactory. Punctuality is unsatisfactory and there are too many holidays taken in term time.
Ethos*	Good.
Leadership and management	Good. This school has clear educational direction.
Curriculum	Satisfactory overall for the under fives, Key Stage 1 and Key Stage 2.
Pupils with special educational needs	Very good provision.
Spiritual, moral, social & cultural development	Provision for pupils' spiritual, moral and social development is good and for their cultural development is very good.
Staffing, resources and accommodation	Staffing is satisfactory. The level of resources is satisfactory. The accommodation is very good.
Value for money	Satisfactory.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school

- IV. They feel it easy to approach the school with questions or problems.
- V. The school encourages parents to play an active part.
- VI. Their children like school.
- VII. The school's values and attitudes have a positive effect on their children.
- VIII. The school encourages their children to get involved in more than their daily lessons.

What some parents are not happy about

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Inspectors' findings are that they agree with all the positive comments that parents make and with the views of some parents on attainment and progress. Inspectors find that overall levels of homework are now satisfactory and that information is generally sent to parents in sufficient time.

KEY ISSUES FOR ACTION

In order to raise standards further, the headteacher, governing body and senior management team should:

- XII. ensure that all lessons have sufficient pace throughout, including those parts of the lesson where pupils are working independently, by metering out time in smaller quantities;

Paragraph: 37

- XIII. ensure that all lessons have sufficient challenge, particularly for the higher attainers;

Paragraph: 33

- XIV. ensure that there are consistent systems for assessing pupils' attainment and that the results of assessment are used to plan the curriculum.

Paragraph: 47

In addition, the school should ensure that the governing body's annual report to parents complies with statutory requirements.

INTRODUCTION

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Characteristics of the school

1. Livingstone JMI School is situated in the East Barnet Ward and draws its pupils mainly from the nearby Bevan estate. The school was built in the 1950's to serve a local council estate. That estate remained very stable until many tenants were encouraged to buy their houses in the 1970's. Pupil numbers were low; more family mobility began. Since 1991, pupil numbers have grown from 186 to 361, entailing a large building programme which has resulted in new classrooms for all Key Stage 2 pupils. Just over 24 per cent of pupils are eligible for free school meals, which is broadly in line with the national average. The percentage of pupils with special educational needs is well above the national average. There are 361 pupils on roll, including 36 in reception. Fifty pupils have English as an additional language.
2. The main priorities of the school are:
 - consolidation of the changes made to the curriculum following the introduction of the Literacy and Numeracy frameworks and the adoption of QCA model schemes of work;
 - further improvements in standards of achievement, particularly in English and mathematics - sustainable through future years;
 - improvement in the perception of the school from the local community, creating the situation where the school is judged on its merits rather than on previous reputation;
 - specialisation in one area of special educational needs integration, developing a skills base to meet needs well;
 - the establishment of an IT suite and a music room within a purpose built extension to the hall; all classes using both to the fullest extent;
 - development of non-teaching staff, improving understanding and appreciation between all staff in the school; and
 - improved awareness of the curriculum and involvement within the school of a larger number of parents.

3. **Key indicators**

Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

Year	Boys	Girls	Total
1999	30	27	57

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	21	25	23
	Girls	17	23	20
	Total	38	48	43
Percentage at NC Level 2 or above	School	66(76)	85(84)	76(62)
	National	82(80)	83(81)	87(84)

Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	26	26	28
	Girls	21	22	22
	Total	47	48	50
Percentage at NC Level 2 or above	School	82(83)	85(74)	88(93)
	National	82(81)	86(85)	87(86)

Attainment at Key Stage 2¹

Number of registered pupils in final year of Key Stage 2
for latest reporting year:

Year	Boys	Girls	Total
1999	19	24	43

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	14	13	15
	Girls	17	15	15
	Total	31	28	30
Percentage at NC Level 4 or above	School	72(53)	65(62)	70(65)
	National	70(65)	69(59)	78(69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	11	12	14
	Girls	16	14	18
	Total	27	26	32
Percentage at NC Level 4 or above	School	62(44)	60(44)	74(50)
	National	68(65)	69(65)	75(72)

¹ Percentage in parentheses refer to the year before the latest reporting year

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3. **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	4.8
	Absence	National comparative data	5.7
	Unauthorised	School	0.2
	Absence	National comparative data	0.5

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3. **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	1
	Permanent	0

3. **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	18
	Satisfactory or better	100
	Less than satisfactory	0

PART A: ASPECTS OF THE SCHOOL

3.

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

3. Attainment and progress

3.

1. Levels of attainment on intake are below the average of other schools in Barnet and close to, but just below, schools nationally. Overall attainment at the end of Key Stage 1 is in line with the national average and at the end of Key Stage 2 it is also in line with the national average.
2. The results of the national tests and teacher assessments for 7 year olds in 1999 indicate that pupils' attainment in reading was below the national average; in writing it was in line with the national average and in mathematics it was well below the national average. Results are generally better than in 1998.
3. Inspection findings are that, by the end of Key Stage 1, pupils' overall attainment in English is now in line with national standards, despite the relatively high proportion of pupils with special educational needs. Pupils' attainment in speaking, listening, reading and writing is in line with national standards. During the key stage, pupils make satisfactory progress, with listening skills being well developed. Pupils' attainment across the subjects of the curriculum is satisfactorily helped by their standards of literacy.
4. In mathematics, inspection findings are that pupils' attainment at the end of Key Stage 1 is in line with national standards. The majority of pupils count accurately in twos, fives and tens and identify halves and quarters in numbers and areas. Pupils make satisfactory progress through the key stage, for example, in their understanding of how to collect data in the form of tally blocks.
5. Inspection findings for science are that pupils' attainment by the end of Key Stage 1 is in line with national standards and their progress through the key stage is satisfactory. There is, however, a lack of a consistent build-up of scientific vocabulary.
6. The 1999 tests and teacher assessments for 11 year olds indicate that attainment in English was in line with the national average, attainment in mathematics was below the national average and attainment in science was well below the national average. There is a clear improvement between the end of Key Stage 1 and the end of Key Stage 2 in English; the deficit between Livingstone's pupils and the national average disappears as the pupils move through the school. In the case of mathematics, pupils are below the national average by the age of 11, whereas at the age of seven, they were well below. Progress has therefore been made over the course of the key stage in English and mathematics.
7. Inspection findings show attainment in English to be in line with national standards at the end of Key Stage 2, attainment in mathematics is in line with national standards and attainment in science is also in line with national standards. Progress throughout the key stage in all three subjects is satisfactory.
8. The differences between test results and inspection findings are principally due to the positive impacts of the Literacy and Numeracy Strategies, a new co-ordinator for science and cohort differences from year to year, with a gradually rising attainment on entry to the school.

9. An analysis of the relative performance of boys and girls between 1996-1998 indicates that in the Key Stage 1 tests and teacher assessments, the results of boys in reading were similar to those of girls; in writing and mathematics, boys' performance was lower than that of girls. In the Key Stage 2 tests and assessments over the similar period, boys performed better than girls in each of the areas of English, mathematics and science. The school has successfully targeted improvement among boys as a major priority since 1996.
10. A comparison of pupils' results at the end of Key Stage 1 with those of pupils from similar schools, shows attainment in reading to be in line and in writing to be above those schools. In mathematics pupils' results are very low in comparison to similar schools. At the end of Key Stage 2, pupils' results are above average in English, compared to similar schools, in line in mathematics and below average in science.
11. The National Literacy Strategy has had a positive impact on standards since it was introduced in 1998. There has been satisfactory planning for the implementation of the Strategy. This has resulted in teachers confidently using new materials and methods in a way that has improved pupils' attainment and progress. By the age of 11, pupils' attainment in speaking and listening is in line with national standards. Listening skills are well developed throughout the school.
12. Pupils' reading is in line with national standards. They select from a wide range of texts that are read fluently and with expression. Their writing is in line with national standards. Pupils write for a range of purposes, using a generally appropriate vocabulary. Literacy is well developed in other areas of the curriculum such as history. The introduction of the National Numeracy Strategy is starting to have a positive impact on standards in mathematics. In Key Stages 1 and 2, pupils' number work is in line with national standards. Numeracy skills are well developed in other areas of the curriculum, such as science.
13. Attainment in information and communication technology is in line with national standards at the end of Key Stage 1 and at the end of Key Stage 2. By the age of 7, pupils use the computers appropriately for different purposes. By the age of 11, pupils are developing satisfactory skills in the use of information and communication technology across the curriculum. Progress is satisfactory in both key stages.
14. Standards in religious education are in line with the requirements of the Locally Agreed Syllabus at the end of both Key Stage 1 and Key Stage 2. Pupils have a satisfactory knowledge of moral issues and show interest and respect for different life-styles. Progress is good in both key stages.
15. By the time children leave Reception, children's attainment is average in language and literacy, mathematics and creative aspects. Children attain the Desirable Learning Outcomes by the age of five. Progress of children under the age of five is satisfactory. It is particularly good in Reception in personal and social development, knowledge and understanding of the world and in physical development.
16. Progress is satisfactory overall in Key Stages 1 and 2 in design and technology, history, art and music. Progress is good in both key stages in geography and physical education.
17. Pupils with special educational needs attain levels that are generally lower than most of their peers, but achieve very good and sometimes excellent levels when account is taken of their particular learning difficulties. In the national tests at the end of Key Stage 2 in 1999, boys

performed better than girls. In the work seen during the inspection, there was no significant difference between the standards achieved by boys and girls. Overall progress of these pupils is very good. There were examples of excellent progress. For example, pupils of low prior attainment, who came into the school with no speech or ability to communicate, now talk confidently to other pupils and adults. This excellent progress is a result of effective special needs teaching, combined with excellent relationships with the learning support assistants. This has developed confidence and trust and has had a significant impact on progress. There are no significant differences in the progress made by boys and girls, different year groups or ethnicities.

18. Progress of those pupils who have English as an additional language is satisfactory throughout the school.
19. Pupils with higher prior attainment do not make as great progress as they otherwise might do at this school, owing to a lack of challenge for them in many classes.
20. Since the last inspection, standards have generally been maintained, with improvement in attainment in information and communication technology.

23. **Attitudes, behaviour and personal development**

23.

21. Behaviour, relationships, personal development and attitudes to learning are very good. This represents an improvement since the last inspection. This aspect is now a strength of the school and contributes significantly to standards and the quality of life in the school. Parents report that they are satisfied with the behaviour of pupils.
22. Pupils, including those with special educational needs and the under fives, have very good attitudes towards learning. In lessons, pupils are keen to both ask and answer questions. They concentrate well and contribute to lessons by asking sensible questions. Pupils stay on task and persevere when the work is challenging. For example during a science lesson, some pupils found recording the results of an experiment difficult but they persevered until they achieved an acceptable standard of work. This has a very positive effect on their learning. Pupils were seen to work co-operatively in pairs and in small groups, when not under direct teacher supervision. This has a positive effect on their social development. Pupils' capacity for personal study is being developed through class-based activities and homework. Pupils in Year 6 used the Internet, the library and homework to research information on Andy Warhol as part of their topic work. Most pupils are developing library skills, although the library was not seen in use during the inspection. Some parents raised concerns about the amount of homework set. The inspection team found that homework is set consistently and the homework policy is in line with government recommendations. This has a positive impact on the standards of attainment and progress.
23. The behaviour of pupils in and around the school is very good. Pupils are polite, inquisitive, friendly and welcoming to visitors. Pupils with special needs and pupils with English as an additional language are fully integrated into the life of the school. The school operates as an orderly community. Behaviour at lunchtime and during breaks is very good. Behaviour in the classroom is generally very good. On some occasions, when teaching lacks pace and the higher attainers are not challenged, pupils continue to behave well and respond to staff. Behaviour during assemblies is very good and sometimes exemplary. Pupils respect the grounds, the buildings and the furniture, which show no sign of graffiti or vandalism. Behaviour in and around the school is very good. The very good behaviour of pupils contributes positively to the standards achieved and to the smooth running of the school.

24. Relationships within the school are very good between pupils and between adults and pupils. This has a beneficial effect on the standards achieved. Pupils respect the views of others even if they differ from their own. Relationships are constructive, pupils work well in pairs and collaboratively in small groups. During a maths quiz, pupils collaborated very well to produce the correct answers. Racial harmony between pupils is also very good; there was no evidence of bullying or racist comments during the inspection. Pupils report that bullying is not an issue in the school. Pupils are confident that they would report any pupil who was seen to bully another child. There were many examples during the inspection of pupils helping and supporting children who have special needs. Pupils relate well to each other, generally they share resources and take turns in using equipment, particularly in information and communication technology.
25. The personal development of pupils is very good, with some excellent aspects. Pupils take increasing responsibility as they move through the school. The school council is elected by the pupils and where there are concerns about an issue, it is discussed at the council meetings. At Key Stage 1, pupils set themselves one academic or pastoral target. They review their targets weekly during a special session called 'Golden Time' in collaboration with their peers. This is a very effective way to monitor their own personal development. Pupils are keen to accept the responsibilities that are offered. For example, each class has monitors for a range of duties such as tidying the class library and taking registers to the office. Responsibilities increase as pupils move through the school and there is a wide range of duties for Year 6 pupils which contributes significantly to their personal development. Pupils are also involved in the wider community through fund-raising. This has a positive effect on their self-esteem and personal development. The personal development of those pupils involved with the integration of pupils from Oakleigh Special School is excellent.
- 28.
28. **Attendance**
- 28.
26. Attendance is satisfactory. The attendance of pupils has improved since the last inspection and is above the national average. This has a beneficial effect on pupils' attainment and progress. However, 30 weeks schooling has already been lost so far this term owing to holidays taken in term time. This has a negative impact on the attainment and progress of those pupils who miss school and on the school's attendance figures. There has, however, been an improvement in the already low unauthorised absence figure since the last report. The figure is well below the national average. There is no evidence of truancy. There is a significant amount of minor lateness which is recorded in registers. This was an issue in the last report and has not yet been successfully addressed.
27. Registration is taken quickly and efficiently. Lessons generally begin on time and pupils report they enjoy coming to school.

QUALITY OF EDUCATION PROVIDED

30.

30. **Teaching**

- 30.
28. The overall quality of teaching is satisfactory. It is satisfactory for the under-fives, satisfactory in Key Stage 1 and satisfactory in Key Stage 2. Teaching for the under-fives varied from good to satisfactory. In Key Stage 1 it ranged from good to satisfactory and from very good to satisfactory in Key Stage 2. No examples of unsatisfactory teaching were seen. Overall, 100 per cent of the lessons seen were satisfactory or better, 45 per cent were good or better and 18 per cent were very good. These overall figures represent an improvement since the last inspection, when there was some unsatisfactory teaching, particularly in lower Key Stage 2.
29. Teachers' knowledge and understanding are satisfactory for the under-fives and satisfactory in Key Stage 1 and Key Stage 2. Teachers generally have appropriate knowledge of their subjects.
30. Teachers' expectations are unsatisfactory overall for the under-fives and unsatisfactory overall in Key Stages 1 and 2, except in lessons for pupils with special educational needs. A substantial number of lessons throughout the school lack sufficient challenge for pupils in general and for the higher attaining pupils in particular. Pupils are not sufficiently "stretched" by being posed questions that will really get them to think. For example, in some mathematics and science lessons, the work in the main "independent learning" section was not sufficiently taxing, with pupils sometimes being asked to "colour in". In the "whole-class" taught parts of the lessons, there were often worthwhile question and answer sessions, but rarely were questions posed that would cause the higher attainers any problems.
31. Teachers' planning is satisfactory for the under-fives and satisfactory in Key Stages 1 and 2. Teachers generally plan their lessons in sufficient detail and have a clear idea of what they expect their pupils to learn.
32. The methods and organisation that teachers use are satisfactory for under-fives and satisfactory overall for Key Stage 1 and Key Stage 2.
33. Management of pupils is good for under-fives and good overall for Key Stages 1 and 2. Teachers work hard to ensure that their pupils behave and pay attention. In a minority of Year 5 lessons, management is unsatisfactory at times, with pupils being allowed to chat unproductively. In other lessons in that same year group, management is good.
34. The pace of the lessons for under-fives is unsatisfactory and unsatisfactory overall for Key Stages 1 and 2, except in those lessons for pupils with special educational needs. Too many lessons lack sufficient punch and pace although there were examples of very good practice. Time is not metered out in small enough quantities in some lessons, resulting in pupils wasting valuable learning time. For example, after an appropriate introductory session to a lesson, teachers sometimes then tell the pupils to get on with a certain piece of work independently, without saying "You have five minutes to,..." Pupils show a general inability to concentrate when given a lengthy time period to complete a piece of work, but concentrate well when this piece of work is broken down into small "chunks".
35. The quality and use of day-to-day assessments is satisfactory for the under-fives and satisfactory in Key Stage 1 and Key Stage 2. Teachers assess their pupils' knowledge and understanding by satisfactorily asking questions, particularly in the introductory sessions of many lessons. Little evidence was seen of any quick "pencil and paper" tests at the end of lessons, to assess what pupils had learned during that lesson.

36. Use of homework is satisfactory overall throughout the school, with some good homework in English in upper Key Stage 2. The school's strategies for literacy and numeracy are satisfactory through the school. Teaching for pupils who have English as an additional language is satisfactory through the school.
37. Teaching for special educational needs pupils is very good and sometimes excellent. A strength of the teaching is the enthusiasm and sense of commitment that the teachers demonstrate. Teachers are very experienced and knowledgeable about special needs pupils. There are no weaknesses in the teaching of special educational needs for the lower attaining pupils. There is no special teaching for the gifted and talented pupils and this is the only weakness in the special educational needs provision. A strength in the teaching is the practice of fully extending pupils with challenging and fun activities. Confidence and competence are developed through repetition and re-reinforcement of previous learning and further challenge is added. The pace of all lessons observed for pupils with special educational needs is very good and sometimes excellent. Teachers have high expectations.
38. Most teachers at this school are competent, keen and eager, with much understanding of the needs of young children. The only two areas requiring considerable attention are expectations and pace.
- 41.
41. **The curriculum and assessment**
- 41.
39. The curriculum strengths identified in the last inspection report have been maintained. Issues such as providing schemes of work for art, history and geography, and developing strategies for monitoring the curriculum, have been addressed effectively, in particular, the monitoring of the performance and commitment of boys. Monitoring of all subjects is now undertaken on a regular basis by subject co-ordinators and senior managers, with effective oversight of the governing body. However, while there is awareness of the deficiency, weaknesses in assessment remain and are unsatisfactory overall.
40. The breadth and balance of the whole curriculum, and its planning for progression and continuity, are satisfactory. The statutory requirements of the national curriculum and religious education are met in both key stages. The curriculum provides good equality of access and opportunity, with very good provision for pupils with special educational needs, including the pupils for whom the national curriculum is disapplied in recognition of their particular learning needs. A strength in the provision is the quality and use of the individual education plans and the use that is made of them by teachers and support staff. Planning is very good and meets the requirements of the Code of Practice.
41. There is good provision to promote the pupils' spiritual, moral and social development and very good provision for their cultural development. The intellectual development and progress of most pupils is satisfactory, but higher attaining pupils lack sufficient additional challenge if they are to progress as they should. The curriculum for children under five is satisfactory, with all desirable learning outcomes covered.
42. The length of the school day is in line with recommendations, with time currently weighted towards the effective delivery of the National Literacy and Numeracy strategies. Time for science in Key Stage 1, and religious education and information and communication technology in both key stages, is low, owing to the greater priority given to the teaching of literacy and numeracy. Curriculum time is generally used efficiently, although the pace of some lessons is slow and unsatisfactory.

43. Pupils in Year 6 have various responsibilities to highlight their seniority and to prepare them for the next stage of education. They also complete more demanding independent study and homework tasks. Satisfactory provision is made for personal, social and health education, including sex education and drugs education. The school provides a very good range of lunch-time and extra-curricular clubs and sporting opportunities. Clubs include chess, choir, band, gymnastics, football, athletics, recorders and gardening.
44. There is evidence of regular marking, with helpful commentary and helpful oral feedback to pupils. The records of progress for children under five and individual education plans for pupils with special educational needs are maintained well. Baseline assessment and other strategies such as non-statutory tests and target setting are making contributions to assessment. Assessment of pupils with special educational needs and those for whom English is an additional language are appropriate throughout the school. However, apart from the requirements of end-of-key-stage assessment, and English, where assessment procedures have developed effectively from the National Literacy Strategy, procedures for assessment are inconsistent and unsatisfactory. The use of assessment to help to plan the curriculum is inconsistent and unsatisfactory.
45. The school has satisfactory policies for assessment and record keeping, but these are not uniformly implemented. In many instances, the methods are left to individual teachers and there is some good practice. Classroom assistants often help with noting progress and performance during introductions to lessons. While these examples provide evidence of individual strengths, there is no formal, whole-school approach to assessment in the other core subjects of science, information and communication technology, mathematics and religious education. There are no formal arrangements for the foundation subjects.
48. **Pupils' spiritual, moral, social and cultural development**
- 48.
46. The provision for pupils' spiritual, moral and social development, including those with English as an additional language and the under-fives, is good. Provision for their cultural development is very good. The good standards identified in the previous inspection report have been maintained and enhanced. Notable features include the way pupils with special educational needs are fully integrated into all aspects of the provision, and the high value placed on respect for others. The statutory requirements for collective worship are met.
47. Provision for pupils' spiritual development is good. The quality of provision is also evident in the way that success is celebrated, in the pupils' intent to do their best and in their pleasure in learning. The school successfully promotes in pupils a sense of awe and wonder, of community, of self-worth and the worth of others. For example, a topic enabled pupils to consider if they had done "something magical" and a science lesson on physical processes generated pleasure in new discoveries. The delight and enthusiasm of bright-eyed special needs pupils playing a "beat the crocodile game" was clear. A sense of community is evident in, for example, assemblies, where themes include special people and special events and opportunities for reflection and prayer. The pupils' sense of self-worth is encouraged, for example, in English, where "all about me" writing includes considering aspirations for the future. A "wall of achievement" celebrates special effort. "Pupil conferencing" provides further opportunities for individual pupils to consider achievements.
48. Provision for pupils' moral development is good. There are clear rules and high expectations. There is a whole school approach to behaviour, equal opportunities, rewards and sanctions.

Pupils play an active role in setting class rules and display their targets on, for example, an “our promises” board. Pupils also show an understanding of right and wrong in their relationships with others and in their care for property. Isolated incidents of poor behaviour are dealt with in a consistent way by all staff. As a result, throughout the school there is a good standard of behaviour which is valued by parents.

49. Provision for pupils’ social development is good. Staff are very good role models and contribute to generating mutual respect and understanding so that pupils from different backgrounds and with different needs can flourish. Racial harmony is a strong feature. The many opportunities for social development include school productions, events such as “pence for a plant” to enhance the school environment and the wide range of school clubs on offer, where a commitment to regular attendance is expected. Pupils also regularly review the targets they have set themselves, and other pupils offer support and advice on achieving them. All pupils have opportunities to take responsibility as monitors and as school council members. All are expected to play their part in keeping classrooms tidy. Emphasis is given to denote the maturity of pupils in Year 6 and they successfully manage a range of responsibilities, including the care of younger pupils and the sale of fruit snacks at break times. A notable example of planned socialising to raise self-esteem and acceptance is the strong links formed with a local special school and the particular effort made to give pupils with special educational needs real life experiences in, for example, buying and caring for the school’s fish.
50. The provision for pupils’ cultural development is very good. Diversity is celebrated in the themes and music in assemblies and in displays marking, for example, Black History Month and Mehendi painting for Diwali. Links have been made with schools in Finland and Germany through participation in the European Union’s “Comenius Project”. Displays of art, local history and pupils’ personal reflections are being prepared for these link schools. Local links are developed by, for example, collecting food for harvest festival parcels for the elderly. The school provides for a broad range of cultural visits including museums and art galleries. Visitors to school include a Greek dance club and drama workshops. Other appropriate curriculum contributions include a steel drum group and a French club.
53. **Support, guidance and pupils’ welfare**
- 53.
51. Overall the schools provision for pupils’ support, welfare and guidance, including those pupils with English as an additional language and the under-fives, is good. Parents are happy with the pastoral support available to their children, including those with special educational needs and feel that they are well informed about their children’s progress and personal development.
52. Procedures for monitoring pupils’ academic progress and personal development are good. Academic progress and personal development are monitored informally on a day-to-day basis by class teachers and special needs support assistants. However, few classes have general classroom assistants and this occasionally limits the amount of support which class teachers can provide for all pupils on a day-to-day basis. Academic progress is also monitored by the use of well-targeted question and answer sessions which teachers use to assess pupils’ knowledge and understanding. All staff know pupils well and use this knowledge to provide good quality pastoral support to all pupils. The school’s intervention procedures are very effective in monitoring pupils’ pastoral development. The rewards and sanctions policy is used by staff to monitor pupils’ personal development. The school is very good at identifying and supporting pupils with special educational needs. Monitoring of progress on meeting targets in individual education plans is good for all pupils with special educational needs. Key Stage 1 staff are successfully piloting a scheme whereby pupils identify and monitor their own targets. The school has access to, and makes very good use of, outside agencies to support pupils.

53. Procedures for monitoring and promoting attendance are satisfactory. The school has recently introduced a draft attendance policy, but this does not address the issue of pupils' punctuality. However, the school is now exploring other avenues to bring about improvements in pupils' punctuality and attendance including contacting parents on the first day of absence if they do not have a reason for a child's non-attendance at school. Holidays in term-time are increasing and the school is looking at introducing a questionnaire for parents to request permission, before taking pupils on holiday. The actual attendance figures for the school are above average and this is due to the fact that the majority of pupils, including those with special needs, enjoy coming to school.
54. The school's procedures for promoting discipline and managing behaviour are good. The school's behaviour and discipline policy is good. It is structured and includes rewards and sanctions. During the inspection, the policy was implemented consistently across the school and proved to be very effective. Staff have the same high expectation of behaviour and this is reflected by the very good behaviour seen during the inspection. Pupils understand the rewards and sanctions policy. They take great pride when presented with certificates at assembly for good work or good behaviour and this has a very positive effect on their self-esteem. Any serious concerns about behaviour are dealt with by the head teacher, who involves parents at an early stage. The school policy on bullying is consistently applied and, when staff are made aware of incidents, they deal with them quickly and effectively.
55. Overall procedures for child protection and health and safety are satisfactory, but, within this, procedures for child protection are good. The headteacher is the named person and has had the appropriate training; the responsibility of the role is shared with a welfare assistant who has also received the appropriate training. The child protection policy is school-specific and is in addition to the local education authority guidelines. The school has a number of policies that effectively support pupils' health and safety. First aid boxes are sufficient in number and content and procedures for dealing with accidents are appropriate. Procedures were introduced during the inspection to ensure all first aid incidents are recorded. There are effective procedures in place to record when medicine is dispensed. Staff have received training for a number of medical conditions. There are regular fire drills and fire equipment is tested regularly. Testing of portable appliances and electrical wiring meet statutory requirements.
58. **Partnership with parents and the community**
- 58.
56. The information provided by the school is good and parents are generally happy with the information which they receive about their child's attainment and progress. Pupils' annual reports are detailed and informative; they include targets for improvement that are discussed with parents in March at the parent teacher consultation evening. At the end of the summer term, parents have the opportunity of seeing their child's work over the previous year and make an appointment to see the class teacher if they have any concerns. In September, the class teacher discusses with parents the progress that pupils have made towards their targets that are then reviewed and changed as appropriate. Parents of special needs children have additional half-termly meetings with staff when targets on pupils' individual education plans are reviewed. There are fortnightly newsletters which are nicely presented in an easy-to-read format to keep parents informed of forthcoming events.
57. The school operates an open-door policy and parents report that the school is approachable. Parents value the many informal opportunities when the head teacher and staff make themselves

available. The school provides parents with information that allows them to become more involved in their children's learning. For example there are meetings to explain the national tests to parents and over 150 parents attended the literacy evening as part of the school's book week. The governors' annual report to parents does not provide all the required information. The prospectus is informative and meets legal requirements. There are regular class letters home, but children do not always give the letters to parents; this means that some parents do not always receive the information early enough.

58. Parental involvement in their children's learning is good. The hard working Parent Teacher Association raises a substantial amount of money each year, which is used to purchase additional resources. The association is professionally run with elected officers and audited accounts. They organise a range of fund-raising activities and social events. Fund-raising events are well supported financially by parents and the local community. Local businesses donate raffle prizes and a supermarket provided the refreshments for parents who attend the literacy evening. Parents of pupils with special needs are fully involved in their children's learning and work with the school in supporting the progress that their children make towards the targets in their individual education plans. Parents are involved appropriately in their children's learning through homework and hearing their children read at home. Although there are some parent helpers in the classroom, the school has identified this as an area for development. One parent, working under the direction of the class teacher, helped a small group of reception children with their colours during an art activity; this has a positive effect on pupils' attainment and progress.
59. Links with the community are good. The school choir entertains the general public by singing carols at the local shopping mall and Year 6 pupils deliver harvest festival produce to senior citizens in the community. Pupils also raise funds appropriately for a number of charities and this has a positive effect on pupils' personal development and self-esteem. The school nurse makes a significant contribution to the personal, social and health education programme. Local primary schools visit the school to take part in the football and netball competitions. Links with local special schools are very good. Pupils enjoy many trips which support the curriculum, including residential ones. There are many visitors to the school, such as authors, illustrators, theatre groups, road safety officers and the local policeman. Exciting links have been established with two European Schools through the Comenius Project which is entitled the European Classroom. This contributes significantly to the curriculum and gives pupils an enhanced understanding of the wider world and has a positive effect on pupils' progress. The curriculum is enhanced by a wide range of educational visits and outside speakers who visit the school, thus providing a positive influence on pupils' attainment and progress.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

62. Leadership and management

62.

60. The overall leadership and management of this school are good.

61. The headteacher, Governing Body and senior management team provide good leadership and give clear educational direction for the school. The headteacher is an excellent classroom practitioner, who is hard-working, keen and eager. During his headship, pupil numbers have approximately doubled. The Governing Body contributes appropriately to the running of the school and has recently established worthwhile partnerships with each subject area of the curriculum. Management of numeracy and literacy are satisfactory, with appropriately designated governors. The management of the under-fives and of those pupils with English as an additional language is

satisfactory also.

62. Support and monitoring of teaching and curriculum development are good overall. The monitoring of the core and foundation subjects by curriculum co-ordinators and by the headteacher is carried out appropriately. The headteacher endeavours to monitor teaching in all classes every two weeks, providing appropriate verbal feedback. This monitoring has identified a number of deficiencies in teaching that have been addressed; the pace of lessons and teachers' expectations remain issues for further development. The deputy headteacher takes each class every fortnight to provide release time for co-ordinators to monitor curriculum plans in their subject areas and the teaching of lessons. The deputy headteacher meets all learning support assistants every fortnight to ensure consistency of approach and learning support assistants attend whole-school staff meetings effectively. The headteacher meets all learning support assistants annually for a staff development interview. The headteacher effectively monitors and reviews all teachers' medium term plans each fortnight.
63. Implementation of the school's aims, values and beliefs is good. The school is committed to high achievement and the school's aims are reflected in the work seen in the school.
64. Development planning, monitoring and evaluation are good overall. The school has set clear targets for improvement and has put strategies in place to achieve them. The senior management team has successfully monitored the commitment and performance of boys and girls in Key Stage 2, thus meeting a key issue raised in the last inspection.
65. The special education needs co-ordinator and special educational needs staff exude enthusiasm and commitment to quality. Management is very good.
66. The school's ethos is good, with a happy and effective climate for learning.

69. **Staffing, accommodation and learning resources**

69.

67. The overall match of number, qualifications and experience of teachers to meet the demands of the curriculum is satisfactory. The staff have sufficient knowledge to meet the requirements of the curriculum, including the National Literacy Strategy, the National Numeracy Strategy, the requirements for religious education, the National Curriculum and the areas of learning for the under-fives.
68. The overall match of number, qualifications and experience of support staff to meet the demands of the curriculum is satisfactory. Classroom assistants work appropriately with teachers in helping to plan lessons. The work of the learning support assistants with the pupils who have special educational needs and those with English as an additional language is very good. In some classes, however, there are not enough “adult pairs of hands” to fully support the number of pupils with special educational needs, despite the high number of support staff. Greater parental involvement is currently being developed and identified by the school as a priority.
69. Arrangements for the professional development of staff are good. All new staff have a mentor, even if they are experienced teachers. Newly qualified teachers are released for half a day each week and are appropriately monitored by the deputy headteacher. Appraisals are carried out by the headteacher and deputy headteacher, with most teachers having been appraised. In-service training is linked appropriately to the school development plan. There are weekly after-school in-service training sessions that are co-ordinated effectively by the deputy headteacher.
70. The adequacy of the accommodation for effective delivery of the curriculum, including the under-fives is very good. Since the last inspection, there are new classrooms for all pupils in Key Stage 2. The school benefits from large well-kept grounds, two main halls plus a dining hall and a new library. Currently the information and communications technology suite is inappropriately housed in one of these halls and the school lacks a dedicated room for music.
71. The adequacy of resources, including books, materials and equipment is satisfactory overall. However, the number of books in the library is inadequate, some of the computers are out-dated and there is a shortage of construction kits in design and technology. This restricts further improvements in attainment and progress. There is a very good range of resources for all special educational needs pupils. A strength of the provision is evident in the resources that have been tailor-made for individual pupils’ needs. The overall quality of display around the school is very good and enhances learning.

74. **The efficiency of the school**

- 74.
72. Financial planning is good overall. The school receives a higher proportion of income per pupil than the average school of its size and type. A significant proportion of its extra income is provided for special needs support and the school ensures that it is used for that purpose. The school has established suitable procedures and working practices in order to plan, manage and monitor its resources in both the long and short term. Spending, including that for the under-fives and for those pupils who have English as an additional language is appropriately linked to the school's development plan, as is the allocation of resources to the subject co-ordinators. The governors exercise good control over the school's budget through the Finance and General Resources Committee. Governors report to parents on an annual basis on the school's financial position. Specific grants allocated to the school are used for the purposes for which they are provided; for example, a classroom literacy assistant is funded out of money from the Standards Fund.
73. Financial procedures and controls are in place and the recommendations made in the latest Local Authority audit report have been implemented. The general administration of the school is good, with clearly established routines and procedures. The governors are kept informed about the financial position of the school through the provision of monthly financial monitoring sheets for the Finance Committee.
74. Teachers and support staff are deployed satisfactorily in the school; the best practice is when classroom assistants are gainfully employed during class teaching sessions. There is a much higher than average level of support staff but this provision is linked to specific special needs pupils and financed out of funds provided by the Local Authority for that purpose. Very efficient and effective use is made of the education support staff for special educational needs. The governors do not have a formal policy on staffing but seek to maintain a balance between the need for experienced staff and budget considerations. The accommodation available is used well, as are the school's other resources.
75. In the light of pupils' attainment on entry, the overall quality of teaching, pupils' attitudes and behaviour, the expenditure per pupil and pupils' examination results, the school is providing satisfactory value for money.
- 78.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

78.

76. Provision for children under five in Reception is satisfactory overall and children make satisfactory progress. By the time they leave Reception, children's attainment is average in language and literacy, mathematics and creative aspects. It is good in personal and social development, knowledge and understanding of the world and in physical development. Higher attaining children who meet the goals in most areas of learning are not always challenged to work appropriately on the early stages of the National Curriculum.

77. At the time of the inspection 23 children were under five and ten pupils were identified on the special educational needs register. Entry to the Reception class is staggered each term. Most of the children in the reception class have attended a nursery. There is a nursery nurse in reception class for three days a week. Parent helpers make a regular, valuable contribution to work in reception.

78. Evidence from assessment findings indicate that, on admission to the school, most children's attainment is close to but just below the national average. There is a smooth transition between the nursery and school and this has a positive impact on children developing a positive attitude towards school. Good relationships and open channels of communication are established between home and school. The children follow a broad and relevant curriculum, which provide opportunities for them to make progress in all areas of learning. The curriculum based around the National Standards is appropriate for children under five and they make satisfactory progress. Children with special educational needs make good and often very good progress. By the age of five most children have achieved the targets expected nationally for children of this age.

Personal and social development

79. Personal and social development is good and children make good progress in this aspect of their development. They are well on course to meet and have already met in many aspects the desirable learning outcomes. From the time they enter school, children are made to feel that their ideas and contributions are valued. They are encouraged to think independently and to behave sensibly. Children are eager to help with jobs; for example children with special educational needs give out the milk sensibly to others. The work ethos of "Completing the daily jobs " is well established and children display well developed relationships with each other and with adult helpers. When working on activities they concentrate for long periods of time. However, the activities are often insufficiently challenging for the higher attaining children. Behaviour is good, children are taught to respect each other, take turns and distinguish between right and wrong. Moral development is good.

80. The quality of teaching is good and good provision is made to discuss what is right and wrong in social and moral situations. Role-play is satisfactory to support personal and social development. Children observed 'working in the home corner' showed consideration and awareness of the needs of others. The good relationships established with parents before the children are admitted to school are fostered through their time in reception. Parents and teachers share common values and expectations of behaviour. Teaching is strong in this aspect in both classes. All adults provide good role models for the children. Consistent messages are given to children from the time they enter school in the nursery about the importance of valuing each other and appreciating achievement.

Language and literacy development

81. By the time they are five, children make satisfactory progress and attain standards that are in line with those expected for children of this age in developing the skills of language and literacy. Satisfactory emphasis is given to the development of language and literacy skills and to using them in all areas of learning. Their acquisition of language in response to stories is satisfactory; children of all levels of attainment choose books and talk about them. Higher attaining children retell stories with confidence and lower attaining children talk about the pictures. All children are familiar with the way books are set out. High attaining children read accurately and fluently from their reading scheme books. They make a good attempt at unseen text reading some common words correctly. Lower attaining children read the occasional word and use the pictures well to interpret meaning. Progress in reading skills is well recorded. High attaining children write their name clearly and they all show satisfactory progress over time in the formation of letters and ideas in their early writing. They show satisfactory progress over time from writing single words to simple sentences. Children recognise that some words rhyme and they are beginning to use description such as the colour of the tree. Average pupils write simple sentences and lower attaining pupils trace the dots to form letters. Most children can write their own name independently, they begin to form letters and copy write. Progress in the style, consistency and clarity of handwriting is evident. Experiences in language and literacy are well planned and taught so that most children attain standards expected for this age group. The role play areas such as the home corner provide satisfactory opportunities for language development
82. Teaching of literacy is satisfactory. Teachers are conscientious and work hard to plan all aspects. Teachers' planning is thorough; however, time is not used well and the pace of sessions is too relaxed. Teachers use questions well to extend language; for example, children are asked to explain the contents of the 'Feelie bag'. Management of children is good. However, expectations, especially of the higher attaining children, are insufficient to ensure maximum progress for all children.

85. Mathematical development

83. By the time they are five pupils make satisfactory progress in mathematics and attain standards expected for their age. They are developing a sound understanding of the value of numbers. With support, children arrange a number line up to ten. Higher attaining children can add and take away numbers up to five and they know that a hexagon has six sides. Higher attaining pupils write numbers correctly and are beginning to understand simple number bonds such as four plus one equals five. They draw a picture to represent the number. High attaining pupils count to 100. Lower attaining pupils count to 20 and some special educational needs children to five, with support. High attaining children recognise when two ducks have been taken away from a family of six and they recognise simple shapes such as a square, rectangle, circle and triangle. Lower attainers need support to write numbers up to five. High attaining pupils place numbers in the correct order up to twenty. Average attaining children need support to order numbers up to ten.
84. The teaching of mathematics is satisfactory. A strength in the teaching is the supportive and encouraging atmosphere that is created. Teachers are conscientious and enthusiastic and the children respond to the learning activities with enthusiasm. A weakness occurs in both classes when there is insufficient re-cap and reinforcement of new learning. The pace of lessons and expectations are often insufficient to challenge the more able children who are already achieving the desirable learning outcomes. For example, pupils thread the beads to make a necklace but there is no expectation to make a pattern in number or colour with the beads. There is, however, no other challenging activity for the higher attaining children. The teaching time is too relaxed, and the pace is too slow for the higher attaining children. There is often insufficient re-cap and re-

enforcement of previous learning.

87. Knowledge and understanding of the world

85. Pupils make good progress in developing their knowledge and understanding of the world. Pupils have developed a good awareness of the days of the week and months of the year. They take it in turns to change the class calendar. In the better lessons, teachers use resources well, for example a 'feelie bag' that contains every day objects, such as noodles. Teachers use resources well to extend children's knowledge of everyday objects such as articles beginning with n. Children have well-developed knowledge and awareness of night-time. They develop their ability to predict when they smell different foods such as onion, lemon, orange and strawberry jam. With support, children identify and name the foods correctly. Children have a good understanding that heat changes food substances; for example, the hard noodles become soft and squidgy when cooked.
86. Teaching in this area of learning is good. Teachers achieve a good balance between instruction and investigation. The range of activities and experiences provided arouse children's interest and develop curiosity. The nursery nurse and parent helpers are well informed and make a valuable contribution asking appropriate open ended questions and guiding children's observations and knowledge. All staff emphasise safety appropriately

89. Creative development

87. By the age of five children make good progress in their creative development and are well on course to meet the desirable learning outcomes for five-year-olds. They are confident exploring colour in a wide range of activities, including bubble printing. Attainment in singing is satisfactory; children make satisfactory progress in learning new songs and consolidating known songs. Children with special educational needs perform well alongside others and make very good progress. Collage and printing is well developed. Children print their own hand prints and leaf shapes. Higher attaining children know that yellow and red make orange and blue and red make purple.
88. Teaching in creative aspects is satisfactory; teachers use resources well and they have sound subject knowledge. A strength of the teaching is the way the team of adult helpers work well together and integrate parent helpers. Children are encouraged to remain on task and appropriate resources are used such as the old and new artefacts to stimulate observation skills. Questions are used appropriately to check children's understanding and to reinforce work. Pupils experience a range of techniques in art.

Physical development

89. By the time they are five, children make good progress in their physical development and achieve standards appropriate for their age. They are encouraged to improve their manipulative and fine motor skills with a range of appropriate activities. Children develop gross motor skills by walking, skipping, jumping and running. They make curled, stretched and wide shapes that show good body tension and control. In gymnastics higher attaining children stretch well in different ways. Pupils know and understand how to make a long narrow shape. Listening skills and response to the teacher is well established. Children enjoy playing the bean game and respond appropriately to the different bean movements. Opportunities for outdoor play are good, there are opportunities for climbing, balancing and aiming

90. Teaching in physical development is good in reception. In the good lessons, children experience a wide range of movement vocabulary and are encouraged to develop appropriate actions and awareness of different levels and speeds. Expectations to stretch, curl and show clarity in movement are evident. The lessons are supported by good use of language to extend children's knowledge of physical activities.
91. All adults are highly motivated, enthusiastic, conscientious and share positive relationships with the children and their parents. They are sensitive to the needs of the under fives and provide a well-organised range of activities. Both teaching and non-teaching staff work effectively as a team. The higher attaining children and those children already achieving the desirable learning outcomes are not always fully extended. There is often insufficient challenge in these activities to extend the higher attaining children. Expectations of behaviour are good. However, expectations to produce more challenging work are insufficient for some children.
92. Teachers record well what the children have achieved. However, the style of assessment is often closed and does not give children the opportunity to fully extend and demonstrate their full potential. The time allocated for activities is generous and, consequently, higher attaining pupils have often finished the tasks set.

95.

ENGLISH, MATHEMATICS AND SCIENCE

95. English

93. The results of the end of key stage tests in 1999 show a notable improvement on earlier years. In comparison with all schools nationally, results are average and in line with expectations. Compared with similar schools, the results are good. The attainment of boys, in particular, shows a marked improvement.
94. These results compare favourably with levels of attainment achieved between 1996 and 1998, where results have been below the national average in reading and close to the national average in writing at the end of Key Stage 1, and well below the national average in English at the end of Key Stage 2. In these years the trend tends to be static overall, with attainments at the higher Level 3 at the end of Key Stage 1 and Level 5 at the end of Key Stage 2 being below the national average. Teacher assessments are generally close to test results.
95. The inspection evidence indicates that attainment by the end of both key stages is in line with national standards and confirms improvements in the 1999 test results. The trend is also towards improvement. In both key stages, the attainment of most pupils in speaking and listening, reading and writing is in line with expectations. However, a number of pupils have the potential to attain at a higher level.
96. Progress in both key stages, including that for whom English is an additional language, is also satisfactory, although findings confirm that higher attaining pupils in both key stages need greater challenge in order to reach the higher levels of attainment. Pupils with special educational needs make progress appropriate to their prior attainment. Children under five make a satisfactory start in their communication skills and this progress is further developed in Key Stage 1. Pupils in Key Stage 1 use their reading and writing skills to produce satisfactory to good work in a range of contexts.

97. Listening skills are well developed throughout the school. Most pupils can answer questions and give explanations clearly and thoughtfully. In Key Stage 1, most pupils are good at taking turns in lively discussions and listen well to the contributions of others. They join in shared reading of big books with enthusiasm. In Key Stage 2, pupils show a good level of confidence in reading aloud. They are able to discuss the similarities and differences in, for example, poetry, and able to express preferences. They can explain the differences in presenting different writing tasks, for example, diary formats.
98. Attainment and progress in reading are satisfactory in both key stages. In Key Stage 1, pupils read appropriate texts confidently and with enthusiasm. Most pupils have sound strategies to manage unfamiliar words, using phonic, picture and word blending clues. A number can read with satisfactory pace and expression. Pupils in Key Stage 2 select from a wide range of texts which are read fluently and expressively. Most pupils make few errors and have good phonic strategies to manage new words. They can talk about their preferences in reading and a number can name favourite authors. Prediction skills are developing well. Most pupils in both key stages regularly use public libraries and read at home. Reading record books are used efficiently to record helpful comments by both parent and teacher.
99. Attainment in writing is satisfactory in both key stages. Progress is generally satisfactory, although handwriting and the joining of letters should receive more attention in Key Stage 1, and higher attaining pupils would benefit from more extended writing experiences. For example, in Key Stage 1, pupils can use basic punctuation and spell everyday words correctly. Presentation and handwriting skills are developing, but more slowly. Good examples of work in Key Stage 1 include “hairy bear” stories and writing “all about me”. Pupils in Key Stage 2 write for a range of purposes, using a generally good vocabulary. There are good examples of neat presentation and carefully joined letters. More complex punctuation, such as speech marks and exclamations, is generally used accurately. Good writing examples include illustrated summaries of the play Romeo and Juliet, descriptions of “my kind of day” and imaginative writing on a “secret garden”. Spelling is generally satisfactory, with many pupils making good use of word lists and dictionaries.
100. Pupils respond very well to their work in English. Behaviour, concentration and effort are good. They listen carefully to instructions and settle to tasks quickly. Most pupils work particularly well in groups, sharing ideas and helping each other. Pupils with special educational needs form good relationships with their teachers and assistants and this contributes well to their concentration and effort.
101. Teaching is satisfactory overall in both key stages, with particular strengths in Key Stage 1. Strengths that have a good impact on learning include subject knowledge and understanding, classroom management, clear introductions to tasks and effective questioning to draw out pupils’ ideas. Planning is satisfactory overall, with the majority of teachers selecting varied and imaginative tasks appropriate to pupils’ learning needs. The selection of resources to motivate pupils is often good. However, there are weaknesses in pace in some lessons, with insufficient attention to extension work for the higher attaining pupils.
102. Assessment and recording achievement is satisfactory in English, and is helped by the effective implementation of the National Literacy Strategy. This is leading to improvements in planning for continuity and progression. Classroom assistant support is effectively deployed, particularly in contributing to assessment and recording progress during whole class introductory sessions. Another very good example is the collaboration between teacher and assistant in the delivery of the additional literacy support project, where very good planning, pace and the development of resources is leading to good progress for the pupils involved.

103. There is very effective co-ordination and monitoring of the subject. Resources are good for the National Literacy Strategy and satisfactory for English overall, although the library needs more stock, particularly of non-fiction books. Information and communication technology is making a good contribution to the English curriculum. Standards have been maintained since the first inspection report, with the National Literacy Strategy improving standards overall. The key issue of monitoring the performance of boys has had a particularly beneficial effect to their attainment in English.

106. **Mathematics**

104. In the end of Key Stage 1 national assessment tests in 1999, the proportions of pupils reaching Level 2 or above and Level 3 or above were well below the national averages and well below when compared to similar schools. In Key Stage 2 tests in the same year, the results were close to the national average for the proportion of pupils reaching at least Level 4, but were below for those reaching Level 5 or above. Based on an average of all the levels, the results were below the national average when compared to schools nationally but close to the average for similar schools. In Key Stage 1 the attainment of girls has, on average, been higher than that of boys. In Key Stage 2 the reverse is the case. At Key Stage 1 the standard of attainment has fallen over the three years 1996/1998. However, at Key Stage 2, the standard of attainment has remained relatively static.

105. Inspection findings are that, by the end of Key Stage 1, the attainment of pupils, including those for whom English is an additional language is in line with that expected nationally. However, the proportion of higher attaining pupils is below that expected nationally. Most pupils identify odd and even numbers and order numbers to 100. The majority can count accurately in twos, fives and tens and identify halves and quarters in number and area. They solve simple number problems and use the language of the subject correctly. Higher attaining pupils can explain their reasoning and give examples when working in number. The majority can work with simple Venn diagrams, sorting items by their shape and colour. Pupils identify both two and three-dimensional shapes and use their properties to describe them. The majority use non-standard measures to measure length and height. Using their knowledge of number, pupils collect data in the form of tally charts and communicate their finding in the form of block graphs and pictograms, as for example, the work done on counting the different colours of sweets in a packet and recording the results. The ability of pupils to calculate mentally is satisfactory and in a few cases good.

106. By the end of Key Stage 2, inspection findings are that pupils' attainment, including those for whom English is an additional language, is in line with that expected nationally, with a small number of the higher attainers achieving standards that are better than this. However the attainment of the majority of those pupils with higher prior attainment is below that expected nationally. Pupils are able to recognise proportions using fraction, percentages and decimals. For example, they are able to say that $\frac{1}{2} = 50\% = 0.5$. They use their understanding of place value to multiply and divide numbers by ten and 100. Pupils understand the concept of the equivalence of simple fractions and can add and subtract them. Pupils find the area of simple shapes by counting squares and some use the formula "length times width equals area" to perform the same calculation. Pupils identify the mode, median and range of given data and extract information from charts and use it to complete data tables. The ability of pupils to calculate mentally is, for the majority, unsatisfactory.

107. Pupils' number skills are developed effectively through work in a number of subjects. For example, in a Year 1 design and technology lesson pupils were carrying out a survey to find out which fruit was the most popular. In Year 6 pupils had extracted information from weather records and recorded it in the form of bar, line and pie graphs as part of their geography work

using information technology.

108. Pupils' progress through both key stages is satisfactory overall, with some being good to very good. Pupils in Year 1, for example, made satisfactory progress in their ability to recognise odd/even numbers. In Year 2 pupils progressed in their understanding of how to collect data in the form of tally blocks. In Year 5 pupils made very good progress in increasing their ability to calculate with speed. Year 6 pupils made satisfactory progress in their ability to draw to scale and their general understanding of the concept. Overall the progress of pupils in mental arithmetic is unsatisfactory owing to a lack of pace and challenge in a significant number of lessons. The work given to pupils of higher prior attainment lacks challenge and their progress in mathematics is in consequence unsatisfactory. The progress of pupils with special educational needs is good overall due to the high level of support provided by the school.
109. Pupils' attitudes are good. They are attentive to teachers and take an active part in lessons, showing a willingness to explain their mental processes. They are generally well behaved and sustain concentration for long periods of time. The majority of pupils show an enthusiasm for the subject despite the slow pace of some lessons. They co-operate well in group work and are attentive to the needs of others.
110. The teaching of mathematics is satisfactory overall. It is sometimes good and occasionally very good. Teachers display a good subject knowledge and use the vocabulary of mathematics to good effect and their lesson planning is satisfactory overall. Questioning is used to good effect to draw out pupils' knowledge and as a teaching aid. In most lessons, teachers make satisfactory use of the resources available. However, in a minority of classrooms there is an over-use of worksheets. The work given to pupils is generally challenging except in some lessons where the higher attainers are not challenged sufficiently. Teachers manage their pupils well. They make good use of the support staff available to ensure the less able are given the help they need. The quality of marking varies across the key stages, some providing good feedback to pupils on their progress, but in some other cases constituting little more than ticks and crosses. Inspection evidence indicates that there is a lack of pace and excitement in a significant number of lessons, particularly during the mental arithmetic activities at the beginning of each session. Teachers set suitable homework to support and reinforce work done in lesson time.
111. The subject is managed satisfactorily as are the subject's resources. There is a school development plan and most of the mathematics specific items in it have been achieved. The co-ordinator provides support for colleagues in the form of monitoring and advice. The school does not have a consistent approach to assessment or how it is used to measure progress. Teachers use their own methods to assess and record progress which are not seen by the co-ordinator.

114. **Science**

112. In the 1999 teacher assessments, the proportion of pupils attaining Level 2 was just above the national average at the end of Key Stage 1 and the proportion attaining Level 4 in the tests at the end of Key Stage 2 was below the national average. The percentage of pupils obtaining the higher Level 3 in the end of Key Stage 1 teacher assessments was in line with the national average and the proportion of pupils attaining the higher Level 5 in the end of Key Stage 2 national tests was well below the national average. In the tests at the end of Key Stage 2 in 1998, results were close to the national average overall. Pupils' performance in the end of Key Stage 2 tests in 1999 was well below average compared to schools of a similar type. The average attainment of pupils in the three years 1996 to 1998 was close to the national average in the Key Stage 2 tests. The average performance of boys was higher than that of girls in the end of Key Stage 2 tests for these three

years and again in 1999. Attainment in the recently published 1999 national tests has shown improvement in the results and, although the proportion obtaining Level 4 or above at the end of Key Stage 2 has improved slightly, this improvement has not kept up with the increase nationally.

113. Attainment in lessons observed, scrutiny of pupils' work and discussions with pupils is in line with national standards at the end of Key Stage 1 and also in line with national standards at the end of Key Stage 2. Within the range of science work seen during the inspection, many pupils in Key Stage 1 demonstrate satisfactory attainment related to experimental and investigative science, life processes and living things and materials and their properties. Pupils know that there are many sources of sound and understand about the variations that there are in plants and animals. Many pupils in Key Stage 2 locate the main organs of the body appropriately and research successfully into their uses. There is evidence to show that standards have been maintained in science since the last inspection in Key Stage 1, but standards are no longer above national levels at the end of Key Stage 2 as they were at the time of the last inspection. A major factor hampering higher levels of attainment is a lack of a coherently developed build up of key scientific vocabulary throughout the school.
114. Overall progress of pupils in science is satisfactory in both Key Stage 1 and Key Stage 2. Factors aiding progress include the positive attitudes of pupils and the overall standard of teaching. Factors hindering progress are a lack of a coherent build up of key scientific vocabulary in both key stages and a lack of whole-school methods for recording scientific experiments. Particularly good examples of the latter were seen in Year 4. Pupils with special educational needs generally make good progress in science. Whilst pupils with higher prior attainment are making appropriate progress, many lessons contain insufficient challenge for them.
115. Pupils' response in lessons seen is good in both Key Stage 1 and Key Stage 2. They generally behave very well and concentrate on the task in hand. Pupils' attitudes to science are positive and they show enjoyment of the subject. Relationships in science between pupils and with their teachers are good all round.
116. The overall quality of teaching is satisfactory in both key stages. All the lessons seen were at least satisfactory and there were examples of very good teaching in Year 3 and Year 4. There were no unsatisfactory lessons. The best lessons had a brisk and appropriate pace, thoroughly assessed what the pupils knew, understood and could do, set high expectations and metered out time in small portions so that the pupils stayed on task. For example, in a Year 4 lesson on solids and liquids, the teacher expected pupils to think and to write their experiment up in a correct scientific manner using headings of apparatus, method, results and conclusion. Such lessons had a rigorous way of teaching the topic so that the pupils were left in no doubt as to the method to follow and the teaching was enthusiastic. Similar very good practice was seen in Year 3. In some of the less good lessons there was a slower pace, with lower expectations. In the lessons observed, teachers had at least satisfactory knowledge and understanding and day-to-day planning was satisfactory. Assessment procedures were satisfactory overall in individual lessons, but have not been built into schemes of work until this term. The use of these assessments to help to plan the curriculum is unsatisfactory. Day-to-day marking of pupils' work was inconsistent. In some cases it was detailed with diagnostic comments to help the pupils to improve and comments which posed deeper questions for those who had obtained full marks. In other cases it was less thorough. The standard of presentation of the pupils' work was variable but generally at least satisfactory overall.
117. The school has satisfactory resources for science, which have recently been audited by the newly appointed science co-ordinator. Use of these resources to support the work in hand is satisfactory and supports learning. Teachers' day-to-day planning is satisfactory. The scheme of work covers

the requirements of the national curriculum. The co-ordinator is keen, enthusiastic and competent. She is provided with release time to monitor and evaluate the teaching of science through the school. Opportunities for staff to observe the current very good practice in some areas of the school have not yet been provided.

OTHER SUBJECTS OR COURSES

120.

120. Information and communication technology

118. Attainment in information and communication technology is in line with national expectations at the end of both key stages. Progress is satisfactory in both key stages. For example, pupils use computers confidently for different purposes and are developing awareness of their use across the curriculum. Pupils have limited experiences of control devices and simulation, although evidence indicates broadly average attainment in these aspects. Pupils with special educational needs are well supported and make appropriate progress in relation to prior attainment. Overall, the subject is developing well. Standards have improved since the last inspection report, although the issue of assessment and recording pupils' achievements remains to be addressed.
119. The pupils' response is very good overall. Pupils show interest, follow instructions well, and take turns fairly. They are careful with equipment. Boys and girls work well together.
120. In Key Stage 1, pupils use simple graphics programs and text to name different parts of the body and word processing to show skills in changing font and font size and colour. They have a satisfactory understanding of basic mouse, keyboard and menu functions. They can save and print their work.
121. In Key Stage 2, pupils can input data to a database and spreadsheet and produce different types of graphs, for example, to show weather comparisons. They control programs to create shapes and graphics programs to prepare illustrations. CD-Roms are used to gather information for projects. Pupils use word processing regularly to draft and redraft stories and reports and are familiar with most aspects, including spelling checks. Good use is made of clip art in, for example, the production of restaurant menus. Pupils with special educational needs have good access, with some aided by adaptations to equipment.
122. Teaching is satisfactory. Strengths include a sound subject knowledge and understanding, planning and the organisation of pupils and resources. Teachers show determination and a good level of expectation in leading instruction sessions in the less than ideal circumstances provided by the small computer suite. Most pupils can expect an hour per week in the suite, but without more regular experiences on classroom equipment, curriculum time for the subject is rather low. While the computer suite is valuable for instruction in the use of programs, there is too little space for all classes. Groups of three to a computer, although managed efficiently by teachers, are unsatisfactory. Some checklists are used to record the development of pupils' skills, but there is, as yet, no formal assessment and recording system for this core subject.
123. The co-ordination and monitoring of information and communication technology is developing well. The basics of the programme of study are covered. The school is making the best use of its resources. The quality and quantity of resources such as control devices, colour printers, CD-Roms, televisions, video and tape recorders and cameras are at least satisfactory. The ratio of pupils to computers (22:1) is on the low side, particularly as the age and quality of computers

varies. A useful addition is the “Techno Kids” after-school club, particularly for pupils without computers at home.

126.

126. Religious education

124. Attainment in religious education meets the expectations of the Locally Agreed Syllabus at the end of both key stages. Progress is good in both key stages, as the majority of pupils are developing thoughtful responses to moral issues and show interest and respect for different faiths and cultures. Pupils with special educational needs make good progress in relation to their prior attainment. The subject has maintained and built upon the satisfactory standards identified in the first inspection report.

125. In Key Stage 1, pupils show understanding of the Diwali festival and can relate the story of Rama and Sita in their work on the Hindu faith. They can describe some aspects of other faiths, such as the names of holy books and some special days in the Christian, Islamic and Judaic faiths. In Key Stage 2, pupils show awareness of the differences in worship and celebration in major world religions. They can also identify similarities in, for example, how different faiths encourage people to be good to one another. Pupils also show an understanding of prayer and special times. They are developing a deepening understanding, affinity and respect for other ways of life.

126. Pupils respond well to religious education. They listen attentively to their teachers, are keen to share their knowledge and views and to consider the views of others. They persevere with tasks and produce work of a good standard.

127. Teaching is satisfactory overall, including that for pupils for whom English is an additional language. Strengths in teaching include planning, the organisation of pupils and resources and the selection of activities to motivate and engage pupils. There is good support for pupils with special educational needs. There is, however, no formal system to assess and record pupils’ achievement in the subject and this weakness should be addressed.

128. Good links are made across the curriculum in, for example, the study of Roman and Aztec gods in history and in dance in preparation for the Diwali assembly. Assemblies and other curriculum experiences make a good contribution to the development of the pupils’ understanding of religious education and their spiritual, moral, social and cultural development generally.

129. The co-ordination and monitoring of the subject is developing well and policies are sound. The newly-revised Agreed Syllabus is covered efficiently and imaginatively. Resources, including artefacts, are satisfactory. Good use is made of display opportunities, visits to places of worship and visitors to school to promote and extend the religious education curriculum.

132. Art

130. In Key Stage 1 and Key Stage 2, progress overall in art is satisfactory.

131. By the end of Key Stage 1 pupils have experienced a wide range of art materials. High attaining pupils in Year 1 decorate clay hands with coloured paint. High attaining pupils observe the shapes and lines of the printed patterns and reproduce them on their clay hands. They demonstrate growing awareness of pattern and shape. Lower attaining pupils paint without pattern. All pupils in Year 1 can describe how they cut round their own hand to make the clay

hand shapes. Pupils in Year 1 have developed good knowledge and control. They know they need a thinner paintbrush to paint the different patterns. Pupils in Year 2 create a colourful collage using well-developed cutting and sticking skills to create Rainbow fish. Higher attaining pupils have a well-developed sense of pattern and use colour effectively. Progress in line drawings is satisfactory. Pupils draw self-portraits showing individual features and some expression. Pupils in Year 2 confidently draw Guy Fawkes and design a safety poster for bonfire night

132. By the end of Key Stage 2, satisfactory progress is maintained overall. Pupils in Year 3 know the primary colours and create a simple colour wheel. Most pupils know how to mix orange, purple and green. Progress is very good in Year 4. Pupils understand and can explain the effect of light and have a good understanding of how to use light and dark tone and shading to enhance a drawing. They use chalks and pastels to create a still life drawing of different fruit and vegetables. Special educational needs pupils use chalk and pastels to show light falling onto a red pepper. The standard of work produced is of a high quality. The very good progress is a result of very good teaching. Pupils demonstrate confidence and control. For example, they use the end and the sides of the chalks to create the effect required. Observation, evaluation and feedback of their own work and that of others is less satisfactory throughout Key Stage 2. Pupils in Year 6 have a good understanding of the style of Andy Warhol. They reproduce a tomato soup can in his style. Higher attaining pupils use shading and tone well to enhance their work. They know and can discuss aspects of his life. By the end of Key Stage 2 above average pupils explain how to gain perspective in their water colour paintings. They visit a local garden and reproduce a favourite part of the garden as part of their display for the Comenius Project. They plan and sketch their ideas confidently.
133. Pupils' attitudes in art lessons are good and they work well. They handle materials sensibly and work well alongside each other. Most pupils use paint appropriately. Pupils are enthusiastic about their work and behaviour is good. They listen to instructions well and become absorbed in the task. Pupils show sustained concentration and clearly enjoy art activities. They handle materials sensibly and are responsible, clearing up at the end of lessons.
134. The quality of teaching, including that for pupils who have English as an additional language, is satisfactory with instances of very good teaching in Year 4 and Year 6. A significant strength of teaching in the very good lessons is the good subject knowledge and high expectations of pupils' work. Lessons are well planned with clear aims and objectives and necessary resources are readily available. In the more effective lessons pupils are constantly challenged to improve the quality of their work. Appropriate attention is given to guiding pupils in their knowledge, understanding and competence in developing artistic skills. For example, teachers demonstrate the effect of light and there are clear explanations and guidelines given to help pupils improve their awareness of shading and tone and to achieve and develop skills. There is a clear structure evident during the lesson in the progressive development of artistic skills and techniques and this has a positive impact on standards. Strengths of teaching are the clear explanations and challenge to pupils to produce work of a good quality. The ability to re-cap on previous work and check pupils' understanding is also a strength. Teaching in Year 6 is often good. Teachers give helpful feedback to pupils to improve their work. In the better lessons, pupils are given specific guidance to improve their skills and knowledge of art. In the less effective lessons, work is appreciated and positive comments are given but there is no constructive guidance to help pupils improve their artistic skills, and challenge to improve the quality of the work is missing.
135. Resources are adequate and are easily accessible for all staff. Resources in classrooms are very good.
136. Pupils in Year 3 work with pupils from the local special school in painting animals; this work

has a positive impact on social development and awareness of the needs of others.

137. The co-ordinator is enthusiastic and is a good role model for other teachers; this has a positive impact on standards. There is a sound policy and detailed schemes of work, which provide a clear framework for teachers and ensure progressive development of skills and wide experience. The co-ordinator monitors work throughout the school and has started a portfolio of pupils' work. Pupils' work is appreciated and suitably displayed around the school.
138. Since the last inspection the school has written an adequate policy and adapted the local authority schemes of work.
- 141.
141. **Design and technology**
139. In Key Stage 1 and Key Stage 2 all pupils including those with special educational needs make satisfactory progress in design and technology. The school provides its pupils with a range of appropriate tasks and assignments. Evidence is drawn from the few lessons observed during the inspection, the scrutiny of pupils' work, teachers' planning and from discussion with pupils.
140. By the end of Key Stage 1, pupils have experienced basic research work for their project. Pupils in Year 1 research the nutritional value of fruit and vegetable in preparation for their design and technology project on healthy eating. Pupils in Year 2 explore winding mechanisms and create a range of wind-up toys using simple construction materials. The design process is well developed. Pupils in Year 4 design a money container. They consider the function of the item and the making process. High-attaining pupils measure the container. Pupils demonstrate effective research and high attaining pupils make a paper model of their design. Pupils design a range of fasteners and ways to join and decorate the material. They design different containers using drawstring and traditional purse design. Good use is made of appropriate language such as seam, compartment, buckle and press. Pupils experience food technology in Year 5. They record the method used and the ingredients and can discuss what they are doing and why. There are good links with mathematics as pupils weigh and record ingredients.
141. Pupils' behaviour is good. They demonstrate good attitudes to learning when they are involved in the designing and making. Pupils are motivated by the work that is set; they concentrate well and persevere with the task given. They work well individually and collaborate effectively in small groups, listening to each other's ideas. Pupils enjoy good relationships with teachers and adult helpers; they value advice and respond well to suggestions for improvement.
142. The quality of teaching in design and technology is satisfactory. Lessons are well planned, although planning does not sufficiently address the acquisition of skills throughout the year groups. Most teachers have satisfactory subject knowledge. They use questions well to extend pupils' thinking and knowledge. Teachers give clear and precise instructions and appropriate vocabulary is used. For example in Year 4, words such as seam and fastening are identified and used to aid technical understanding. Organisation is good, but the pace of some lessons is too relaxed and teachers' expectations are not high enough to ensure quality work from all pupils. Suitable support is given to individuals and groups as they work and, in the better lessons, the whole class is drawn together to reinforce the main thrust of the lesson.
143. Resources are adequate and stored centrally. There is a basic range of consumable materials and tools for most aspects of design and technology. However, there are insufficient construction kits to meet the needs of all pupils, including those with higher levels of attainment.

144. Pupils benefit from the whole school design and technology day organised in the summer term. This provides opportunities for pupils to work with pupils from different year groups for the day, solving a design technology challenge. This event has a positive impact on pupils' spiritual, moral, social and cultural development.
145. The co-ordinator, who has recently been appointed, is enthusiastic, conscientious and monitors the subject well. There is a suitable policy and the school has adopted a national scheme of work which it is implementing this year.
146. Since the last inspection, the school has emphasised the design process and this was evident in the work observed during the inspection.

149.

149. **Geography**

147. Due to the time-tabling of the subject only a small number of lessons were seen in geography during the inspection. Pupils in Key Stage 1 have developed an understanding of the different ways in which land can be used in an urban environment, for example, building shops or laying out parks. They can identify the human and physical features of a landscape. In map work they are able to identify features on a local street map such as where they live and the position of their school. In Key Stage 2, pupils in Year 5 were able to discuss the effects of human pollution on the ozone layer and the world in general. They understand the need for less energy use and how this could be implemented, for example, sharing cars and recycling waste. They have a good understanding of the importance of clean water and that it should not be taken for granted. Pupils understand the damage that polluted water can do, for example, the spread of disease.
148. The progress of all pupils, including those with special educational needs is good. In a lesson on leisure, pupils in Year 1 progressed in their understanding of what the word means and how it affects them. Year 5 pupils made good progress in their understanding of the importance of a clean water supply and how dirty water can effect their lives. Year 6 pupils are gaining in understanding of the effect of civilisation on the peoples of the rain forests in South America. Pupils with special educational needs are making good progress.
149. Pupils' attitudes towards geography are good overall. They behave well in lessons and are willing to discuss their ideas. They demonstrate concern for those in the world who are less fortunate than them. They are willing to take turns to speak and listen to the opinions of others. Their work is, for the most part, neat and shows effort.
150. The teaching in both key stages is good. Teachers use questioning effectively to draw out pupils' knowledge and as a teaching aid. Lessons are well structured with clearly identified objectives. There is, in most lessons, a good mix of teacher input and pupil participation. Good use is made of the vocabulary of the subject. When reviewing what had to be done, teachers gave clear explanations of activities and continued to monitor the work during the lesson. However, the pace of lessons lacked briskness. Teachers manage their classes effectively and ensure that the pupils remain on task.
151. The general management of the subject is satisfactory. There is a scheme of work and the resources, which have been recently monitored, are adequate and in good condition. The co-ordinator is given the opportunity to monitor work in the classrooms and gives informal advice to colleagues and reviews termly planning. There is no whole-school assessment scheme and the co-

ordinator does not see the records kept by the teachers. The school has identified certain areas for development within the subject and the majority of these have been implemented. The school has maintained the good standards in this subject identified in the report of 1995.

154. History

152. Owing to timetabling, it was not possible to observe any history being taught in Year 6 during the inspection. A close scrutiny of work together with discussion and observation of work throughout Key Stage 2 enabled judgements to be made. Throughout the school, pupils, including those for whom English is an additional language, make satisfactory progress in history.
153. By the end of Key Stage 1, pupils have established an understanding of past and present, old and new. Pupils in Year 2 recall facts about Guy Fawkes and high-attaining pupils can talk about the sequence of events leading up to the 'Gunpowder plot'. Higher attaining pupils can explain and understand the significance of firework celebrations. Pupils talk about events in the past tense. High-attaining pupils have a good understanding of differences in life years ago and compare it to the present day. For example, they explain that Guy Fawkes used a lantern because electricity was not invented at that time. Pupils with special educational needs draw a picture of Guy Fawkes and they know that Guy Fawkes is associated with bonfire night. The presentation of work is variable, with some pupils producing neat work and others work that is untidy and not finished.
154. By the end of Key Stage 2, pupils are developing a good understanding of chronology. They recognise that time can be divided into periods; for example, higher attaining pupils describe the characteristics of the Roman Empire. Pupils in Year 5 know and talk about famous people and have a sound understanding of their lives. They know and discuss why they were famous. High attaining pupils explain the consequences of main events. For example pupils in Year 5 explain the consequences of space travel and journeys to the moon.
155. From the available evidence, pupils' progress in history is satisfactory at both Key Stage 1 and Key Stage 2. In Year 3 pupils independently write about the Roman Empire and Boudicea. They develop curiosity about previous times; for example, pupils conduct a whole class survey on "Things we thought we knew about the Romans" and "Things we would like to know about the Romans". In Year 4 pupils write about the Aztecs and answer questions about their life-style. They have a clear understanding of what it was like to live in Aztec times. Pupils write about the roles of different people in the society and pupils have a good understanding of the hierarchical structure. Events such as "Black History Month" have a positive impact on pupils' understanding and knowledge of people such as Martin Luther King and Mahatma Gandhi. Pupils with special educational needs are very well supported in history and make good progress, as do the small number of pupils who are learning English as an additional language.
156. Pupils' attitudes to history are good and their behaviour in lessons is good. They show an interest in lessons and are confident expressing opinions. They work well individually, together in pairs or small groups when sharing resources or investigating sources. Pupils listen carefully in most lessons, contribute well to discussion and respond well to questions asked.
157. Teaching in history is satisfactory at Key Stage 1 and at Key Stage 2, with instances of good teaching in Year 4. Teachers' subject knowledge is secure. They use effective questions to check pupils understanding and assimilation of basic facts. Resources such as artefacts and video are used effectively to enhance learning, for example old newspapers reporting the first landing on the moon. A strength in teaching at both key stages is the clear explanations. In the good lessons

pace and high expectation have a positive impact on pupils' attainment. This was observed in the Year 4 lesson on the Aztecs, when pupils were asked to identify the hierarchical structure of the Aztecs and write a diary about life in Aztec times for a young boy or girl. In all lessons pupils are well managed. Resources from outside the school such as the Tudor barn and the visits to the Valerium have a positive impact on standards achieved. There are good links with the local parish church. Homework projects in Year 5 have a positive impact on pupils acquiring knowledge about Barnet. Pupils write independently, some in considerable depth. Pupils' work is marked regularly. However, there is no formal assessment in history. There are no portfolios of work and assessment is not yet developed.

158. Overall management of the subject is satisfactory. Resources for history are adequate. There is a good collection of posters and videos, but there are few artefacts to support the work in history. The history curriculum reflects the requirements of the National Curriculum and offers worthwhile experiences to pupils. Since the last inspection the school has written a subject policy, adopted national guidelines and schemes of work and extended the provision of history books in the library. The progression of historical skills and systematic assessment has not yet been developed in history.

161. **Music**

159. The progress of all pupils, including those with special educational needs, is satisfactory. In a Year 1 music lesson, pupils progress satisfactorily in their ability to follow a rhythm. In Year 2, pupils made satisfactory progress in learning new songs. During a singing lesson the majority of pupils in Key Stage 2 made good progress with singing in tune and with others. In both key stages, pupils develop their listening skills and gain an appreciation of music in a number of different forms. In classrooms and in the form of extra-curricular provision, pupils are given the opportunity to play a wide range of instruments or to sing. Through these activities they are developing their knowledge of the subject, for example, the music of other cultures.
160. The attitude of pupils to the subject is good overall. Pupils respond well to class lessons and try very hard to perform well. They work well with their teachers and co-operate with each other. They perform enthusiastically and become totally involved in the activities. The majority of pupils demonstrated a sense of pleasure and took pride in their performances.
161. Teaching overall is good and sometimes very good, it is never less than satisfactory. A particular strength of music teaching in the school is the high level of expertise shown by the headteacher and subject co-ordinator, both of whom are music graduates. In the lessons observed, teachers, by demonstrating their own enthusiasm, were able to enthuse the pupils and get the best out of them. Teachers maintain good relationships with the pupils and provide effective praise and encouragement. Pupils are encouraged to talk about their reactions to music and to listen to the opinions of others. Where teaching is good or very good, expectations are high and lesson delivery is brisk. Lessons are carefully planned with clearly identified objectives and contain a good balance between teacher input and pupil participation. The vocabulary of the subject is used well by teachers.
162. Music is linked to a number of curriculum areas, for example, the study of sound in science and the link between music and dance in physical education. The school provides a wide range of musical activities, for example, an instrumental band, recorder clubs and choirs. Peripatetic teaching covers a wide range of instruments, for example, brass, steel pans, violin, woodwind and piano. Pupils are given the opportunity to perform in school productions and other musical events. During the year the school hosts visits by professional musicians.

163. The subject is managed satisfactorily and its resources are adequate, in good condition and of good quality. There is a scheme of work which has been produced by the co-ordinator in co-operation with the headteacher. The school development plan identifies a number of areas that needed to be improved and the majority of these have been implemented. The lack of enthusiasm amongst pupils for the subject that was identified in the report of 1995 has been addressed appropriately by the school.

166.

Physical education

164. Pupils at the end of Key Stage 2 are able to discuss their work and how it could be improved, offering both praise and constructive criticism to each other. They are agile and demonstrate good balancing skills. They maintain activities over an extended period of time and can devise a sequence of different movements, for example, three balances, one jump and one roll.

165. The progress of all pupils, including those with special educational needs, is good. The good quality of teaching they receive and the enthusiasm of the pupils are both contributing factors. In dance sessions, pupils in Year 1 are beginning to match movements to music. In Year 2 pupils made good progress in their ball control skills. Pupils in Year 6 made good progress in their ability to sequence a number of movements into a gymnastics routine.

166. Pupils enjoy their physical education lessons and their behaviour is good. They remain on task and try hard to follow the teacher's instructions. Pupils change for physical education sensibly and quickly and the majority wear the correct kit. They work well with each other, particularly in team games.

167. The teaching of physical education is good overall. There are examples of very good teaching and it is never less than satisfactory. Teachers demonstrated good subject knowledge in games, dance and gymnastics. Lessons are based on the school scheme of work, but there was no evidence of a consistent assessment and recording system common to the whole school. Individual lesson planning identifies what skills are to be developed and how this is to be done. A distinguishing feature of the majority of lessons is the warm-up sessions which are brisk and effective. During lessons teachers intervene well to demonstrate and encourage. They are all appropriately dressed for the activity and adopt a firm but pleasant manner with the pupils. Pupils are encouraged to discuss their own work and that of others in a constructive way, looking at what was good and what needs improving.

168. The school has worked hard to maintain and improve its provision in physical education since the last inspection. The management of the subject is good. The curriculum provides a broad and balanced experience for pupils ensuring that they are able to participate in games, athletics, dance and gymnastics. The subject is well resourced and equipment is well organised and readily available. There is a good level of extra-curricular activities that include gym, badminton and dance clubs. The school participates in a number of games competitions such as football, netball, rounders and athletics. During the school year pupils are provided with the opportunity to take part in canoeing and cricket which is coached by a professional from a cricket club. One particularly good feature is the availability of a "Funky Fun and Groovy Games Club" for Key Stage 1 pupils.

171. *Swimming*

169. The inspection of this school included a focused view of swimming that is reported below. Pupils in Years 2, 3, 5 and 6 experience swimming sometime during the year. The majority of pupils at the end of Key Stage 2 leaving the school at the end of the academic years 1998 and 1999 could swim a distance of at least 25 metres. The majority of pupils are making good progress with their swimming and some of the higher attainers, about one third of the class, demonstrate very good progress. One swimming lesson was observed during the inspection.
170. The quality of instruction is good overall. The well-qualified instructors make good use of demonstration and are very aware of the need for safety. Techniques are demonstrated well and instructors adopt a firm but pleasant manner with the pupils. In swimming sessions, good support is given to non-swimmers and those with limited skills, groups being formed on the basis of swimming competence. Good use is made of a number of techniques to enhance the confidence of the pupils in the water, for example, the use of a game with rubber rings to encourage pupils to go under the water and the giving of house points to those who are trying hard. The pupils are very enthusiastic and try very hard to follow the instructions given and enhance their performance. They are very well behaved during swimming sessions and when travelling to and from the pool. The allocation of time to swimming by the school is satisfactory, given the number of pupils involved.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

173.

171. The inspection team of 5 inspectors, including a lay inspector, spent a total of 25 days in the school. Teaching was observed and covered all subjects of the curriculum. All members of staff were seen on at least one occasion and many were seen several times. In addition, inspectors attended registrations and assemblies. They also visited a number of extra-curricular activities taking place during the week.

172. The school had collated the work of three pupils from each class. The pupils had been selected by the school to represent the range of attainment within each class. Their work was scrutinised, as was the work taking place in the classrooms. Some subject areas arranged for inspectors to see other examples of pupils' work. Many opportunities were taken to discuss with pupils their feelings about the school and on the education they were receiving.

173. During the inspection, discussions were held with all teachers who held posts of responsibility within the school, along with representatives of the governing body and other members of staff.

174. The full range of documentation provided by the school was analysed prior to the inspection.

177.

178. **DATA AND INDICATORS**

178.

178. **Pupil data**

178.

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	361	13	102	82

178. **Teachers and classes**

178. **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	18.1
Number of pupils per qualified teacher:	19.84

178. **Education support staff (YR – Y6)**

Total number of education support staff:	23
Total aggregate hours worked each week:	339.2

178. **Financial data**

178.

Financial year:	1998/99
	£
Total Income	731,597.00
Total Expenditure	741,861.00
Expenditure per pupil	2,032.50
Balance brought forward from previous year	19,165.00
Balance carried forward to next year	8,901.00

PARENTAL SURVEY

178.

Number of questionnaires sent out:	250
Number of questionnaires returned:	68

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	56	43	1	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	58	39	3	0	0
The school handles complaints from parents well	21	56	17	6	0
The school gives me a clear understanding of what is taught	28	55	12	5	0
The school keeps me well informed about my child(ren)'s progress	30	55	11	3	1
The school enables my child(ren) to achieve a good standard of work	39	55	6	0	0
The school encourages children to get involved in more than just their daily lessons	40	49	11	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	30	52	11	6	1
The school's values and attitudes have a positive effect on my child(ren)	47	43	10	0	0
The school achieves high standards of good behaviour	36	46	15	3	0
My child(ren) like(s) their school	60	30	7	3	0

178.

Percentage in parentheses refer to the year before the latest reporting year