

INSPECTION REPORT

St. Vincent's RC Primary School

Acton

LEA area:Ealing

Unique Reference Number: 101926

Headteacher: Mrs Y Govan

Reporting inspector: N F Sherman

Dates of inspection: 15th November to 18th November 1999

Under OFSTED contract number: 706608

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
Type of control:	Voluntary Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
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Appropriate authority:	The governing body, St. Vincent's RC Primary School.
Name of Chair of Governors:	Mrs J Cookman
Date of previous inspection:	October 1994

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Miss D Latham	English and music	Pupils with special educational needs
Mr A Britton	Design and technology and physical education	Children under five
Mr P Bamber	Mathematics, history and geography	Staffing, accommodation and learning resources
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MAIN FINDINGS

WHAT THE SCHOOL DOES WELL

- The way in which the Catholic ethos is promoted.
- The thought and effort that often go in making the act of collective worship a focal point of the school day.
- The efforts that are taken to ensure the high degree of racial harmony.
- By the time pupils leave the school at the age of eleven, they are attaining above average standards in English, mathematics and science.
- The efforts that have been made to improve the quality of education since the time of the school's last inspection.
- Teaching is a strength of the school. In over 70 per cent of lessons, teaching is good and in nearly half of these, teaching is very good.
- All pupils, including those with special educational needs, make good progress due to the good provision to promote their learning made by the school.
- The school places importance on pupils enjoying their learning, developing strong and positive relationships with one another and treating one another with genuine respect.
- The school's provision for pupils' social and moral development is excellent.
- Assessment of pupils' progress is a regular feature of the school's work. The information gained is used well to plan effectively the next steps in their learning.
- The school makes considerable efforts to develop strong links with the local community.

WHERE THE SCHOOL HAS WEAKNESSES

- I. There are weaknesses in the quality of the school's financial planning. In short, this does not support the school's medium term development.
- II. The school's development plan, in its current format, does not provide a clear focus for its continued development.
- III. The procedures to enable teaching to be monitored and evaluated, although in place, are insufficiently developed across the school.
- IV. Children under five have too few opportunities to take part in outside play as part of their everyday learning.
- V. Pupils with special educational needs are withdrawn from certain subjects on a regular basis and miss the opportunity to explore other subjects in sufficient depth.
- VI. The school's prospectus does not contain all the required information.

The school's weaknesses are outweighed by the school's many strengths. However, they will form the basis of the school's action plan that will be forwarded to all parents of the school.

How the school has improved since the last inspection

The school has made good progress since its last inspection in 1994. Effective action has been taken on the key issues highlighted for the school to address. For example, the role of the governing body, and the part that they should play in evaluating the work of the school, have been considerably strengthened. Many governors frequently visit the school to gather first hand information about the quality of education that pupils receive. Schemes of work, that outline for teachers what skills and knowledge pupils are expected to learn as they move from class to class, are now in place. Teachers consistently use these schemes as a means of planning pupils' learning. The positive school ethos has been well

maintained and the school's Catholic principles are very evident. The quality of teaching has also considerably improved since 1994. Across both key stages, it is now good or better in over seven out of ten lessons. It is largely satisfactory in the remainder. This high percentage of good, and very good, teaching is a major factor in explaining why standards, particularly in the subjects of English, mathematics and science, have been consistently higher than the national average in recent years. Standards in information technology, which were found to be below the national expectation in 1994, are now in line with those expectations. In the past four years, discussions have been held and decisions taken by the governors to secure building improvements to increase the number of permanent classrooms. At the time of the current inspection, these are being built. Given the strong commitment to extend the school's many strengths by all associated with it, the school shows satisfactory capacity to improve even further.

STANDARDS IN SUBJECTS

The 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	<i>Key</i>	
English	B	B	<i>well above average</i>	A
Mathematics	B	B	<i>above average</i>	B
Science	B	B	<i>average</i>	C
			<i>below average</i>	D
			<i>well below average</i>	E

The results of the most recent end of key stage National Curriculum tests indicates that, at Key Stage 2, pupils attained standards above the national average in English, mathematics and science. The findings of the inspection confirm that standards in these subjects are above the national average. In English, pupils gain increasing mastery and confidence in writing and standards of handwriting are very good. Pupils use their skills in writing to good purpose in other subjects and, consequently, attain above average standards in literacy. In numeracy, standards are also above average. Pupils are able to use information technology to support their learning in most subjects and, as a result, standards are in line with expectations. In history and music, at Key Stage 2, pupils attain standards above the average for their age. Standards in all other subjects are in line with their ages.

Pupils attain equally high standards at Key Stage 1. By the age of seven, pupils attain above average standards in English and mathematics. Standards in reading are well above the national average. In science, pupils attain standards that are in line with the national average. In information technology, pupils attain standards expected for seven year olds. In all other subjects, with the exception of music where standards attained by pupils are well above those expected, pupils attain standards in line with their ages.

Children under five are given every encouragement to settle in quickly to the school. They make good progress in language and literacy and personal and social development. By the age of five, they attain standards above those expected nationally in these areas of their development. In mathematics, knowledge and understanding of the world and their creative development, children attain standards in line with expectations. Standards in their physical development are below expectations although this development is hampered by the lack of outside play facilities.

Across the school, pupils with special educational needs make good progress. They are well supported by all adults who work with them. However, pupils miss some lessons in the afternoon owing to the degree and timing of this additional support.

QUALITY OF TEACHING

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Good	Good
Mathematics	Good	Good	Good
Science		Satisfactory	Good
Information technology		Satisfactory	Satisfactory
Religious education		Not inspected	
Other subjects	Satisfactory	Satisfactory	Satisfactory

The quality of teaching is a significant strength of the school. Out of the 106 lessons seen during the inspection, 34 of these were judged to be very good and a further 45 were good. There is very little unsatisfactory teaching in the school. Strengths of the teaching lie in the promotion of the pupils' literacy skills and good emphasis on ensuring that pupils gain a clear and early understanding of the nature of reading and writing. These skills, as well as those in mathematics, are effectively taught. Good attention is given to children under five learning through structured play. This has a positive impact on their personal and social development. Pupils with special educational needs are also well taught. Consequently, many of them attain at the level of the national average by the time they leave the school.

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. Pupils of all cultural backgrounds are extremely polite and treat one another with tolerance and respect.
Attendance	Good. Attendance figures are above the national average.
Ethos*	Very positive. All associated with the school work hard to ensure that the Catholic ethos of the school is apparent. Relationships at all levels are warm and constructive. There is a strong commitment to ensure that all pupils, regardless of their background, are given opportunities to fulfil their potential
Leadership and management	Overall, this is sound. A strong team spirit prevails among all staff. The headteacher, although recently appointed, has a good knowledge of the school's many strengths and where it could further develop. However, there are shortcomings in the school development plan which she has inherited. In its current format, it does not provide a clear enough structure for the school's continued development over the medium and longer term. Procedures for monitoring the quality of teaching in the school are insufficiently developed for the size of the school.

Curriculum	The school provides a broad and balanced curriculum for most pupils. However, children under five do not get regular access to outside play facilities. There is good provision for extra curricular activities. Procedures to assess pupils' attainment and progress are well established and information from these is used well to plan the next steps in pupils' learning.
Pupils with special educational needs	Provision for pupils with special educational needs is good. As a result of the good teaching, many pupils with special educational needs make good progress. However, a small number of pupils, in receiving this support, do not have full access to all subjects of the curriculum.
Spiritual, moral, social & cultural development	Overall, this is very good. Provision for pupils' moral and social development is excellent.
Staffing, resources and accommodation	Satisfactory overall. There are a sufficient number of staff, both teaching and support staff, to ensure that the National Curriculum can be taught. The condition of the school's current accommodation is adequate. Resources are generally satisfactory and those for information technology are good. There are shortages in equipment for children under five to participate in outside play.
Value for money	The school provides good value for money.

** 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	What some parents are not happy about
<ul style="list-style-type: none"> ●. The way in which the school's Catholic ethos is promoted. ●. The commitment to the school demonstrated by all staff. ●. The way in which any difficulties that a child may have are dealt with quickly, effectively and sensitively. ●. The apparent knowledge that teachers have of the pupils. ●. The very strong community spirit. ●. The way in which the school promotes high standards in the subjects of English, mathematics and science. 	<ul style="list-style-type: none"> ●.The limited range of extra curricular activities for pupils in Key Stage 1. ●.The apparent inconsistency in the amount of homework given in some classes.

Inspectors agree with the many positive comments that parents have made about the school. There is a strong Catholic ethos evident in the school. All members of the community are highly valued and there is a strong community spirit. Standards are also above the national average and confirm parents' view of pupils' attainment in the school. The range of extracurricular activities is mainly restricted to pupils of Key Stage 2 age. Inspectors could not find any inconsistency in the degree and amount of homework given to pupils in the school. The judgement of the inspection is that homework makes a valuable contribution to pupils' attainment and progress.

· **KEY ISSUES FOR ACTION**

The governors, headteacher and staff should address the following matters in writing the action plan, in order to raise standards and improve the provision the school makes still further.

1. Produce a clear school development plan ensuring that:

- it contains a longer term vision for the development of the school;
- initiatives are suitably costed;
- timelines for the completion of initiatives are clear and workable;
- the plan's success criteria are clearly linked to improvements in standards.

(paragraphs 59, 67)

1. Develop procedures in the school to ensure that teaching is regularly evaluated and monitored and is linked to initiatives outlined in the school development plan.

(paragraphs 60, 96, 110, 118, 124, 152)

2. Ensure that children under five have regular and full access to outside play facilities.

(paragraphs 16, 72, 78)

In addition to the issues above, the following less important shortcomings should be considered for inclusion in the action plan:

- i. Improve timetable planning for the withdrawal of pupils with special educational needs for tuition to avoid repeated absence from the same subjects in whole-class lessons *(paragraphs 17,61)*.
- ii. Ensure that the school prospectus complies with requirements *(paragraph 63)*.

ii. **INTRODUCTION**

ii. **Characteristics of the school**

1.St. Vincent's Roman Catholic Primary School is situated in Acton in the London borough of Ealing. The present school building dates back to the 1960s. Owing to the school's popularity, there has been a need to provide permanent classroom facilities to replace mobile classrooms. At the time of the inspection, these were being added. When completed in April 2000, four additional classrooms will have been added. At the time of the inspection, 408 pupils were on the school roll with even numbers of boys and girls. The socio economic circumstances of the pupils are around average although a number of pupils come from homes where socio economic circumstances are less favourable. Around 23 per cent of pupils have been identified as having special educational needs, five of whom have statements of special educational need, which is above the average. Around 50 pupils come from homes where English is not the first language and this figure is above the national average. The school provides support for these pupils from its own resources. Nearly all the children have had some form of pre-school education. In many cases, this in the form of pre-school groups. The children enter the school with average levels of attainment. At the time of the inspection, 49 children were under five. All children begin full time education in the year they become five. As the school is an aided school, inspection of the standards and teaching of religious education and the quality of the act of collective worship was undertaken and arranged by the local Diocese of Westminster.

2.The school's aims are appropriate for its size and Catholic status. The school development plan outlines initiatives for the current academic year. Projects for further development include continuing to ensure that pupils attain high standards in English and mathematics and to build on the good range of resources that have been added to improve provision in information technology.

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
	98/99	25	33	58

3. National Curriculum		Reading	Writing	Mathematics
Test/Task Results				
Number of pupils at NC Level 2 or above	Boys	23	21	24
	Girls	33	33	33
	Total	56	54	57
Percentage at NC Level 2 or above	School	97 (90)	93 (97)	98 (97)
	National	80 (80)	81 (80)	84 (83)

3. Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	22	24	20
	Girls	33	33	25
	Total	55	57	45
Percentage at NC Level 2 or above	School	95 (90)	98 (97)	78 (100)
	National	81(85)	85(83)	86(85)

Attainment at Key Stage 2

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1998	33	24	57

3. National Curriculum Test		English	Mathematics	Science
Results				
Number of pupils at NC Level 4 or above	Boys	20	20	23
	Girls	29	30	30
	Total	49	50	53
Percentage at NC Level 4 or above	School	86 (82)	88 (63)	93 (86)
	National	70 (65)	68 (59)	78 (69)

3. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	18	20	20
	Girls	25	30	29
	Total	43	50	49
Percentage at NC Level 4 or above	School	76 (75)	88 (68)	86 (82)
	National	67 (65)	69 (65)	75 (72)

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

3.

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year: 1998/99			%
	Authorised	School	3.8
	Absence	National comparative data	5.7
	Unauthorised	School	0.3
	Absence	National comparative data	0.5

3.

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year: 1997/98		Number
	Fixed period	3
	Permanent	0

3.

Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	32
	Satisfactory or better	98
	Less than satisfactory	2

3. PART A: ASPECTS OF THE SCHOOL

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

3. Attainment and progress

3. Key Stage 2

3. Analysis of the 1999 National Curriculum end of key stage tests and teacher assessments indicates that the number of pupils attaining the expected level (Level 4) was well above the average in English, mathematics and science. At the higher level, Level 5, standards were average in all three subjects. In comparison with similar schools, standards were well above the average in English, mathematics and science at the expected level and average in English in mathematics at the higher level. In science at the higher level, standards were below average. Over a three year period from 1996 to 1998, pupils attained standards well above the average in English and above average in mathematics and science. The school has set challenging targets for continued improvement. It is well placed to attain above the national targets set for all schools by the year 2002 in English and mathematics. In all three subjects, standards have been raised since the school's last inspection where they were judged to satisfactory.

4. The findings of the inspection show that standards in English, mathematics and science are above the national expectation. Standards in information technology are in line with national expectations. Standards in this subject have risen since the school's last inspection. At that time, they were found to be below expectations. Standards are above those expected for 11 year olds in music, and history. In all other subjects, pupils attain standards that are in line with those expected for their ages. Standards in literacy and numeracy are above average. The organisation of pupils into ability sets in Key Stage 2 is having a positive impact on the standards that they attain in literacy and numeracy.

5. By the age of 11, standards in speaking and listening are well above average and progress is good. Pupils are very able speakers and they do so confidently and clearly in front of a large group. Pupils' listening skills are effective and many are sensitive to the need to listen carefully to others before expressing their own point of view. Standards attained by pupils in reading are well above average. Many pupils read accurately, and have developed a good knowledge of authors for their age, including contemporary authors and more traditional ones such as Charles Dickens or C S Lewis. Pupils make good progress in reading, aided by the good attention that teachers pay to ensuring that literacy skills are developed through other areas of the curriculum. Standards in writing are above average. Standards of handwriting are very good and pupils, across the key stage, often make excellent progress in the development of their handwriting skills. Most pupils have a good understanding of the nature of writing and appreciate the need for drafting and redrafting their work in order to improve the overall quality.

6. By the age of 11, pupils have developed secure mental arithmetic skills in order to solve mathematical problems. Their understanding of mathematical terms such 'factors' 'fractions' or 'integer' is good. Pupils make good progress in their knowledge and understanding of numeracy and how to apply their skills in numeracy to other areas of the curriculum. They are able to consider the differences and similarities between the properties of three dimensional shapes. Progress in using computer programs as part of their mathematical development is satisfactory.

7. By the end of Key Stage 2, in science, pupils have developed a sound knowledge of the procedures involved when undertaking scientific investigations and the associated vocabulary. Their understanding of life processes is good, as is their awareness of the function of different parts of the human body. Pupils make good progress in science, as they move from class to class, and develop increasing confidence and the ability to explore, infer and make conclusions about their scientific work.

8. In information technology, pupils make satisfactory progress. Many use computer programs ably as part of their general work. They confidently use a word processor in their literacy work. However, their understanding of how computer programs can assist their understanding of number work is less

developed. Pupils have a good awareness of the role that information technology plays during the course of their everyday lives and appreciate, for example, how the Internet can be used to gather information from other parts of the world.

9. By the time they leave the school, pupils attain standards in music and history that are above average for their ages. In music, pupils sing well and perform and compose to a high standard for their age. Many have developed a good understanding of the past and are able to give examples of important events that have shaped history. Pupils make good progress in these two subjects. In art, design and technology, geography and physical education, pupils attain standards that are average for their ages. In design and technology, for example, pupils appreciate the need for initial sketches and are able to explain the processes of the design and making of a tie. Pupils make satisfactory progress in these subjects.

10. Analysis of the end of Key Stage 1 National Curriculum tests and teacher assessments in 1999 shows that standards at the expected level (Level 2) were well above average in reading, writing and mathematics. At the higher level (Level 3), they were well above the average in reading and mathematics and above average in writing. When compared with similar schools, standards were very high in reading, well above the average in mathematics and above the average in writing. Analysis of the teacher assessments made at the end of the key stage in science shows that standards were average at the expected level and average at the higher level. When the results are compared with those for the three years from 1996 onwards, they show that standards were well above the average in reading, writing and mathematics. Standards in all these aspects have improved since the school's last OFSTED inspection, particularly in writing where some weaknesses were noted in the pupils' ability to write independently.

11. The findings of the inspection are that standards in reading, writing and mathematics are above the national average. In science, they are at the level of the national expectation and in line with the result of the most recent teacher assessments. In information technology, standards are in line with the national expectation. Standards attained by pupils in literacy and numeracy are good. Standards in most other subjects are average for the pupils' age. In music, they are above average.

12. By the age of seven, in English, most pupils are reading different texts confidently and ably and many are using the index and contents sections of books to find the information they require. A strong feature of their attainment in reading is the ability to read with expression, and many pupils are able to read in the role of a character. In writing, pupils attain very good standards in their handwriting. Nearly all pupils, including those with special educational needs, have developed the skill of joining their writing. As a result, standards in handwriting are very high. Pupils have also developed a good understanding of the need to punctuate their work and many are accurate in applying these skills. Pupils make good progress in their writing skills. In speaking and listening, most pupils are able to tell a story of an event that may have taken place at home to the rest of the class clearly and articulately. Many listen attentively to their teacher or another pupil reading out aloud. Progress in English is good overall.

13. In mathematics, by the age of seven, pupils have developed a good understanding of the appropriate mathematical language associated with addition or subtraction. Many are effectively developing their understanding of multiplication and its associated links with addition. Many are able to apply these skills to solving problems of an open-ended nature. Overall, pupils make good progress in mathematics. By the age of seven, in science, pupils develop, to a satisfactory level, their understanding of how aspects of science are present in their everyday lives. Although progress is satisfactory, it is limited due to the insufficient time given to the subject and the lack of emphasis given to teaching specific elements.

14. In information technology, by the end of Key Stage 1, pupils have developed a secure understanding of the main parts of the keyboard. Most identify the space bar, return, delete and backspace keys. Most pupils are able to load a program and to use the mouse and the menu structure to complete a set task. Progress is satisfactory. In music, by the age of seven, pupils make very good progress. They understand terms such as 'pitch', or 'melody'. Pupils make satisfactory progress in all other subjects. In geography, for example, their understanding of specific language, like 'landscape' or 'pollution', is developing well.

15. The attainment of children under five in the Reception class is average when they enter full time education. The children make good progress in language and literacy and in their personal and social development. By the age of five, most children attain standards above those expected for five year olds in these areas. By this age, children show good control over a pencil and many are able to write their own

names and recognise all the letters of the alphabet. They understand the various parts of a book and realise that books often carry stories. Children are able to identify numbers one to ten and recognise simple mathematical shapes. They have a secure understanding of the world in which they live and children are able to say what sort of buildings they see on their way to and from school. Progress in these two areas is satisfactory. Many children, by the age of five, are able to play effectively and co-operatively with one another and progress in their personal and social development is good. Progress in their creative development is satisfactory. However, progress in their physical development is unsatisfactory and is hampered by the lack of access to space and appropriate equipment.

16.The school has a number of pupils with English as an additional language. Although the school receives no specific grant to support these pupils, their needs are well catered for and they make the same progress as others in the school. Pupils with special educational needs make good progress in many subjects as they move from class to class. End of key stage tests indicate that many of these pupils attain standards that are expected for seven and 11 year olds. However, in practice, some of these pupils are often withdrawn from certain lessons to receive additional support. This means they miss the teaching and exploration of other subjects of the curriculum. This impedes their progress in the subjects that they miss. Pupils with higher attainment make good progress as they move through the school. This is assisted by the setting arrangements that the school has in place and by the good attention that teachers pay to their learning needs.

Attitudes, behaviour and personal development

17.The personal and social development of children aged under five is good. All staff quickly become aware of the children's personal and social needs and effectively ensure that all the children are comfortable in their new school surroundings. As a result, children's independence and self-confidence grow quickly, and provide them with a good foundation for their future learning. Children play effectively and fairly with one another and the overall quality of their behaviour, in and around the school, is very good.

18.Throughout the school, pupils' attitudes to learning are very good. Parents also feel very strongly that the school encourages positive attitudes. Pupils work very well together and make decisions about their work, although, as in the last inspection, they are less assured about independent learning. They take pride in their work and its presentation. They are purposeful learners and are able to evaluate their own work well. Pupils listen carefully to their teachers and to one another and show interest and enjoyment in their work. Very occasionally, there is an excessive amount of chatter in lessons, but it is always on the work in hand. They show respect for others' opinions and their comments on one another's work are positive and generous.

19.Behaviour is very good in lessons and in the playground. In assemblies, it is excellent. Pupils are very clear about the systems to encourage good behaviour. They move around the school in a purposeful way and show respect for their environment. They are very courteous to visitors, to staff and to one another. The three fixed-period exclusions last year arose from one occasion and this appears to have been an isolated incident. No evidence of bullying was seen and pupils could not remember any having taken place.

20.Relationships in the school are nearly always very good and sometimes excellent. Older and younger pupils are confident in talking about their feelings towards their life in the school. They form very good relationships with staff. Parents feel that pupils are encouraged to care for one another. They are encouraging and supportive to those with special educational needs. There is a high degree of racial harmony within the school which is one of the school's many strengths.

21.Pupils' personal development is very good. They are very eager to take responsibility. There are good opportunities for them to do so and older pupils happily cope with more. These findings support those of the previous inspection.

Attendance

22. Attendance rates are above national averages. The unauthorised absence rate is below the national average. Registers are called very promptly at the beginning of sessions and lessons begin on time. Registration ensures a calm and orderly start to the day. Pupils are keen to attend school and nearly all are punctual. This has a positive effect on their attainment and progress.

23. QUALITY OF EDUCATION PROVIDED

23. Teaching

23. Overall, the quality of teaching is good. Across the school, it is good or better in over seven out of ten lessons. It is very good in just over one out of four lessons. There is very good teaching evident at both key stages. This is an improvement over the quality of teaching since the school's last inspection. Out of over 100 lessons observed during the inspection, only two were judged to be unsatisfactory. Across the school, the teaching of English, mathematics and science is often good and is never less than satisfactory. There are further strengths in the teaching of music and history. The teaching of information technology is satisfactory.

24. The teaching of children under five is at least good and often very good. All children are quickly made to feel settled in their new school surroundings and this has a positive impact on their confidence. Both Reception class teachers have a detailed knowledge of the needs of young children and place good emphasis on the importance of structured play as a means of developing the children's early language and number skills. The classrooms are effectively organised to enable this to happen. For example, a 'post office' has been carefully arranged to enable role-play activities to take place and these enable children to use and practise their oral skills as the 'assistant' serves the 'customers'. Activities such as these contribute effectively to children's personal and social development as children foster positive relationships with one another. Teachers have very good management skills. Introductions to lessons are just the right length to enable children to become interested and know what they have to do in the more formal part of the lesson. The teachers' planning reflects clearly the principles of learning for children under five. Many adults regularly assist in the children's learning and this too, makes a good contribution to their academic and social development.

25. The quality of teaching in Key Stage 1 is good overall with some very good teaching. Strengths in teaching lie in the way in which literacy and numeracy are taught. Such lessons are very effectively planned. In numeracy lessons, for example, good attention is paid at the start of the lessons to developing the pupils' mental abilities. This is often followed by work that has a strong degree of challenge and expectation. To enable pupils to gain a clear understanding of particular mathematical ideas, teachers make an effective use of mathematical games and equipment. The quality of teachers' lessons plans are good and outline clearly both the knowledge and the skills that pupils are expected to learn during the course of a lesson. All adults who work with the pupils have a positive relationship with them. Pupils are managed firmly yet fairly and the sprinkling of humour adds further to the well developed rapport that is evident in many classrooms. Time in lessons is used well and concluding parts of the lesson are often used very effectively to gather pupils together as a group so that they can share their work with others in the class. Teachers are aware that such sessions are useful for gathering information about what pupils have learned so that future lessons can build on this previous learning. In the one lesson where teaching was judged to be unsatisfactory, a physical education lesson, pupils were not managed effectively, the nature of their work was not sufficiently challenging and, as a result, pupils failed to make sufficient progress.

26. At Key Stage 2, there is good teaching in just over six out of ten lessons. In just over one in four lessons, teaching is very good. The greatest proportion of this very good teaching lies in Years 5 and 6. This high proportion of good and very good teaching has a good impact on pupils' progress as they move through each of the classes. Across all classes, as in Key Stage 1, the quality of teaching in English and mathematics is frequently good and often very good. Teachers have effectively embraced the principles of the National Literacy and Numeracy Strategies and these sessions are tightly organised. The setting of pupils in the upper part of Key Stage 2 is having a positive impact on pupils' mathematical progress. Moreover, pupils are strongly encouraged to participate orally in the preliminary parts of these lessons and this enhances pupils' speaking and listening skills, as well as on their general

confidence. Other characteristics of good teaching include well-planned lessons that, in some areas of the curriculum, involve different subjects. This enables pupils to explore certain subjects in some depth, such as the importance that Ancient Greeks placed on making pots as part of their studies of history and art. Teachers are aware of the different needs and abilities of pupils in their class. This results in work that is well planned to meet these different levels of need. In addition, the pace of many lessons is often brisk and pupils are frequently reminded of the time that they have left to complete a particular piece of work. Although the teaching in Year 4 is often satisfactory, and occasionally good, work planned for pupils in this cohort often lacks challenge and the pace of teaching is sometimes slow. As a result, pupils fail to build on the good progress frequently seen at Year 3.

27.The school is generally successfully in managing the integration of information technology into lessons. However, in some classes, the potential of computers or tape recorders to support teaching is often missed and computers lie idle when pupils could easily be using them as part of their work. The quality of day-to-day assessment of pupils is good and feedback to pupils on the quality of their work is often precise and supportive. Literacy and numeracy are used effectively to support the teaching of other subjects. Homework is also used very productively to support pupils' learning. This often starts with reading for children under five, and the learning of spellings and tables in Key Stage 1, and builds up to more frequent and in depth projects and topics in Key Stage 2. Such arrangements have a strong impact on pupils' learning and personal development.

28.In both key stages, pupils with special educational needs are taught well. Individual education plans highlight clearly pupils' particular level of need and what teaching strategies would be best used to assist them in their work. All staff, both teaching and support, guide pupils well in their learning and ensure that the progress that pupils make is comparable with that of others in the class.

Curriculum and assessment

29.The curriculum provided by the school is good. It is broad and balanced and fully meets the requirements of the National Curriculum. Provision for religious education is reported on according to a separate inspection schedule. The curriculum successfully promotes pupils' intellectual and physical development. The curriculum provides an appropriate challenge for all pupils and results in standards in English, mathematics and science that are above average by the age of eleven. Procedures for promoting pupils' personal development are good. The school has a detailed personal and social education programme which is followed throughout the school. This includes appropriate reference to sex and drugs awareness education and provides good opportunity, through 'circle' time, for pupils' relationships and social responsibilities to be sensitively explored. Parents and governors are appropriately informed about, and involved in, the provision of sex education and drugs awareness. Pupils are prepared effectively for the next stage of their education. Despite the fact that pupils at the age of 11 transfer to several different secondary schools, good contacts are maintained, parents and children attend open evenings and visit respective schools and liaison is made with secondary school staff.

30.The curriculum for the children under five is well planned and effectively thought out to meet the different needs and abilities of the children in each of the Reception classes. Both teachers work effectively together planning the same activities for children in both classes. Good reference is also made to the Desirable Learning Outcomes given to schools for children of this age and equally effective attention is paid to ensuring that children learn through structured play. The high quality of curricular planning contributes significantly to the children's attainment and progress.

31.The school provides good equality of access and opportunity for all pupils. There is a clear equal opportunities statement and subject policies make appropriate reference to equal opportunities in their areas. Pupils have equal access to the school curriculum and all after school activities regardless of race, gender or ability. Access to some lower and upper classrooms would be difficult for pupils with physical disabilities. A shortcoming in equality of opportunity is that, in a few classes, pupils with special educational needs are withdrawn from their class at the same time each week, and this denies them equal access to those curriculum areas on a regular basis.

32.Curricular planning is secure. In both English and mathematics, planning follows the formats which

are recommended in the National Literacy and Numeracy Strategies. In these areas, planning is thorough, with a clear identification of learning objectives and activities to be followed. A shortcoming in the provision for English is the lack of a whole subject curricular plan to complement work done within the literacy framework. Currently, there is insufficient guidance for teachers as they plan for speaking and listening, extended writing and drama. Planning in other subjects is based on the nationally recommended schemes of work, or schemes that the school has devised. This has ensured a secure progression in concepts, knowledge and skills across the school. These curricular initiatives have been a good response to the key issue at the last OFSTED inspection that identified the need to achieve a full range of subject schemes of work to improve curricular coherence, balance and progression. This has been achieved well. Teachers meet together in year groups to devise termly or half-termly plans, and to make more detailed weekly plans. This ensures continuity of coverage and approach across each year group. Co-ordinators have details of curricular coverage in their subject areas, but a shortcoming in the management of the whole curriculum is the lack of a clear overall curricular plan for each key stage.

33. Assessment procedures at both key stages are good, as they are for children under five. This was also the judgement of the previous OFSTED inspection. The school has an agreed assessment policy which links guidance on assessment opportunities in the classroom, with a detailed timetable showing the timings and form of assessments to be carried out at both key stages. A comprehensive range of assessment data is produced. This is a good response to the previous inspection report which indicated the need to widen the range of assessment opportunities.

34. Information is available from the results of national tests at the age of seven and 11 and from attainment tests given to other year groups, information from the Local Education Authority's assessment on entry to the school procedure, standardised tests in reading, writing and spelling, and regular tests in mathematics. These data are supplemented well by assessments from other subjects and by the teachers' own assessments of pupils in their class. Individual records of pupils' results are maintained. This assessment information is used well by the school to identify pupils with special educational needs, or higher attaining pupils and to plan individual programmes of work for them. A good analysis has been completed of trends in overall attainment, and any differences in gender and ethnicity. Assessment information is used well to identify and match the work for pupils with special educational needs and higher attaining pupils. Opportunities for higher attaining pupils are managed well. A co-ordinator for higher attaining pupils has been appointed, a register maintained and specific learning targets have been agreed for the 18 pupils identified as being higher attaining. Assessment information is used well to inform the grouping of pupils by ability in Years 4, 5 and 6 for mathematics, to inform target setting in English and mathematics, and as the basis for the useful termly class targets which are set.

35. The school provides good opportunities for extra-curricular activities. Opportunities are provided for after-school sports clubs for football, netball and athletics, and in these sports, competitions are arranged with other schools. There is a school choir and five recorder groups. The clubs for French and drama have been temporarily suspended because of the building work in the school. Good opportunities are provided for higher attaining pupils to extend their literacy and information technology skills as they prepare the school newspaper in an after school club.

36. Pupils' spiritual, moral, social and cultural development

36. Overall, the school makes very good provision for the spiritual, moral, social and cultural development of its pupils, including those with special educational needs. These findings reflect those of the previous inspection.

37. Provision for pupils' spiritual development is very good. An outstanding and moving assembly was presented by Year 5 pupils on the subject of remembrance and reconciliation. Teachers use music effectively to create a special time when pupils gather together to reflect on matters of importance. Pupils attend Mass at local churches. Parents praised the school's Christian ethos. There is a strong sense of spirituality which pervades the school, for example, through the school prayer, which is prominently displayed. There are good opportunities for children to marvel at the wonders of the natural world in science. Although there are very good opportunities for pupils to learn about the Catholic faith

in assemblies, there are limited occasions when they can learn about other faiths. However, there are good displays about Hinduism; Divali is celebrated and pupils visit the places of worship of other faiths.

38.The school's provision for pupils' moral development is excellent. It is given strong emphasis, which is reinforced sensitively and consistently within classrooms by clear and positively framed rules and by classroom rules displayed around the school. Pupils are helped to understand the difference between right and wrong from an early age. Discussions in personal and social education lessons and 'circle' time help to develop ideas about emotions and their effects on others. The behaviour policy clearly establishes aims and principles. Teachers and other adults set high expectations of behaviour. Rewards and sanctions systems are used well to acknowledge pupils' achievements in all areas of school life, including making up over quarrels. Good emphasis is placed on respect for truth, people and property. Parents are very supportive of the school's approach and overwhelmingly feel that it promotes good attitudes and values.

39.The excellent provision for pupils' social development is another strength of the school. It makes a significant contribution to the relationships among pupils and between pupils and adults, and to racial harmony within the school. Parents praised the school for its family and whole-community approach. The school council and the monitor system make excellent contributions to pupils' social development. There are many opportunities for pupils to take responsibilities on a regular basis from the moment they arrive in the school. They are encouraged to be supportive of one another, for example, through the 'teller' approach to good work and behaviour assemblies, where pupils say why a particular child should be singled out for an award and even the youngest take part. Pupils are very supportive of one another. All staff are very courteous to their pupils, respect their feelings and act as excellent role models.

40.Pupils' cultural development is satisfactory overall. Teachers make very good use of art and music to help pupils appreciate European cultural traditions. For example, pupils in Year 3 greet their teacher in Latin. The curriculum is enhanced by visits from musicians and theatre groups. Very good use is made of the local environment to increase the understanding of history, including visits to castles, churches and museums. There is a good range of visitors to the school and a good variety of extracurricular activities, although some of these have had to be suspended because of building works. The school has made improvements in its provision for multicultural development since the last inspection. For example, in National Black History Week, a Caribbean parent came in to the school to tell stories and a local priest visited to talk to the pupils about the mission in Mozambique, where the school supports a child. However, the curriculum does not fully reflect the cultural diversity of the school and there are fewer opportunities for pupils to develop their understanding of the richness and diversity of the wide range of cultures represented in this country.

Support, guidance and pupils' welfare

41.The school's support for its pupils and its arrangements for their guidance and welfare are good. The school has maintained its good procedures from the time of the last inspection for supporting pupils' welfare. These contribute significantly to their development. Teachers and support staff are responsive to pupils' needs, thus enabling them to cope with school life and concentrate on their learning.

42.The school has very good procedures for monitoring pupils' academic progress, through assessment on entry to the school, standardised reading tests, continuous assessments, national assessment and end-of-year reports. Annual meetings with parents set academic targets. There are high expectations for all pupils, including the higher attaining. Differentiated work is supplied for them very well. Pupils with special educational needs are identified early and support for them is very good.

43.Personal development is monitored effectively through teachers' personal knowledge and end-of-year reports. Pastoral care is excellent. Although pupils' end-of-year reports contain no provision for self-assessment, they comment helpfully on pupils' personal development. Teachers give praise and warm encouragement for good attitudes as well as progress. There is a formal personal and social education programme, with good activities planned for each year group. They allow for the discussion of feelings and for health education. Assembly themes promote a very good awareness of self for pupils. There is a good range of extracurricular activities. There are very good programmes for children starting school and for transfer to secondary school. Pupils are encouraged to think of others through, for example, gifts to the elderly at harvest time and Christmas, and the school supports various charities.

44.Procedures for promoting discipline and good behaviour are very good. There is a good behaviour policy and a good system of sanctions and rewards. Rules are displayed throughout the school. Certificates, awards and assemblies reward good behaviour and work. Staff, including lunch time supervisors, who act as good role models, constantly reinforce good behaviour. Pupils are encouraged to be courteous to one another as well as to adults. Incidents of bullying are rare and are dealt with effectively by the headteacher. These findings are an improvement on those of the previous inspection.

45.Procedures for monitoring attendance are good, although there are no schemes for promoting good attendance. There are clear guidelines for parents to notify the school of absence. The registers are monitored on a regular basis for patterns of lateness or absence.

46.The school has very effective child protection procedures, which follow the Local Authority's guidelines. The deputy headteacher is the designated person and has been trained and there is a trained deputy to cover if needed. The local parish priests pay for a child counselling service. Teachers are watchful and aware of child protection issues. There is formal awareness training for all staff, especially for new and newly-qualified staff. There are good links with social services.

47.The school's health and safety policies are good. Risk assessments are carried out regularly. The caretaker is very conscientious, well trained, and watchful of the school's safety and security. The level of security is satisfactory. Some fire notices are missing. Fire drills are held regularly and recorded. There are two fully trained first-aiders, although they have sometimes to leave their roles as classroom assistant and lunchtime supervisor to look after ill children. Procedures to deal with medical conditions are very good, and the medical room is supervised. There is good practice in design technology, science and physical education. The level of supervision at playtime is satisfactory.

Partnership with parents and the community

48.Relationships with parents are very good. There are clear lines of communication and parents are very supportive of the school's ethos. The school has an open-door policy and parents are very positive about the school's attitudes to their concerns and suggestions. This reinforces the finding of the previous inspection.

49.The information provided by the school is good. Details of forthcoming work are supplied each term to enable parents to contribute to their children's learning. Parents are mainly pleased with information about their children's progress and feel that teachers are approachable and available to discuss progress or problems at the end of the school day. There are two consultation meetings a year, which are well attended and felt to be very helpful. The school has not yet held sessions on the National Literacy and Numeracy Strategies. Pupils' end-of-year reports are full and helpful; they are informative about pupils' progress and personal development and allow for parents' comments. However, they do not set targets or allow for self-assessment by pupils. The information for parents of higher attaining children and for those of children with special educational needs is excellent and parents feel very well supported.

50.There is good induction for parents of children new to the school. Links with secondary schools are very good and ensure continuity.

51.Homework includes home/school reading books, spelling and mathematics and is used well as a support for classroom learning. There is good communication with parents through reading diaries and most parents felt that the school provided the correct amount of homework. Homework increases progressively through the school to prepare pupils for the next stage of their education. Parents feel very well involved with their children's learning. The school's home/school agreement has recently been sent to parents.

52.Links with the local community are very good. Visitors include local clergy and pupils attend services at the parish churches. Pupils sing regularly to local senior citizens and to hospitals. There are good business links, including support for the school fete. There are good links with outside agencies, including police and the fire brigade. The school supports several charities.

53.Parents and other family members feel very encouraged to help in the school on a regular basis and do so in good numbers and in a good variety of ways, including helping on visits. They receive helpful guidance and are well-deployed. There is a good scheme of work experience for pupils from local

secondary schools.

54.The 'Friends' organisation runs a very good range of social activities. They also organise a good range of fund-raising activities which have raised remarkable sums to buy equipment, in consultation with the school, to enhance pupils' learning.

55.These findings reflect those of the last inspection report.

56. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

56. Leadership and management

56.Overall, the quality of leadership and management of the school is sound. Since her appointment to the post in the summer term, the headteacher has worked closely with all staff and governors to gain a clear view of the school's strengths. As a result of such work, she has a secure understanding of areas where it could improve further. She is ably supported by a hard working and committed senior management team who meet regularly to discuss, evaluate and plan further for the school's development. Across the school, there is very a strong team spirit that is sharply focused on ensuring that the Catholic aims of the school are fully met and that all pupils, regardless of their background or academic attainment, are made to feel valued and appreciated. The degree of racial harmony among the many cultures represented in the school is extremely high. Many parents openly support the school in promoting these ideals and values.

57.There has been good progress since the school's last inspection. Firm action has been taken on many of the key issues identified in the school's last report. The maintenance of the positive school ethos has been well achieved, as has the drive to raise provision and the standards that pupils attain in information technology. The role of the governing body, defined as being under-developed in terms of supporting the school, has been considerably strengthened. For example, many governors now visit the school regularly to find out for themselves the quality of education offered to pupils. In addition to this work, standards in the core areas of the curriculum have been maintained at a level that often exceeds the national averages. The results of end of key stage National Curriculum tests are also far more rigorously used to plan aspects of future work. This has led, for example, to the setting of pupils in mathematics and has assisted greatly in ensuring that standards attained by pupils are of a comparable level to those in English and science at Key Stage 2. A great deal of discussion has led to plans being laid to expand the school. This has resulted in a current project to provide additional permanent classrooms to replace mobile facilities. Given the strong team work evident in the school, there is sufficient capacity to improve even further.

58.However, despite these positive developments, other aspects of leadership and management are not as good. Although the school development plan provides an outline for the current academic year, plans for the future development of the school are vague. There are many initiatives in the school's current plan and they do not provide a sufficient or sharp enough focus to the work of the school. In addition, the specific time lines for the completion of initiatives are vague, as are the links with the budget needed to fund the plan's proposals. The headteacher is aware of the plan's limitations and has initial ideas of her own to provide a plan within a structure that gives a more visible indication as to the future direction of the school.

59.The role of the co-ordinator has been considerably strengthened since the time of the school's last inspection. Many of them are, for example, given a budget to fund aspects of their subject's development. However, although some monitoring of teaching takes place, in practice, this has been in response to recent initiatives in implementing the National Literacy and Numeracy Strategies rather than a planned programme of clear evaluation linked to targets in the school development plan. Some job descriptions are not specific enough in terms of outlining clearly the nature of co-ordinators' responsibilities. They do not provide each co-ordinator with a clear framework about their specific areas of responsibility or how they are to monitor standards in their subject areas.

60.The governing body provides the school with appropriate and well-targeted support. The Chair of Governors is a frequent visitor to the school as are many of the other governors. Such visits enable them to develop warm and constructive relationships with staff and pupils and, at the same time, to gain a

clear view of day-to-day developments and quality of provision in the school. There are a number of governors with a responsibility for overseeing particular aspects of the school's work. These include the National Literacy and Numeracy Strategies and provision for pupils with special educational needs. Requirements for pupils with special educational needs are well met. The school has made good progress in implementing the arrangements for the National Literacy and Numeracy Strategies over the course of the past year. Although there is a firm commitment to equal opportunities, in practice, this is not always fully met. This is a consequence of some pupils being withdrawn for additional support for language work. As a result, these pupils do not get regular access to other subjects of the curriculum. However, there is an effort to identify talented pupils in certain areas of the curriculum and to ensure that they are given additional support that matches their particular talent.

61.The school has clear aims for all aspects of its work and these are translated well into practice. However, some of the school's policies are dated and do not provide a clear enough view of the rationale underpinning the teaching of particular subjects or how standards are to be monitored. Day-to-day movement around the school is very good, despite the constraints being experienced by the school owing to the current building works.

62.Requirements for pupils to participate in a daily act of collective worship are fully met. However, the school prospectus does not fully meet requirements as the document does not contain all the appropriate information.

Staffing, accommodation and learning resources

63.Overall, the quality of the school's resources is satisfactory. The number of staff employed is sufficient. The deputy headteacher does not have a full class responsibility, which allows her to support teachers and provide time for them to carry out specialist teaching or management responsibilities. There is a satisfactory range of experience amongst the staff and at present three newly qualified teachers complement other more experienced staff. Although all teachers are qualified to teach pupils of this age, very few have initial training qualifications in the subjects for which they are responsible. The arrangements for staff development are good. This is an improvement on the findings of the last OFSTED inspection. Teachers have received training recently in the implementation of the National Numeracy Strategy, National Literacy Strategy, history and geography. The support provided for the newly qualified teachers is very good and the headteacher has taken personal responsibility for this aspect. The special educational needs co-ordinator is appropriately qualified and manages this provision well. There is some effective specialist teaching in music and the early years.

64.Overall, the quality of the school's accommodation is satisfactory. However, due to the present major building programme, some aspects of the normal provision are lacking. The junior library, special educational needs room and music room are either closed temporarily, or relocated. The playground space has been reduced, some exits from the school are blocked off and resources are stored in corridors. This has placed a restriction on some movement around the school and some disruption to lessons conducted in the school hall. Noise caused by construction work often impinges upon lessons. The state of interior decoration is poor. The toilets for both girls and boys are too few and in a poor state. Classrooms are of good size and those specialist rooms still in use contribute well to pupils' attainment in music and technology. Concerns expressed about the inadequate size of the school hall remain. The school is unable to house all pupils for assembly, which places some restriction on its ability to promote a whole community spirit. There is no grassy area attached to the school and classes have to walk some way to a nearby playing field for outdoor physical education lessons. This sometimes causes either a restriction on the time available for such activities or subsequent lessons starting later than they should.

65.The quality of learning resources is satisfactory overall. For music, mathematics and physical education, they are good. There is a weakness in the provision of outdoor equipment and apparatus to support the play of young children aged under five years. This places some restrictions on their physical development. Resources to support all other subjects are adequate.

66. The efficiency of the school

66. Overall, the school makes sound use of its resources. However, the quality of financial planning is unsatisfactory. Although governors plan the use of the school budget effectively in the short term, the quality of longer term financial planning is weak. Despite the continued popularity of the school, forecasts of expenditure are not clear. Plans for expenditure within the school, especially in relation to the curriculum, are too heavily reliant on previous spending patterns rather than on a close and specific evaluation of the planned initiatives within the school development plan. At present, there are few links made, for example, with the future aims of the school and the major extension work in the course of construction. Balancing this, however, has been the careful thought and discussion the governors have given to their financial responsibilities. The extra funds raised from parents, which have amounted to £30 per year per family, have been appropriately managed. The school has a contingency budget that, at the time of the inspection, is currently above recommendations. The new headteacher is acutely aware of the need to match expenditure with the specific targets within the school development plan. The governing body is fully involved and is kept regularly up-to-date about decisions concerning the state of the school's finances. The Chair of the finance committee regularly oversees expenditure and works in close co-operation with the headteacher and the school's part-time bursar. At present, there are few formal ways developed by the governors for measuring the impact that their spending decisions have on the standards that pupils are attaining.

67. Most teaching and support staff are well deployed and their particular expertise and interests are well used. Teachers who have a strong interest and are highly skilled in the teaching of music, for example, teach some classes. This has a good impact on the pupils' standards and progress in this subject. The support teachers for special educational needs are also effectively deployed to assist groups of pupils in their learning. However, few formal arrangements are in place to support those few pupils who need additional help owing to their weaker skills in using English. At present, a visiting part-time helper teaches such pupils. The deputy headteacher supports colleagues well and has a good understanding of the particular strengths of the school. However, time spent in monitoring the quality of teaching and learning in subjects highlighted for development lacks direction. Support assistants are well integrated into the day-to-day life of the school. They are briefed effectively on the nature of the support to be offered to pupils and, consequently, pupils make good progress.

68. The extra resources allocated to the school as a result of specific grants are carefully spent. At present, for example, the school receives additional funds to provide extra support for pupils in upper Key Stage 2 with lower than average attainment in English. These funds enable effective support for such pupils. Historically, the school has given additional resources from its own budget to support pupils with special educational needs. This continues to be the case and contributes significantly to the good progress of pupils with special educational needs. The grants given to the school to support literacy and numeracy have been carefully spent. The school, under the new headteacher, is giving increasing attention to ensuring that funds for staff training, including support personnel, are more closely aligned to the school development plan.

69. The current day-to-day administration procedures devised by the headteacher are good. A well-qualified and administrative team ably supports her. The part time school bursar manages much of the day-to-day administration of the budget. Procedures for the ordering, taking delivery of and checking of goods are very good. Subject co-ordinators are given regular up-to-date figures about planned and committed expenditure in their areas of responsibility. However, her experience in terms of being able to plan future budget forecasts is under used by the governing body. The recommendations of the last school audit have been implemented. The governors do not keep a formal register of financial interests and neither is there up-to-date school inventory. The use of the school's accommodation is satisfactory. At present, the major extension to the school has necessitated the reorganisation of some rooms and movement around the school is not always easy. Despite these limitations, the school is coping well. In general, classrooms are used well for teaching including the one or two bays outside rooms that allow practical work to take place. However, in some lessons, opportunities for pupils to have access to and use the school's computer equipment are not well planned by some teachers.

70. The school has some strong features, one of which the standards that pupils attain in English, mathematics and science by the time they leave the school. In addition, the quality of teaching which has

a positive impact on pupils' progress. These factors contribute to the judgement that the school provides good value for money, as it did at the time of its last inspection.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

71. On entry to the school, the majority of children demonstrate levels of knowledge and skills that are average for their age. By the time they are five, most will attain standards in line with those recommended by the Desirable Learning Outcomes for children of this age. Nearly all children will be ready to start on the early stages of the National Curriculum. In personal and social development and language and literacy, most children are on course to achieve above the Desirable Learning Outcomes before they are five. In mathematics, knowledge and understanding of the world and creative development standards will be as expected by the time they are five. Children make unsatisfactory progress in their physical development as their attainment is hampered by the absence of adequate outside play facilities. This judgement is approximately in line with the findings of the last OFSTED inspection carried out before the introduction of the nationally recommended outcomes for five year olds. At that time, there was no mention of the performance of children under five in English, but all other subjects were considered to be in line with national expectations. At the time of the current inspection, only 11 children had reached the age of five out of 60 and the children had been attending full time for just over half a term.

72. The curriculum for children under five is generally broad and balanced, but there is a limitation in the provision for physical development, due to the lack of outdoor facilities and equipment. The planned curriculum makes satisfactory provision for the transition from early years' learning to the requirements of Key Stage 1. The quality of teaching, in both Reception classes, is good overall for all the areas of learning, and there are instances of very good teaching in several lessons. Class teachers work very closely with their learning support assistants in planning and teaching, to set up appropriate experiences and stimulate learning for all their classes. The learning support assistants are experienced and well qualified and act as good social, role models for the children. All classroom staff have a very good understanding of the needs of young children and of the day-to-day requirements of the Desirable Learning Outcomes. Accommodation for the children under five is satisfactory inside the school with two spacious classrooms and a recently introduced, shared activity area between them. However, there is no enclosed activity area with access from the Reception classrooms and a lack of large wheeled toys for outside physical and role play activities. Assessment, including that undertaken when the children first enter the school, is used very well to inform teachers' planning and to ascertain the progress of individual children. It is also used well to identify children with special educational needs, including those children with higher attainment. All members of staff, teaching and support, other adults and the older pupils in the school work hard together to make the youngest children feel safe and secure in all aspects of their school day.

Personal and Social Development

73. Most children make good progress in their personal development and social during their first year in school and are on course to attain standards above those expected by the age of five. They show confidence in talking to their teachers and other adults and answer questions well indicating a good degree of self-esteem. They establish good relationships with their classmates, teachers and classroom assistants and most are capable of working quietly and conscientiously either individually or as part of a large or small group. Children settle down to work relatively quickly, are attentive to their teachers and listen patiently to their classmates. All are willing to seek help or assistance when necessary. Children under five enjoy their learning and show eagerness and excitement when being introduced to new activities and experiences. This is particularly noticeable in their introduction to percussion instruments and in their sandwich making. Some are beginning to demonstrate independence when selecting activities or resources, for example, in changing for any physical development lessons and in finding the appropriate peg to hang up their coats on arrival in the morning. The tally system in classrooms related to different activities is also a good example of their developing independence. The vast majority of children understand the difference between right and wrong and they soon fit into the school ethos of expected very good behaviour. They move from their classroom to other areas of the school quietly and sensibly and show a sensitive awareness of the need for quiet when other classes are working. They show consideration towards their classroom and general school environment and use apparatus and equipment

safely and with care. The quality of teaching in this area of learning is very good. Class teachers and learning support assistants work hard to establish very successfully all the children's relationships with their classmates and adults. The children are taught to be attentive and to settle down quickly and quietly to their work. They are taught well to show independence in their personal hygiene and in dressing and undressing for their physical activities.

Language and Literacy

74.Children of all abilities also make good progress in developing their language and literacy skills and are on course to achieve above the requirements of the Desirable Learning Outcomes in this area of learning before they are five. They listen attentively to their teachers, especially during the introductory session at the beginning of lessons and at the beginning of their morning and afternoon sessions. Nearly all children are willing and able to talk about their experiences at home and at school and are eager and capable of answering any questions. They are beginning to show a sound development of vocabulary; most can recognise their own names and are beginning to build up word recognition from their own reading books and those of the books used for the literacy hour. They readily participate in rhymes and songs and their ability to take part in role play, either teacher directed or self initiated is well developed, particularly in their 'post office' or 'café'. Children show a good understanding of the organisation of books and the distinction between the role of pictures and words. Most of them enjoy their time during the day with books and handle them very carefully. Their ability to associate sounds with patterns in rhymes, with syllables, and with words and letters, is steadily being developed. Most children are beginning to use pictures and symbols to communicate meaning, for example, in their work linked to their food topic when they had to work out a recipe. Most of them are on course to be able to write their names with appropriate use of upper and lower case letters by the time they are five. Teaching in this area is good; teachers present many opportunities, both in and out of the classroom, for children to speak and listen, for example, when the Reception classes participate in the Key Stage 1 assemblies. They are encouraged to relate their 'news' after the register in the morning and there is an emphasis on children learning through talk in all aspects of their daily activities.

Mathematics

75.Standards in mathematics are in line with those expected for this age group and most children are on course to fully achieve the Desirable Learning Outcomes by the time they are five and, in a significant minority of cases, to start National Curriculum work before they are five. Their progress in this area of learning is satisfactory and most are able to recognise and order numbers up to ten. Nearly all children are able to form and write numbers up to five without assistance. They recognise and recreate patterns well and are familiar with various number rhymes and counting games. Most are beginning to show an awareness of addition and subtraction number operations up to ten, which is evident in whole-class numeracy sessions and odd intervals used by the teacher to sharpen up mental numeracy work. They are also familiar with larger numbers from everyday life, for example, in registration when they know the number of children who should be in the class and how many are absent. Children of this age group are also beginning to show a sound development of mathematical language and can describe shape, size and quantity when sorting and matching two dimensional shapes like circles, squares, rectangles and triangles. Most are also able to compare height using 'taller than' and 'smaller than' when comparing their construction kit towers with their own or their teacher's height. Nearly all children recognise regular two dimensional shapes and can identify these shapes in everyday positions in the classroom and around the school. The teacher and support staff provide an assortment of practical equipment and apparatus for children to sort and make into patterns. They also provide everyday items like place mats, teddy bears and toy cars for children to sort and order. Staff capitalise on children using construction kits, and encourage them to discuss and explain such concepts as 'higher than' and 'less than'. Both direct teaching and learning where children are working on their own or with a partner, are well planned to enable all of them to make satisfactory progress in this area of learning.

Knowledge and Understanding of the World

76.Nearly all children are able to talk about where they live, their families and their home and school environment. They also have a sound ability to describe past and present events in their life, which is evident in lessons on holidays and food. They react well to the opportunities presented to them to explore and recognise objects and materials, especially when they participate eagerly in crisp tasting to recognise

sweet and savoury tastes. All children are developing the ability to recognise the link between taste, smell and sight in this respect. Nearly all children indicate a good awareness of some of the features of the area where they live, in particular, the current building project taking place in part of the school grounds. They are able to discuss some of the features they would like in the newly built school areas. They use information technology well, and use the computer for reinforcement work in literacy, mathematics and art. Most show good control of the computer mouse and can indicate their food preferences on the screen before printing a food preference pictogram. The majority of children are on course to have achieved the Desirable Learning Outcomes in this area by the time they are five. Teachers use the local, school environment well to encourage the children to discuss and relate their experiences. These experiences are then well linked to literacy, drawing, painting and modelling back in the classrooms. Children are encouraged well to talk about their families and where they live, for example, their route to school and any outstanding events like holidays or the birth of new members of their families. Progress is satisfactory.

Physical Development

77.Children attain sound standards in most aspects of physical development but the lack of outside apparatus and facilities limits their ability to make satisfactory progress in their physical development. In their work in the hall, they are confident in their movement, and are developing good control and co-ordination both in body movement and in using small apparatus and equipment. They obey their teacher's instructions well and are developing a good awareness of space. They are also beginning to understand simple health and safety principles and the reason for warm up and cool down sessions. Children move quietly and sensibly from their classrooms to the hall for physical education lessons, and show good consideration for pupils working in other classrooms on their route. In their work with play dough and construction kits, they show good control when making shapes, towers, bridges and houses. Good provision from staff for planned physical activity within the school is offset by the lack of outdoor facilities. An improvement in this lack of resources is intended to be rectified when the current building programme is completed. Staff give good support to children, to enable them to gain confidence, by showing them the correct way to use and handle equipment, tools and apparatus. They also work with the children in activities with sand and building activities, using these occasions to assess their performance and progress. The quality of teaching is satisfactory overall, as scope for the use of outdoor activities is limited because of the lack of a large, enclosed area for the children under five and the limited number of wheeled and large toys available. Children are unlikely to achieve the entire learning outcome in their physical development because of the lack of resources.

Creative Development

78.Children under five explore colour, texture, shape and form in two and three dimensions through their painting, drawing, modelling, cutting and sticking activities. In their use of construction kits and painting and modelling activities, they react well to the opportunity to express their feelings and communicate their ideas. In their role play periods and activities in the play areas, they are given the opportunity to link their role play to various areas in their curriculum and they react well to this. Nearly all children show a good developing ability to use their imagination to listen and act through dance and drama. Some children are willing to take the lead in the 'magic finger' routine and all participate well in their interpretation of the movements of various animals. In their musical activities, children are able to recognise and make 'short' and 'long' sounds with percussion instruments. Most are able to describe these sounds in everyday life and can use long and short clapping movements to accompany rhythms of familiar songs and rhymes. The majority of children are on course to achieve this area of learning by the time they are five, as teachers provide a wide range of materials and resources to give all children the opportunity to express ideas and communicate their feelings through music, dance, drama and stories. Progress is satisfactory.

ENGLISH, MATHEMATICS AND SCIENCE

English

79.Analysis of the most recent national end of Key Stage 2 results for 1999 indicates that the school's results in terms of the percentage of pupils reaching the expected level, Level 4, were well above the national average. At the higher level, Level 5, they were average. When the school's Key Stage 2 test

data are compared with all schools, it is above average and the same is the case with a comparison against a sample of similar schools.

80. Since the time of the previous inspection, the school has worked to address weaknesses, and to raise standards, and has succeeded in showing a gradual increase in standards at the end of Key Stage 2. They are now well above the national average in 1999 at the expected level. The findings of this inspection are that standards in English, at the end of Key Stage 2, are above the national average. This is not in line with the results for the end of key stage assessments in 1998 but it is close to those for 1999. In the current Year 6, there is a number of pupils with special educational needs which is substantially higher than that of the school's average number. Pupils of all abilities, including those with special educational needs who make good progress for their previous learning, do well. There are no significant differences in attainment between boys and girls. The school is still maintaining above average standards overall.

81. Standards in speaking and listening are well above average by the end of Key Stage 2. Pupils speak confidently and clearly in conversations, and express themselves well and at length to an audience. Pupils with special educational needs take part effectively in such activities. Class, group and pair discussions are a normal part of lessons and are very well promoted, although there was no evidence of prepared speeches or mini-debates as part of the organised programme. Progress in speaking and listening is good. Pupils make increasing use of their skills in speaking to an audience, such as in assemblies, reporting back to the class or taking part in class discussions, and their range of vocabulary develops well through the key stage.

82. By the end of Key Stage 2, standards in reading are generally well above average. Most pupils read accurately and fluently and tackle a good range of texts with understanding. All give a resume of what they have previously read, and most are able to provide some predictions from events in their books. Nearly all pupils can name a favourite title or a preferred author or genre, and some identify features of literary style in discussion about a book of interest to them. Class readers provide pupils with challenging material, and their own choices range from the rather easy and humorous to quite difficult early classics or good young people's literature. There was good evidence of some of the higher reading skills being tackled, such as note-making and précis, such as in the Year 6 bullet-point exercise about the Bermuda Triangle. Information retrieval skills, a weakness noted in the last inspection, are now very good. Literary appreciation, including poetry, is well taught and pupils, including those of higher attainment, are challenged very well in terms of thought and understanding. The school has adopted the National Literacy Strategy effectively and in Key Stage 2, the literacy hours enable good progress to be made. It particularly gathers momentum towards the end of the key stage, where high expectations are fulfilled for all ability groups, including those with special educational needs.

83. In writing, by the end of Key Stage 2, standards are above average. Pupils are able to tackle a wide range of different purposes for writing, and to address different audiences. They adapt their writing style and use of vocabulary well, ranging from factual reporting to prose and poetry. Good examples of writing seen in Year 6 work were factual reporting about the eclipse, pupils' own play scripts of the Pyramus and Thisbe scene from Shakespeare's *Midsummer Night's Dream*, the *Marwell Mystery* - a historical whodunit, and a selection of odes to the Greek gods, the latter forming a very attractive display. All pupils use vocabulary for effect in their planned writing, and the higher attaining pupils use it with some precision. They are able to use a range of verbs, adjectives and adverbs, and sometimes similes, in poetic prose or poetry. Most are able to organise their work appropriately and use punctuation aptly, whilst many paragraph their work and are able to use dialogue correctly. Spelling, handwriting and presentation are very good, and pupils are used to planning and drafting their work. Progress in writing improves well through Key Stage 2, and particularly so in the upper classes of Key Stage 2. Style, organisation, use of vocabulary and presentation improve considerably during Years 5 and 6.

84. Analysis of the school's 1999 end of Key Stage 1 test results show that in reading, results were well above the national average, at both Level 2 and above and at Level 3 and, in writing, results were above the national average at both Level 2 and above and at Level 3. When the averages of the school's test data for both reading and writing are compared with all schools and with similar schools, they are both well above the national average.

85. Standards in reading at the end of Key Stage 1, between 1996 and 1998, show a steady improvement

from above average to well above. This trend has been maintained between 1998 and 1999 when an even higher percentage pupils reached Level 3. In writing, the trend from 1996 to 1998 shows a maintenance of above average performance which is continued in 1999.

86.The findings of this inspection are that standards of attainment in reading by the end of Key Stage 1 are well above average and match those indicated by the end of key stage assessment results for both 1998 and 1999. In writing, standards found in the inspection are above average and are in line with the 1999 end of key stage tests. There are no indications of significant variations by gender. All ability groups attain very well in reading and well in writing, including those with special educational needs. In the previous inspection, writing in Key Stage 1 showed some weaknesses, notably in independent writing. The school has addressed this issue rigorously since that inspection, and, as test results show, substantial improvement overall has taken place in writing, rising from satisfactory to above average, with good levels of independent writing.

87.Standards in speaking and listening by the end of Key Stage 1 are good. Pupils are able to narrate, describe and converse at levels above those to be expected for their age. They generally speak confidently, are eager to contribute to class discussions and listen attentively. Progress in speaking and listening is good, and pupils listen with increasing attention to detail as they get older. Role play opportunities in Year 1 support well the development of speech in social situations, whilst in Year 2, increasing length and use of vocabulary are noticeable.

88.In reading, by the end of Key Stage 1, very good standards are attained overall. Lower attaining pupils are generally reaching levels expected for age and the stage of the year already, whilst those who are higher attaining are nearly two years in advance of those expectations. All read very accurately on well-matched texts. Pupils use reading to find some simple information or to enjoy a story. They know how to use lists of contents to access sections of text. Most pupils like reading and take their books home to practise their reading. Progress in reading during the key stage is very good, and receives substantial impetus from the very thorough phonic programme begun in the Reception class and continued strongly through Year 1 to Year 2.

89.In writing, by the end of Key Stage 1, attainment is good, and is above average for age. Most pupils write simple sentences and join two or three in a simple sequence, whilst the majority can write good amounts fluently to form a story, a report or a description, such as in selecting facts to describe specific dinosaur species in a Year 2 task. Higher attaining pupils are beginning to use more complex sentence construction, and show consistent use of appropriate punctuation. Spelling is good. Handwriting is generally neat for pupils' age. Progress is good through the key stage in writing, and spelling develops very well, due to careful and well-paced teaching in phonics. Most pupils are able to reach good levels of independent writing by Year 2.

90.Progress in English in Key Stage 1 is well developed through the key stage. Pupils enter the key stage with above average standards for age, and, by the end of it, achieve standards well above average in reading, and above average in writing. In speaking and listening, they reach above average standards.

91.Progress in Key Stage 2 is also good. Pupils enter the key stage with well above average standards in reading and above average standards in writing. They improve from these standards and reach higher levels still. Thus while pupils reach levels which are just above average in writing by the end of Key Stage 1, by the end of Key Stage 2 they lie between above and well above average. In speaking and listening pupils enter with good standards, and attain very good standards by the end of the key stage. Most of the increase in pace and progress achieved in Key Stage 2 takes place during Years 5 and 6. Pupils with special educational needs are helped to make better progress than would normally be expected for their capabilities and previous learning. Higher attaining pupils are suitably challenged and achieve very well indeed in English.

92.Pupils' attitudes to their work in English are very good throughout the school. They are interested in their work, settle down to it promptly, and by the end of Key Stage 2, they concentrate and persevere well independently. Pupils listen very well for their ages throughout the school, and are consistently eager to comment and to ask and answer questions. They enjoy opportunities for collaborative work, for example, discussions with partners or in small groups. Work in the upper Key Stage 2 classes is characterised by a general thoughtfulness and sense of reflection, such as that seen in an analysis of texts

about the Bermuda Triangle in Year 6, in the very moving peace poems written by Year 5 for Remembrance Day, and in their 'Titanic' diaries.

93. The quality of teaching in the subject is good overall, and is often very good indeed. It is good at both key stages: there is very skilled literacy teaching at the top of the school, whilst the phonic teaching in Key Stage 1 makes a very strong contribution to the teamwork through the school. Out of all lessons observed in English, none was unsatisfactory, nine out of ten lessons were good or better, and nearly half of the total were very good or excellent. Careful listening skills are encouraged, and teaching, throughout the school, is characterised by skilful use of open-ended questions not only directed at evaluating pupils' knowledge and recall, but promoting very well their thinking and reasoning. A good proportion of higher reading skills are being tackled in Key Stage 2, especially in comprehension and literary appreciation. The literacy hours, now well established, make a valuable contribution and support very well the aims and expectations of the teachers. Pupils are provided with a very good range of purposes and audiences for writing, and this extends into other subjects of the curriculum. Pupils are taught grammar and punctuation well, throughout the school, and are encouraged to extend their vocabulary with care and application. Handwriting is also taught well, and presentation is good by the end of Key Stage 2. Teachers generally have good subject knowledge, high expectations for pupils of all abilities, and a range of appropriate strategies to employ in their teaching.

94. There is a policy for the subject, which provides satisfactory aims and some broad guidance about materials in use, and writing and reading areas in classrooms. There is no scheme of work for English, although this was a recommendation in the last inspection report, and there is no general curricular mapping for English. Long term planning is represented by the year planning in the framework of the National Literacy Strategy. Whilst this is entirely sound and comprehensive for nearly all aspects of reading and writing, it does not address speaking and listening in terms of a separate strand of the subject. In addition, it does not address extended writing, individual reading or drama. Assessment in the subject is generally good, although there is no whole-school or guided approach to assessment for speaking and listening, for which teachers are left to make their own notes. Targets are usefully set for individual pupils in reading and writing, which help them to share in their own evaluation. School targets are appropriately set, and take into consideration the desire to raise standards alongside knowledge of the previous performance of the relevant year groups.

95. The co-ordinator for English has very good subject knowledge, and is able to provide guidance and advice for her colleagues. She has taken part in cross phase moderation as part of sampling pupils' work, and has monitored the English lessons of most of the teachers on the staff this term. She has not had the opportunity to monitor lessons before, so that this initiative is only a beginning, and systematic monitoring is yet to be developed. The staff have received recent in-service training in the subject, in connection with the literacy hours and in phonics, and the co-ordinator is continuing her subject studies at a high level. The resources are adequate in the subject; resources for the literacy hour are generally good, with up-to-date ranges of big books and group readers. There are also adequate fiction collections in classrooms. The non-fiction sections of the former library are distributed in classrooms throughout the school which makes the development of independent research skills difficult for older pupils. However, it is obvious that they have been used to finding their own books and can use indexes and glossaries well.

96. The school's literacy hours are well established and are proving effective. The school's provision for literacy overall, apart from the current state of the library which is due to the building works, is good. Literacy is taught daily to all classes, and time is used very well. Literacy is appropriately developed through the curriculum, for example, the writing of scientific reports, writing to convey information in history and geography, and reading for information in a variety of subjects and topics. The standards of literacy across the curriculum are the same as those in the subject itself. The school has worked hard to raise standards and to redress weaknesses noted in the last inspection report, and has succeeded well, apart from the need for more comprehensive documentation. The subject meets the requirements of the National Curriculum well.

Mathematics

97. Analysis of the school's end of Key Stage 2 national test results for 1999 shows that the percentage of pupils attaining at Level 4, or above, was well above the national average. The proportion of pupils

attaining at Level 5 was in line with the national average. When the average of the school's test data is compared with all schools and similar schools, it shows above average standards at this key stage. Comparisons with schools in the Local Education Authority show standards to be well above the average when compared with all schools and similar schools.

98. Since 1996, the school's performance has varied year by year, but standards have always remained above the national average. These variations can be partly explained by the differences in the average attainment of the different cohorts. Another factor has been the school's recent strategy for setting pupils in Year 6 into three ability groups. In the last academic year, this had a noticeable impact upon the number of pupils attaining at Level 4 in the national tests. During the time period 1996-1999, boys generally outperformed girls but not by significant amounts. Pupils from ethnic minority backgrounds attained similar standards to all other pupils.

99. The findings of this inspection are that the percentage of pupils achieving standards in line with the national expectation is above average. This represents standards lower than those indicated by the 1999 national test results. However, the present Year 6 contains more pupils with significant special educational needs, which has a negative impact upon average standards. The standards found represent a good improvement since the last OFSTED inspection. The pupils now calculate more accurately and speedily mentally and use their mathematical knowledge well to solve problems.

100. By the age of 11, pupils work out mentally how to multiply, divide, add and subtract numbers up to 100. They identify digits in the right order to represent numbers up to 10,000. In their work in number and money, they use several methods to long multiply, accurately find fractions of integers, correctly convert mixed fractions to vulgar fractions and reverse this process. They use factors to break down large numbers and add and subtract sums of money to two decimal places. Their knowledge of shape and space, although still good, is not as well developed as other areas of the subject. Pupils name some two-dimensional and three-dimensional shapes, but are less sure in identifying their individual properties such as the number of sides, faces or vertices. Only higher attaining pupils do this confidently. Pupils estimate and measure accurately, using non-standard and standard units of length, volume, capacity and temperature. They collect data, organise this coherently in table form and illustrate their results using column graphs and pictograms. Pupils use line graphs to convert English pounds to French francs and imperial pounds to kilograms.

101. Analysis of the school's end of Key Stage 1 test results for 1999 shows that the percentage of pupils attaining at Level 2, or above, and at Level 3, was well above the national average. When the average of the school's test data is compared with all schools, it shows standards to be well above the average. When this data is compared with similar schools, it shows standards to be very high. Since 1996, standards declined until 1998. Last year, they improved considerably. However, during this time period, standards have always remained above the national average. Boys have slightly outperformed girls.

102. The findings of this inspection are that pupils in the present Year 2 are attaining above average standards. Although this represents a fall in standards in comparison with last year's national test results, the present Year 2 cohort contains twice as many pupils with special educational needs. This has a negative effect on average standards. Present standards in Key Stage 1 are similar to those found at the time of the last OFSTED inspection.

103. By the age of seven, pupils use a variety of appropriate mathematical vocabulary to describe subtraction and apply their knowledge well to problem solving. They combine three numbers to make a total of 50 and identify the least number of coins needed to make 37 pence. They accurately identify odd and even numbers, name some two-dimensional shapes, measure the length of drawn lines in centimetres and estimate the height and width of windows and furniture in their classrooms. Pupils collect information about their classmates' birthdays, and the number of gaps in their teeth, and draw colourful pictograms and bar charts to illustrate this information.

104. At Key Stage 1, pupils, including those with special educational needs, make good progress. They improve the speed of their mental mathematics, add and subtract increasingly large numbers, and become more accurate in measuring with a ruler and in estimating height and length. They develop more strategies for collecting and illustrating data and become more aware of the need for scale and constant spacing when drawing graphs.

105. At Key Stage 2, pupils, including those with special educational needs, make good progress overall. Between year groups, there are variations linked to the effectiveness of teaching. In Year 3 and Year 6, pupils make good improvement and in Year 5, they make very good progress. In Year 4, pupils only make satisfactory progress as a result of teachers sometimes setting pupils work that is undemanding. Within the areas of the mathematics curriculum, pupils make most progress in their speed and accuracy in mental mathematics. This is largely due to the daily sessions they experience as prescribed in the National Numeracy Strategy. Throughout the school, pupils of different gender, background and ethnicity make good progress in line with their capabilities. However, sometimes pupils who have English as an additional language do not make the progress they should because of difficulties in understanding questions or instructions. This is particularly the case in oral work.

106. Pupils' attitudes and responses to their lessons are very good. They enjoy mental mathematics sessions, are keen to succeed in their work, cooperate very well and behave very sensibly. In one Year 5 class, it was noticeable that pupils supported each other when they experienced difficulty using a pair of compasses, and celebrated each other's success in mastering the technique.

107. The quality of teaching is good at both key stages. This is an improvement since the last OFSTED inspection. Of the six lessons observed in Key Stage 1, three were very good, one good and two satisfactory. At Key Stage 2, of the nine lessons observed, two were very good, four good and three satisfactory. Teaching of this quality makes a significant contribution to the overall good progress made by pupils in both key stages. In the best lessons, at both key stages, teachers plan work which is challenging for pupils of all abilities. They conduct mental mathematics sessions at a cracking pace, which the pupils enjoy, and which promotes their keen involvement. In a Year 6 lesson, pupils really enthused about a game in which they combined the four rules, fractions, decimals and their knowledge of place value, to compete against the clock. This clearly helped increase their speed of thought. Teachers have very good relationships with their pupils and use humour and lots of praise to create a harmonious atmosphere in lessons in which pupils feel secure and valued. As a result, pupils are not reluctant to contribute ideas or give answers which might not be correct. In many good lessons, teachers use interesting methods to reinforce basic number facts. In a Year 2 lesson, pupils pretended to be frogs and leapt into the air when their odd or even number was called out by the teacher. Teachers use a variety of interesting resources to help pupils understand concepts better and pupils learn best when the investigations they undertake are based in their own experience. Hence, a Year 2 class, enjoyed collecting data about the number of gaps each of their classmates had in their teeth. Such imaginative tasks motivate the pupils to produce good quality graphs. Teachers have very successfully implemented the National Numeracy Strategy and this has had a positive impact upon standards especially in mental mathematics and number work. The quality of marking is satisfactory and the best examples help pupils improve. Teachers use assessments of pupils' attainment to influence their daily plans. They use homework well, to reinforce basic number skills, finish class work and promote problem-solving skills. Weaknesses in teaching result from teachers setting tasks which are too easy for most pupils in the class or set, or by conducting lessons at too slow a pace. When this occurs, pupils often finish work quickly and mark time, lose concentration and disturb other pupils. This occurs most often during group work and results in pupils making insufficient progress in extending or consolidating their knowledge and understanding.

108. The mathematics curriculum is broad and balanced and follows the National Numeracy Strategy framework closely. Numeracy is taught daily and all statutory requirements and national guidelines are fully met. Pupils almost always receive full equality of opportunity and access to the curriculum regardless of gender, background or ethnicity. On some occasions, pupils, who have English as an additional language, are disadvantaged when they are not supported by an adult other than the class teacher. This is most often during mental mathematics sessions when they are unable to demonstrate their mathematical ability because they fail to understand instructions or questions. Pupils with special educational needs receive good equality of opportunity. The arrangements for setting pupils according to ability in Years 4, 5 and 6 enhances their access to the curriculum and ensures that they receive teaching closely linked to their needs. Half-termly plans focus on key learning objectives. The progress that pupils make in achieving these objectives is assessed at the end of each half-term. The school analyses test data carefully to identify strengths and weaknesses in pupils' attainment in all year groups. As a result of this, the school increased the number of sets, in Year 6, in order that more pupils might attain Level 4 in

the national tests. This strategy was successful. The subject supports learning well in other areas of the curriculum such as geography, when pupils compare temperatures on a graph. The pupils develop socially as a result of working together and supporting each other.

109. The management of the subject is good. The co-ordinator is a very experienced teacher who supports colleagues well. The subject action plan provides a clear direction for improvement and indicates targets for raising standards, which are both realistic and challenging. The subject policy is up to date and reflects the school's approach to the implementation of the National Numeracy Strategy. Although the co-ordinator visited classrooms extensively in 1998, little monitoring of teaching has occurred since then. As a result, some weaknesses in teaching have not been sufficiently addressed. Accommodation is adequate and resources generally good. There are some deficiencies, however, in the provision of larger apparatus to support number work in Key Stage 1 classes. Staff are suitably qualified to teach pupils of this age and there is a good balance of experience. Funds, made available to support the subject, have been well used, especially to provide extra resources to support the implementation of the National Numeracy Strategy, and to pay for extra staff in order to create a third set in Year 6. This has had a clear, positive impact on raising standards at the end of Key Stage 2.

110. **Science**

110. Analysis of the results of the 1999 national tests at the end of Key Stage 2 indicate that the percentage of pupils achieving Level 4 and above was well above the national average. The proportion of higher attaining pupils, those reaching Level 5, was in line with national averages. When compared with similar schools, the percentage of pupils achieving Level 4 and above was also well above that expected nationally, but the proportion achieving Level 5 was below average.

111. The findings of the current inspection are that, by the end of Key Stage 2, pupils achieve standards that are above national averages. This judgement is broadly in line with the most recent national test results, and represents a significant improvement since the last OFSTED inspection. Then, standards were judged to be in line with national expectations, with several pupils achieving below average standards and a significant minority underachieving. By the end of Key Stage 2, pupils have a good understanding of scientific procedures and they are confident about undertaking experiments. A strength of the provision at this key stage is the way in which, wherever possible, topics are introduced through relevant investigations. For example, pupils undertake investigations into the rate at which different solids dissolve in water, and the boiling point of different liquids. Their understanding of life processes is good. As they study movement and muscles, and the nervous and circulatory systems of the human body, their understanding is extended into areas above those expected for their age. Their understanding of materials is developed well as they learn about the differences between acids and alkalis, and investigate the process of filtration. Pupils are aware of the names and effects of different forces and how symbols are used to describe electrical circuits. At both key stages, pupils with special, educational needs attain good standards according to their previous learning and make good progress towards their individual learning targets.

112. The results of the 1999 national teacher assessments at the end of Key Stage 1 indicate that the percentage of pupils achieving Level 2 and above was broadly in line with the national average, and the proportion of higher attaining pupils, those reaching Level 3, was above average.

113. When compared with similar schools, the percentage of pupils achieving Level 2 and above was above the average and the proportion of pupils reaching Level 3 was also above the average. The findings of the current inspection are that, by the end of Key Stage 1, pupils achieve standards that are in line with national averages. This judgement is in line with both the findings of the previous OFSTED report and the results of the most recent national teacher assessments. Factors which limit higher attainment are where the topic planning approach, especially in Year 2, leads to an insufficient emphasis on the discrete elements of the subject, and to insufficient time being allocated to science. Pupils are introduced to sound investigative skills as they plant seeds and watch them grow, and observe and record the seeds in such fruits as apples, oranges and pomegranates. Pupils gain a satisfactory understanding of life processes as they investigate the minibeasts that are found in the locality of the school. They know the characteristics of some materials, such as wool, glass and fabric, and sort other materials into those that are magnetic and those that are not. They know that there are several sources of light, and that we see objects through our eyes.

114. At Key Stage 1, pupils make satisfactory progress, whilst those at Key Stage 2 make good progress. At Key Stage 1, pupils make progress in their investigative skills. For example, in a lesson observed, younger pupils made progress in their observational and cooperative skills as they looked through the viewer of the 'peep-box' and then held the torch to enable their partner to do the same. At Key Stage 2, pupils make good progress in the depth of their understanding of scientific principles. They become more confident in their use of specialist vocabulary, and in their ability to make informed predictions about what might happen. They become more aware of the importance of careful observation and the variety of ways in which data can be recorded.

115. At both key stages, pupils respond well to the subject. They show interest and enthusiasm as they listen attentively to their teachers' introductions, and they are keen to make contributions to class discussion. This is almost always done in a controlled, polite and courteous way. Some pupils have a wide general knowledge, and are able to articulate their opinions clearly. Pupils concentrate fully on their tasks and work very well with a partner or a group, as appropriate. Several are engrossed in their work and are sorry when the lesson has to end.

116. The quality of teaching is good at Key Stage 2 and satisfactory at Key Stage 1. This is an improvement since the last OFSTED inspection when it was judged that teaching at both key stages was variable. At Key Stage 1, teachers are enthusiastic, introductions to lessons are given clearly, and good relationships are established within the class. Interesting and challenging resources are provided and teachers give the working groups good support and encouragement. Shortcomings in teaching at this key stage are in the lessons where insufficient opportunity and encouragement are given to pupils to record their findings in a variety of ways, and where the key scientific concepts behind the lesson are insufficiently emphasised. At Key Stage 2, teaching in the majority of lessons observed was good or very good. Teachers are confident, introduce lessons clearly and often end them with a useful plenary session. Teachers introduced specific vocabulary well, such as mass, scale, force-metre and Newton, and this is often related, particularly with younger pupils, to attractive classroom notice boards where key words are prominently displayed. A lesson to older pupils, which investigated the force of friction, demonstrated several features of very good teaching. The teachers' planning was very detailed, previous learning was effectively reinforced, and resources were available for the pupils to undertake relevant and challenging investigations. Shortcomings in teaching in otherwise satisfactory lessons include the lack of reference to the development of investigative skills in teachers' planning, and lessons which lack appropriate pace and where the teacher's voice was not sufficiently loud and clear.

117. The subject is well managed by an enthusiastic co-ordinator, and teachers are supported by a useful policy guidelines statement. Planning originally followed an agreed whole-school scheme of work, based on a commercial scheme which had been heavily adapted by the school. During the spring and summer of 1999, plans were made for the changeover to the nationally recommended scheme of work from September 1999, except for Year 6, where use of the old scheme has continued. Planning now largely follows the progression identified in the nationally recommended scheme of work. There is a clear overall curricular map showing when elements of the subject are to be taught to each year group across both key stages. Teachers meet in year groups to devise termly plans and more detailed weekly plans. This ensures continuity of approach between and across year groups. The topic based approach in Year 2 does not allow for sufficient teaching time in the subject, nor a sufficient emphasis on the required knowledge and skills. Monitoring in the subject is sound. The co-ordinator has monitored teachers' planning and has observed lessons. However, this process has not been systematically planned and has not yet had an impact on shortcomings in the subject. Assessment procedures are good. Teachers assess pupils' investigative work, tests based on national materials are undertaken in the junior year groups, and teachers use tests to assess pupils' attainment at the end of most units. Samples of pupils' work are collected and assessed according to National Curriculum criteria. This practice helpfully gives teachers guidance on the levels of pupils' attainment in their class.

118. Resources for the subject are sound. At the last inspection, they were good. There is a good range of equipment, which is well organised and accessible to pupils and teachers. However, there are deficiencies in the quality and quantity of some resources. Good use is made of off-site visits to support the science curriculum. Older pupils at Key Stage 1 have visited the British Museum; Year 2 and Key Stage 2 pupils have seen the mobile Planetarium and important scientific work is done on the residential visit to Sayers Croft.

119. OTHER SUBJECTS OR COURSES

Information technology

119. By the end of both key stages, pupils attain standards that are in line with national expectations. This is an improvement since the last OFSTED inspection when standards at Key Stage 2 were judged to be below age-related expectations. By the end of Key Stage 2, pupils have had satisfactory opportunity to communicate and handle information. As they write their own texts, pupils confidently change the font type and size, highlight sentences or words, and change and amend text appropriately. Pupils process data as they draw and interrogate graphs showing aspects of themselves, such as their reach, their eye and hair colour, and their favourite food. They have experience of providing sequences of instructions to control events as they devise a program to move the screen turtle to form the letters of their own initials. Other pupils use commands, such as forwards, backwards and repeat, to program the screen turtle to draw regular shapes on the screen. By the end of Key Stage 1, pupils know how to open and close down a program properly and how to select different parts of programs by clicking on the relevant icon. They are aware of the importance of the program's menu. They use the keyboard to write words and phrases, and are aware that once written, these can be moved around the screen. As they use computers, pupils are aware that they can generate and communicate ideas in different forms, such as pictures, text and sound. Although there are some satisfactory examples of classes using information technology to support work done in other areas of the curriculum, for example, in history and geography, this aspect is insufficiently developed across the school. Pupils with special educational needs attain satisfactory standards according to their previous learning and make satisfactory progress towards their own learning targets.

120. Pupils at both key stages make satisfactory progress, as do pupils with special educational needs. They make progress in their control of the computer mouse and in the speed and accuracy of their keyboard skills. Younger pupils at Key Stage 1 click on large icons in their art program, whilst older pupils at Key Stage 2 control the computer mouse more carefully as they highlight sentences and words. Pupils make progress in their use of word processing functions on the computer. At Key Stage 1, younger pupils write and print out their names, while older pupils write longer text, such as jokes and conversations, using functions such as 'find and replace'. Pupils also make progress in their appreciation of the uses to which information technology can be put, and its further application in the wider world. Individual pupils with greater access to computers at home make the best progress.

121. Pupils' response at both key stages is good. During whole-class introductions, they listen attentively, are keen to come forward and demonstrate what they can do, and make interesting comments during class discussion. Their attitudes and behaviour are consistently good. They are keen and enthusiastic when it is their turn to use the computer, and help and support their partners well if it is required. Higher attaining pupils are willing to help those who are unsure what to do.

122. The quality of teaching is satisfactory at both key stages. The procedure adopted in most classes to teach the subject is good. Teachers introduce vocabulary, concepts and skills to the pupils in whole-class sessions and then provide opportunity for them to practise their skills during the rest of the week. However, during the inspection, not all classes followed this procedure, and in some, computers were unused for too long. Teachers generally show good, confident subject knowledge. They introduce topics clearly and give individual pupils good opportunity to demonstrate their skills to others in the class. New terms, such as 'drag', 'highlight' and 'find and replace' are introduced and appropriately emphasised. In the plenary sessions, pupils are given good opportunity to share what they have done. In an effective lesson to older pupils at Key Stage 2, when they were writing questions to be asked to discover the personality of the Queen of Narnia, the teacher skilfully used one pupil's work on the computer to extend the understanding of the whole class.

123. The subject is well managed. Significant improvements have been made since the current post-holder assumed responsibility for the subject in January 1999. Since then, she has reviewed the policy and guidelines statement, planned the introduction of the nationally recommended scheme of work from September 1999 and significantly improved resourcing in the subject. The targets identified in the subject action plan are relevant and achievable. Planning in the subject is sound. The introduction of the national recommended scheme of work has been careful and well thought out. Assessment procedures are sound and the co-ordinator has begun to monitor teaching in the subject. However, this is not

systematically planned and has yet to have a real impact on standards attained across the school. Following the recent significant improvement in equipment, resources are now satisfactory. The ratio of computers to pupils is now in line with national averages. There is a sufficient range of pre-loaded software on the newer machines, but deficiencies in the software for the older ones. There are also deficiencies in the provision of further programmable toys to develop pupils' skills in control technology. Interest in the subject is enhanced well by the opportunity provided for some higher attaining pupils to use their desktop publishing skills as they prepare a school newspaper in an after-school club. Part of the current rebuilding programme includes the creation of a separate information technology suite in the school.

124. **Art**

124. At Key Stage 2, pupils attain standards in art that are in line with their ages. This is the same judgement as that made at the time of the school's last inspection. Pupils have a good understanding of the work of certain artists such as Renoir. They make clay pots in Greek style to complement their work in history where they learned how the Ancient Greeks valued the pot as an important art form. Pupils create work using recyclable materials, such as the three dimensional work in a class exploration of mountains and rivers. They also have a sound appreciation of textiles. Attainment in drawing is satisfactory for the age of pupils and most of them know that different pencils can create varied effects. At Key Stage 1, pupils draw and paint competently and are able to express different feelings through their drawings.

125. Pupils make satisfactory progress as they move through the key stages. Pupils with special educational needs make satisfactory progress. In Key Stage 1, pupils learn that paints, when mixed, create different colours and that, by adding water, different shades and effects can be generated. In Key Stage 2, this progresses to the extent that pupils understand the term, 'hue' and 'tone' and that secondary colour can be generated from primary. Pupils' drawing skills progress satisfactorily in both key stages. As they move through Key Stage 2, pupils use different media to develop their drawing skills, for example, in marbling ink pictures as a direct result of exploring Victorian artefacts. Pupils make good progress in learning about the work of other artists. In Key Stage 1, this has centred around the work of Van Gogh. In Key Stage 2, it extends to pupils learning about the styles and techniques adopted by Renaissance painters such as Murillo or Fabriano.

126. Pupils have good attitudes to their learning of art. They understand and appreciate how works of art reflect a time gone by and that to create work of quality often requires the revisiting of work to improve it. Pupils use their sketch books appropriately and, behave sensibly when working with different art materials such as paint or clay.

127. The quality of teaching is satisfactory in both key stages. Teachers have a secure subject knowledge and plan work of an appropriate challenge and nature for pupils. In many instances, art is used to extend pupils' understanding of topics or themes over a course of a number of weeks. This enables pupils to explore and develop their skills over a period of time. Good attention is paid in Key Stage 2 to pupils using sketch books as a means of preparatory work and this results in developing pupils' appreciation that art work has to be amended and improved before the final product is achieved. Occasionally, teaching is over directed. In many cases, for example, teachers lay out resources for pupils to use and this prevents pupils choosing equipment or resources to complete the set task.

128. The range of art resources to support teaching is satisfactory in scope and quality. Apart from sketchbooks, there is no whole-school system for the assessment of pupils' artwork. The quality of the school's policy for art is satisfactory although it is a little dated. Each classroom has adequate space to enable practical work to take place. However, some of these areas are untidy and do not, in their present state, promote working in a tidy and organised manner.

129. **Design and technology**

129. Observation of a limited number of design and technology lessons, in both key stages, during the inspection, and a thorough scrutiny of displays, and pupils' work, and discussion with pupils indicate that standards in the subject are as expected for the various age groups. This judgement is slightly better than the findings of the last OFSTED inspection, where standards were found to be at or above national expectations in Key Stage 1, and at national expectations or below in Key Stage 2.

130. Most older pupils at Key Stage 2 can use their design and technology skills productively, for example, to make a school tie. In this task, they are able to measure accurately, mark and cut a template on thin paper before selecting appropriate textile material. Pupils show a secure understanding of the design process and they appreciate the need for initial designs as a basis for more detailed work. They show a satisfactory ability to gather information from various sources and use it to generate their own ideas. They also show a good ability to evaluate their work as it develops. In their introductory work before the design, they practise their seaming and hemming skills in readiness for producing the tie. Pupils show a good ability to discuss, explain and evaluate their products using the appropriate vocabulary concerned with design and technology.

131. Pupils of all ages and abilities, including those with special educational needs, make satisfactory progress in the subject. The very youngest pupils design and make 'spinners' in connection with their artwork on primary colours. They also work well with an assortment of construction kits and can give good explanations to indicate what they want to achieve. Year 5 pupils are planning and designing an extension playground area for the younger children before making a model of the site. They use catalogues well to evaluate and cost the various equipment and facilities with a limited budget which links well with their work in mathematics. This activity is especially relevant as the school is undergoing a major building project.

132. Nearly all pupils thoroughly enjoy their work in design and technology. They are enthusiastic, take a pride in their finished work and show confidence when explaining and evaluating their work. The older pupils, in particular, are able to work independently and collaboratively to resolve any problems and to cope with any challenges presented by their original designs. They are attentive to their teachers' instructions and good relationships are evident between pupils and their classmates and adults. Nearly all pupils handle tools and equipment safely and sensibly.

133. The teaching of design and technology is satisfactory overall. Nearly all teachers have a secure knowledge and understanding of the subject, which are apparent in the whole-class introductions and individual help given to pupils. All teachers use praise well to encourage pupils to try out their own inventive ideas when tackling practical problems. In their planning, they link design and technology well with other subjects like literacy, mathematics, history, religious education and art. They also provide pupils with many opportunities to use a variety of materials and techniques in their work. All teachers have a sound knowledge of health and safety factors for pupils of all age groups.

134. The subject curriculum is broad and balanced for the primary age group and equality of access and opportunity is accorded to all pupils. There is only a draft subject policy, but this document contains useful information and guidance for teachers. The headteacher and deputy headteacher have temporary responsibility for the subject as the subject co-ordinator is absent for a sabbatical period. A scheme of work is also being prepared, based on the new national Qualifications and Curriculum Authority recommendations. Teachers use ongoing assessment soundly to assess pupils' attainment, and portfolios containing examples of pupils' work are planned to help in the moderation and assessment process. Resources are adequate and are used appropriately to develop pupils' skills, knowledge and understanding of techniques in design and technology. Learning support assistants are used appropriately by all teachers to support pupils in their design and technology work. Bright and colourful classroom displays also help to develop pupils' interest in the subject.

135. **Geography**

135. At Key Stage 2, pupils attain average standards for their age. They understand that temperature changes according to height and distinguish between the northern and southern hemispheres. Pupils name different mountain ranges, such as the Andes, Rockies and the Himalayas and have some understanding of why earthquakes occur and how hurricanes form. They use maps and atlases to locate features and use two figure co-ordinates to aid them. At Key Stage 1, pupils use terms such as 'landscape' and 'environment' correctly, know that New York is a long way from Acton and that most people fly in a plane to travel there. They distinguish rural from urban areas by identifying that in one there are lots of houses and traffic and in the other, grass and animals. When using a map, pupils distinguish between land and sea.

136. All pupils, including those with special educational needs, make satisfactory progress. Pupils make

gains in their understanding of location. In Key Stage 1, pupils progress from recognising differences in their own surroundings in Year 1, to distinguishing between cities and the countryside, and knowing that New York is in America. At Key Stage 2, pupils in Year 3 identify a hot and cold country and use the term temperature correctly to describe the climate in the United Kingdom. In Year 4, pupils describe the water cycle and understand that water needs to be treated for safe consumption. They become increasingly aware of the effect of climate upon peoples' lifestyles and occupations and, by Year 6, appreciate that the lack of economic resources is often caused by over population.

137. Pupils' attitudes are satisfactory. In most lessons, they listen attentively to their teachers and each other. They participate in discussions willingly and are eager to answer questions to display their knowledge. In one or two lessons observed, a minority of pupils became easily distracted and were unable to sustain concentration for long.

138. The quality of teaching is satisfactory at both key stages. In the best lessons, teachers maintained a brisk pace and achieved a good balance between whole class teaching and pupils' work. Where teachers have good subject knowledge of how to teach geography, they explain facts clearly and concisely. They use questions skilfully to make pupils extend their thinking and consider their responses carefully. Where subject knowledge is less secure, teachers sometimes over elaborate when explaining new concepts, or try and introduce too many new concepts at once. As a result, pupils become confused and have difficulty in completing tasks.

139. The geography curriculum is broad and balanced. The scheme of work closely follows a recently published national scheme, which identifies how pupils should progress in their geographical skills. All pupils are provided with equality of access and opportunity. The co-ordinator, at present on sabbatical leave, has written a helpful policy, which highlights the school's approach to teaching and what resources are available. Pupils gain in their geographical knowledge and experience when they visit a residential centre in Surrey. They study the course of a stream, measure its depth and analyse the soil at its bed. The school has a weather station consisting of temperature and rain gauges, a windsock and weather-vane. Pupils regularly record data from this. The school recently arranged for an advisor from the Local Education Authority to provide training for members of staff. The school has acknowledged the need for further training and plans to increase confidence amongst some teachers. Resources are used efficiently to support teaching and learning.

140. **History**

140. Pupils in the present Year 6, attain above average standards for their age. They know that the ancient Greeks lived nearly five thousand years ago, compare their life-style with their own, use reference texts and CD-ROM to extract information about the early Olympic games and name Greek gods. In their work about the ancient Greeks, pupils distinguish between fact and opinion and recognise that even 'facts' might not provide a reliable version of what really happened so long ago. They identify political and social influences that may distort facts and accounts of events. In their study of the original Olympic games, pupils understand why women were excluded from entry to events and contrast this with the present situation. In Year 5, pupils study the Victorian era and, in particular, compare and contrast the experience of children in Victorian schools with their own schooling.

141. Although timetabling arrangements meant that no history lessons were observed in Key Stage 1, it is possible to say, from evidence gathered from conversations with pupils and teachers and scrutiny of teachers' plans, that pupils attain average standards for their age. They learn about famous people, such as Florence Nightingale, know that she was 'The lady with the lamp' and that she nursed wounded soldiers. They retell the story of the Gunpowder plot and name Guy Fawkes as someone involved. Pupils develop a sense of the passing of time by comparing old and new toys and learning first hand about the experiences of their grandparents.

142. Pupils at Key Stage 1, including those with special educational needs, make satisfactory progress. From distinguishing between old and new toys and houses in Year 1, they begin to identify key events through time in sequence. Pupils learn about an increasing number of famous people and develop the ability to link names with events. At Key Stage 2, pupils including those with special educational needs, make good progress. They develop a good sense of chronology as they move through the key stage so that by the time they reach Year 6, they locate key eras within the correct time period. Pupils become

more aware of the difference between primary and secondary sources of evidence and use an increasing range of sources to seek information to support their work. They make good progress in their ability to identify reasons why major historical events occurred and the changes caused by them. For example, the changes in schooling brought about by parliamentary acts in the nineteenth and twentieth centuries.

143. Pupils in Key Stage 2 enjoy history lessons. They listen raptly to accounts of past events and people. They produce well presented and researched topic work and pupils in Year 5 loved 'being Victorian pupils' at a recent visit to Gunnersbury Museum and in their registration period. Pupils in Key Stage 1 talk enthusiastically about historical characters.

144. The quality of teaching in Key Stage 2 is good. Teachers provide pupils with good quality resources, which support their understanding and enable them to research topics. Many use imaginative methods to interest and enthuse their pupils. In one Year 5 lesson, the teacher conducted the registration period immediately before the history lesson as if she and the children were in a Victorian classroom. This provided pupils with a real sense of what it would have been like to be at school in that era. There is insufficient evidence to make a judgement about the quality of teaching at Key Stage 1.

145. The curriculum meets requirements to provide a broad and balanced experience for pupils. The emphasis upon learning through stories in Key Stage 1 means that pupils rarely record their knowledge and understanding. Pupils all have equality of opportunity and access to the subject. The experience of pupils is enhanced, when they visit Gunnersbury Museum and have access to artefacts and other resources provided by the local history group, which supplement the satisfactory stock of resources provided by the school. At present, the subject co-ordinator is on sabbatical leave and the headteacher and deputy headteacher lead the subject. There is a useful policy, which outlines approaches to teaching, the key skills to be promoted and the resources available to support teaching. Whole-school plans follow a recently published national scheme of work. The quality of assessment is satisfactory and the school fulfils its requirement to report pupils' progress to parents annually.

Music

146. The findings of this inspection are that by the time pupils reach the age of 11, they attain better than expectations for their age. Pupils sing, perform, compose, listen to and appraise music well for their ages in Key Stage 2. They are able to sing a number of songs, some of them in two and three parts, with enthusiasm, and with a good sense of pitch, rhythm and melody. They can use tuned and untuned instruments to make a beat or ostinato to accompany simple compositions or other music, sometimes performing it as a second part. Pupils are able to read conventional notation, and to use it for part singing and playing. This is very well in advance of expectations for age. They are also able to employ graphic notation for their own compositions. Pupils enjoy listening to music and can appraise some of the musical elements within it, including recognition of types of musical instruments. By the end of Key Stage 1, pupils sing familiar songs confidently, and use percussion instruments and body percussion to make rhythms and simple beat patterns and to accompany singing and listening music. They enjoy listening to music and can appreciate some of the more simple forms of the musical elements, such as loud and soft sounds, as well as distinguishing long and short sounds.

147. In the previous inspection, standards of attainment were found to be in line with national expectations at Key Stage 1, and above expectations in Key Stage 2. High standards in the subject have been maintained.

148. At Key Stage 1, pupils' very good progress is shown in their increasing ability to discern pulse and rhythm in music, together with an increasing awareness of pitch, dynamics and melody. At Key Stage 2, there is good progress in understanding the parts that musical elements play in compositions and in music to listen to, and very good progress in learning conventional notation early. Pupils with special educational needs make good progress in music.

149. Pupils of all ages enjoy their singing and music making, and like listening to music ranging from Mozart to La Volta and the Inspector Morse signature tune. Their attitudes are good and they engage in their lessons with enthusiasm.

150. Overall, the quality of teaching in the subject is very good. During the inspection, it was never less than satisfactory, and in four-fifths of the lessons seen, it was very good. The specialist teachers, of

whom there are four, all have very good subject knowledge, and the two key stage co-ordinators have excellent musical knowledge and an infectious enthusiasm for their subject. As in the last inspection, the use of specialist teaching has a positive effect upon the good attainments that pupils are able to make. Much of the teaching is skilled in terms of engaging with pupils to produce effective learning. Imaginative choices of music and song are selected to appeal to pupils. Planning is usually very detailed and thorough, and reflects the good qualities of the teaching. It is well grounded in the National Curriculum requirements and takes good account of the musical elements. Both major strands of the subject are well integrated in lessons. Assessment is very good in the subject; it is well structured and planned as a whole-school approach, with three assignments to be assessed per term, on an individual basis. This is managed by tracking different individuals in successive lessons, detailed on the lesson plans. The assignments are part of the progressive nature of the programme outlined in the scheme of work.

151. The subject documentation is good, although concise. The policy and the scheme are of good quality, and the scheme supports well both breadth and balance in the subject and progression through the school. There are two co-ordinators for the subject, one for each key stage, who see the plans of other specialist music teachers, and are available for advice to them. They have not monitored the lessons of the other music specialists. They share the management of resources.

152. Although there are some experiences to enrich curricular provision, they are not very frequent. No musicians have visited the school to perform for pupils in the last year or so, although two years ago, an opera company gave a performance of "The Magic Flute" in school, and included a workshop for pupils. There is a visit planned for a group of older pupils to the English National Opera company. The school choir takes part regularly in local schools' music festivals.

153. The choir numbers about 60 pupils from Years 5 and 6, and weekly practices are held in the lunch hour. The choir sings at masses, carol services and school assemblies, as well as at the local festivals. There are also five recorder groups learning the descant recorder, and each group is led by a different member of staff. An older group observed played very well indeed, showing ability to play in parts and to switch parts by reading conventional notation.

154. Resources in the subject are good. There are plenty of tuned and untuned percussion instruments to enable all pupils in a class to have a choice of instrument to play, and the range of instruments includes some from traditions other than that of Western classical music. The listening music repertoire on tapes and compact discs is wide ranging. It includes classical and some modern music, as well as some from other times and places.

Physical education

155. The majority of pupils attain standards that are as expected for their age groups in physical education. This judgement is in line with the findings of the last OFSTED inspection when pupils' standards of achievement were, overall, similar to that expected nationally for pupils of these ages.

156. Most pupils show sound co-ordination and control in gymnastics and games activities, and pupils of all ages and abilities indicate a good awareness of the use of space. However, their appreciation and understanding of the effect of exercise on their bodies are less well developed. They can perform basic gymnastic activities linking together floor and apparatus work and their ability to observe and analyse their own performance and that of their classmates is developing well. Most pupils show a sound ability to practise and improve their own performance and can repeat and improve a previously performed series of movements with increased control on the large apparatus. They participate well in competitive games and athletics, using a variety of balls and equipment, and understand well the need for rules in a game. The statutory requirement to teach swimming is fulfilled to ensure that the maximum number of pupils can swim for 25 metres by the time they leave the school. There is a special paragraph on swimming at the end of this section.

157. Satisfactory progress is made by all pupils, including those with special educational needs. Pupils show increasing control and co-ordination of bodily movement, on the floor and on apparatus, and develop well their ability to catch and throw balls and other equipment like bean bags. Their development in playing in small team games progresses until, as older pupils, they are able to participate in larger competitive games and acquire a sound understanding of team strategies. In their dance

sessions, the younger pupils show a sound response to 'mood' and 'word' stimuli in their routines. Nearly all are developing the ability to discover imaginative solutions for devising dance movement from words from their literacy programme.

158. Nearly all pupils enjoy their activities in this subject and their response to all its aspects is good. They listen attentively to their teachers' instructions and directions and behave well. When moving from the classroom to the hall or playground, they behave quietly and sensibly. They show a satisfactory awareness of safety when handling or setting out equipment or apparatus. Pupils respond well to the opportunity to devise their own movements and sequences and they are willing to work co-operatively with a partner or within a larger group.

159. The teaching of physical education is generally satisfactory in both key stages. All teachers show a secure knowledge and understanding of the subject and health and safety factors. However, some teachers indicate a lack of confidence in the teaching of the subject and, consequently, expectations for pupils' performance are not high. Teachers plan their lessons well, in line with the latest national recommendations, thus enabling pupils to consolidate and refine their practice. They manage and control their classes well, including the process of changing and moving to the working space, actively participate, and normally use pupils to demonstrate good performance. They use time and resources well but, in general, do not use classroom support assistants in physical education lessons.

160. The subject curriculum is broad and balanced but the dance area of physical education is the relatively weaker of the aspects. A development visit from a local advisor has been arranged for this area of physical education early in the new year. A subject policy is in place but not all teachers follow its guidance. The scheme of work is based on commercial schemes, advice from the Local Education Authority and the new Qualifications and Curriculum Authority guidelines. This ensures satisfactory progression through the various year groups by pupils of all abilities. The recently appointed subject co-ordinator is enthusiastic, but has not had the opportunity to monitor the subject to ensure good teaching and pupils' progress. Resources are generally good and there is a generous supply of indoor and outdoor equipment to encourage good performance from all pupils. There is a small hall, a playground and a large playing field, within walking distance of the school which are all used well for physical education activities. However, it is likely that the playing field facility will be replaced with the school's own field on completion of the current building work. The curriculum is further enhanced with after school clubs for soccer and netball and the school participates in competitive games with other local schools in both soccer and netball. Outdoor activity aspects of the curriculum are met well as Year 5 pupils visit Sayers Croft for a residential visit for inter curricular activities including physical education. Year 6 also visit a residential centre near Guildford, at the end of the key stage, for outdoor pursuit activities like abseiling and climbing.

161. The inspection of this school included a focused view of swimming which is reported below. The quality of provision for swimming is satisfactory. A Year 4 class visits the local swimming bath for a 40 minute swimming session, in alternate weeks, during the school year. It is estimated by staff that between 60 and 70 per cent of pupils were able to swim for 25 metres at the end of Key Stage 2 in 1998 and 1999.

162. The quality and effectiveness of the teaching and instruction are very good. Pupils are divided into two ability groups both taken by well qualified swimming instructors employed by the municipal authority. Non swimmers and poor swimmers work in a small group of about ten pupils and receive special tuition. At the time of the inspection, only two pupils were in this category for that particular class. Pupils are assessed during each swimming session and the school and the swimming instructors keep records of progress. These records are linked to a seven level scale, which links approximately with the National Curriculum requirements for swimming. Level 2/3 is roughly linked to the end of Key Stage 2 requirements. This swimming instruction has an impact on another area of the physical education curriculum as some water sports are involved in the residential course for Year 6 pupils.

163. PART C: INSPECTION DATA

164. SUMMARY OF INSPECTION EVIDENCE

The inspection was carried out by a team of six inspectors who spent a total of 24 inspector days in the school. Time spent observing teaching, scrutinising the work of pupils and checking their attainment by working with them during the inspection – 23.7 hours in the Reception classes and at Key Stage 1 and 39.9 hours at Key Stage 2. In addition, a further 28.4 hours were spent on the inspection activities listed below:-

- 106 lessons or parts of lessons were observed as were a number of registration periods, assemblies, playtimes, lunchtimes and extracurricular activities;
- the quality of swimming provision was also inspected;
- discussions were held with all teaching staff and some support staff;
- many pupils were heard to read and were questioned about their mathematical knowledge and understanding;
- three samples of pupils' work across the full range of ability in all year groups were inspected in addition to work examined during lessons;
- all available school documentation was analysed;
- attendance records, pupils' records kept by the school and teachers' planning documents were examined;
- the budget figures were inspected;
- discussions were held with pupils, parents and governors;
 - a parents' meeting was held and the views of the 14 parents at this meeting and those of the 81 parents who responded to a questionnaire were taken into account.

165. DATA AND INDICATORS

165. Pupil data

	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	408	5	97	65

165. Teachers and classes

165. Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent):	16.3
Number of pupils per qualified teacher:	25

165. Education support staff (YR – Y6)

Total number of education support staff:	6
Total aggregate hours worked each week:	140.3

165. Average Class Size

29

165. Financial data

Financial year:	1998/99
	£
Total Income	736 921
Total Expenditure	753 526
Expenditure per pupil	1 842
Balance brought forward from previous year	73 801
Balance carried forward to next year	57 196

165. PARENTAL SURVEY

Number of questionnaires sent out: 272

Number of questionnaires returned: 81

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	45	51	3	1	
I would find it easy to approach the school with questions or problems to do with my child(ren)	53	46	1		
The school handles complaints from parents well	29	49	19	3	
The school gives me a clear understanding of what is taught	37	54	3	6	
The school keeps me well informed about my child(ren)'s progress	46	42	5	6	
The school enables my child(ren) to achieve a good standard of work	50	46	3		1
The school encourages children to get involved in more than just their daily lessons	30	51	14	4	
I am satisfied with the work that my child(ren) is/are expected to do at home	38	48	9	5	
The school's values and attitudes have a positive effect on my child(ren)	58	40		2	
The school achieves high standards of good behaviour	53	44	1	1	
My child(ren) like(s) school	70	26	4		

165. Other issues raised by parents

The practice of some teachers giving sweets at the end of the school day as part of, perhaps, a child's birthday celebrations was seen, by a small minority of parents, as being at odds with the school's policy for promoting healthy eating.