

INSPECTION REPORT

Fleecefield Primary School

London

LEA area: Enfield

Unique Reference Number: 101990

Headteacher: Mrs Helen Whitecross

Reporting inspector: Mrs Christine Huard

27290

Dates of inspection: 18-22 October 1999

Under OFSTED contract number: 706609

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant, Junior and Nursery
Type of control:	County
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Brettenham Road London N18 2ES
Telephone number:	0181 807 7899
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Ivor Olley
Date of previous inspection:	7-11 November 1994

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Christine Huard, RgI	Science Art English as an additional language	Attainment and progress Teaching
Ron Elam, Lay Inspector		Attendance Support, guidance and pupils' welfare
	Equal opportunities	Partnership with parents and the community
Dennis Maxwell	Mathematics	Accommodation
Terence Aldridge	Design and technology Information technology Geography Physical education	Curriculum and assessment Efficiency Leadership and management Resources
Joyce Cox	English	Attitudes, behaviour and personal development
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MAIN FINDINGS

What the school does well

- The headteacher provides excellent leadership. She is well supported by her staff and committed and knowledgeable governors.
- Provision for children under 5 is good and these children make good progress in the nursery and reception classes.
- The school has good procedures in place for pupils' support and guidance which result in pupils having good attitudes towards work, behaving well and forming good relationships.
- Pupils' personal development is very good.
- Pupils with special educational needs and those for whom English is an additional language make good progress.
- Provision for pupils' moral and social development is very good. That for their cultural development is excellent.
- The school has formed strong links with parents and the local community.

Where the school has weaknesses

- I. Standards are very low in English and well below the national average in mathematics and science. They are below average in religious education and information technology.
- II. The accommodation is unsatisfactory. It is very cramped and areas such as the library are too small to be used effectively.
- III. There are insufficient resources for information technology and physical education.
- IV. Attendance is below the national average.

The weaknesses are outweighed by what the school does well. However, the weaknesses are particularly significant ones and will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils in the school.

How the school has improved since the last inspection

Results of national tests in English have shown some improvement since the last inspection, although pupils still attain levels well below the national average. The school met and slightly exceeded its targets for 1999. Standards in religious education have risen with the introduction of the new Locally Agreed Syllabus, as have those for design and technology. Curriculum planning and co-ordination have been significantly improved and there is now improved coverage of the curriculum across classes, key stages and the whole school. Schemes of work and subject guidance have been prepared to meet all current requirements except in information technology. These give good quality support to teachers about content, assessment, time management and resources.

Standards in subjects

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

Performance in	Compared with all schools	Compared with similar schools	Key
			<i>Well above average</i> A
			<i>Above average</i> B

English	E*	E	<i>Average</i>	<i>C</i>
Mathematics	E	D	<i>Below average</i>	<i>D</i>
Science	E	C	<i>Well below average</i>	<i>E</i>

The information shows that pupils performed at a low level in all three core subjects when compared with pupils nationally, although when compared with schools of a similar kind, pupils obtain results close to the average in science, below average in mathematics and well below average in English. Results in 1999 show a considerable improvement over the previous year in mathematics. Although a similar percentage of pupils attained the national average in English to 1998, the general improvement in national levels was not reflected in the school. The overall trend in results over the last five years - based on the school's own data - shows an improvement, although that over the last three years is almost static and heavily influenced by very poor results in 1998. The results are affected by high mobility levels within the school and the high proportion of pupils for whom English is a additional language.

Attainment in information technology is below average because the school is not yet covering the whole of the required curriculum and pupils have too few opportunities to use the computers.

Attainment in religious education is currently below the standards required by the Locally Agreed Syllabus but pupils are making good progress now that a new scheme of work has been implemented.

· **Quality of teaching**

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

Teaching is at least satisfactory in 93% of lessons. In 11% it was very good or better. Most teachers plan and prepare their lessons conscientiously and effectively and promote a positive learning atmosphere in the classroom.

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	Good in lessons and around the school. Pupils have positive attitudes towards their work and accept responsibility willingly.
Attendance	Unsatisfactory, below the national average. Extended holidays taken during term time. Lessons and sessions generally start punctually.
Ethos*	Very good. There is a good atmosphere for learning and relationships are very good. The school has a commitment to on-going improvement but the impact of strong management and improved and more focused planning have yet to have an impact on standards.
Leadership and management	Very good overall. Outstanding leadership provided by the headteacher and excellent support and commitment from the governors. Development planning is exceptionally good. The role of subject co-ordinators is not yet

Curriculum	fully developed. The curriculum for children under five is good and stimulating. It is sound throughout the school with an appropriate emphasis on literacy. However, there is insufficient coverage of the curriculum for information technology and some staff are not yet fully confident in implementing the Numeracy Strategy.
Pupils with special educational needs	Good support for pupils with learning difficulties. Consistent with context of whole class learning. Good Individual Education Plans concentrating on literacy and numeracy targets. Provision for pupils for whom English is an additional language is good.
Spiritual, moral, social & cultural development	Satisfactory provision for pupils' spiritual development. Very good provision for pupils moral and social development. Excellent provision for pupils' cultural development – the school positively celebrates its cultural diversity.
Staffing, resources and accommodation	Teaching staff levels and qualifications are good. Quality and quantity of support, administrative and maintenance staff are also good. Good arrangements for staff development are in place. Accommodation is cramped and unsatisfactory but used well. Quality and quantity of resources are satisfactory overall except for physical education where there is insufficient equipment for younger pupils.
Value for money	Satisfactory.

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

The parents' views of the school

What most parents like about the school

- V. Most parents were happy with the standards of work their children achieved.
- VI. The school gives parents good support and gives them ideas as to how they can help their children.
- VII. There is a two way partnership with parents concerning the children's education.
- VIII. Parents are encouraged to help in school.
- IX. Problems are promptly and effectively dealt with.
- X. Pupils' behaviour is very good and there is a good behaviour policy.
- XI. The school council works very well.
- XII. Children are very happy to attend school.

What some parents are not happy about

- XIII. Some parents expressed concern over the : at lunchtimes.
- XIV. There is inconsistency in the amount of

The inspection team supports most of the parents' positive views except that regarding standards. It found that levels of supervision at midday were generally good and pupils were well supervised. No bullying was observed during the inspection, although a little rough behaviour was observed which was swiftly and appropriately dealt with. The inspection team found that homework for the older pupils was set on a regular basis but that for younger pupils was set inconsistently, which is unsatisfactory.

KEY ISSUES FOR ACTION

The inspection team acknowledges that the school has already identified the improvement of standards in the core subjects and the further development of mathematics and information technology within its own

development plan. To reinforce this process the headteacher, governors and staff should :

Raise standards of attainment, particularly in the core subjects of English, mathematics, science and information technology by:

- XV. improving the quality of short term planning to ensure clear learning objectives for all lessons. (Para 32.)
- XVI. monitoring the quality and quantity of work produced by the pupils in lessons to ensure that agreed teaching approaches are consistently and thoroughly implemented across parallel classes and pupils' progress is appropriate in all subjects. (Paras 32, 68.)
- XVII. developing strategies for improving pupils' skills in reading and writing, within English and other areas of the curriculum, and in particular for providing more opportunities for pupils to develop the skills of independent reading and sustained writing. (Paras 100, 101, 106-109)
- XVIII. improving staff expertise and confidence in the implementation of the Numeracy Strategy, particularly with regard to support staff providing cover for non-contact time. (Paras. 32, 126)
- XIX. ensuring adequate coverage of all areas of the curriculum in information technology and a sufficiency of equipment in order to be able to fulfil requirements. (Paras. 38, 78, 134-137, 140-142.)
- XX. improving teachers' knowledge and understanding in the use of information technology. (Paras. 31, 74, 140.)
- XXI. reviewing the amount of taught time in Key Stage 2 in order to more closely reflect the national average. (Para. 39)

Introduce further measures to improve attendance and punctuality by:

- XXII. instigating a policy to ensure that holidays in term time are more closely regulated and monitored by the school. (Para. 57)
- XXIII. monitoring each term the rates of attendance and punctuality for each class. (Para. 57)

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

- XXIV. Review the structure of the curriculum in order that there is a more equitable distribution of foundation subjects over time. (Para. 39)
- XXV. Improve resources for the younger pupils in gymnastics. (Para. 39)

· INTRODUCTION

· Characteristics of the school

1. Fleecefield Primary School is a large primary school with 397 pupils on roll between the ages of three and eleven. Numbers have increased considerably since the time of the last inspection. The school is situated in Edmonton in the Enfield district of Greater London. It serves a wide variety of housing with some owner occupied but mostly Local Authority. Pupils represent a very wide mix of backgrounds including a number of refugees recently arrived in this country. Overall, the intake is well below average in social and economic terms. There are more boys than girls in the school and an imbalance in most year groups except for Years 2 and 6. There are 191 pupils from ethnic minority groups and 159 pupils for whom English is not their first language. These are very high. The percentage of pupils entitled to free school meals (47%) is high when compared to the national average but this does not include pupils from the reception classes who are unable to stay for school lunch because of a lack of space; if these pupils were included the percentage would be about 50%. There are 132 pupils on the Register of Special Educational Needs, which is 38%, - well above the national average. Pupils enter the nursery at three years old and progress to the reception class in the term in which they are 5. A significant feature of the school is a high degree of mobility, with a twenty five per cent turnover in pupils in all year groups over the past few years. Pupils' attainment on entry to the school is well below average, with a considerable number of pupils already identified as having special educational needs.

These needs mainly relate to limited literacy and numeracy skills but a significant percentage relate to behavioural problems.

2. The aims of the school are comprehensive and range from the academic – ‘children are expected to develop to their full potential’ - to pastoral - ‘providing an environment which values individual children and does not discriminate against them in any way’. High expectations of behaviour and academic expectations are focused upon.
3. Implementation of the numeracy strategy and standards in information and communications technology, religious education and literacy have been identified by the school as key curricular areas for development this year, as well as preparing for curriculum 2000. A number of other priorities have also been identified - raising the achievement of ethnic minority and bi-lingual pupils, home school agreement, improving provision for more able pupils, behaviour support and anti-racist education.

3. **Key indicators**

4. **Attainment at Key Stage 1¹**

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999	28	23	51

4. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or Above	Boys Girls Total	15 16 31	16 16 32	20 18 38
Percentage at NC Level 2 or above	School National	61(58) 85(77)	63(63) 86(81)	75(77) 90(84)

4. Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys Girls Total	17 17 34	19 19 38	26 21 47
Percentage at NC Level 2 or above	School National	67(58) (81)	75(80) (85)	92(92) (86)

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

1. **Attainment at Key Stage 2²**

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1999	25	30	55

5. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	9	11	15
	Girls	18	16	19
	Total	27	27	34
Percentage at NC Level 4 or above	School	49(43)	49(19)	62(55)
	National	73(65)	72(59)	83(69)

5. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	10	9	13
	Girls	10	10	15
	Total	20	19	28
Percentage at NC Level 4 or above	School	48(36)	37(36)	51(49)
	National	(65)	(65)	(72)

.....

2

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

6. **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete Reporting year:			%
	Authorised	School	6
	Absence	National comparative data	5.7
	Unauthorised	School	0.8
	Absence	National comparative data	0.5

6.

7. **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	7
	Permanent	0

8. **Quality of teaching**

Percentage of teaching observed which is:	%
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Very good or better	11
Satisfactory or better	93
Less than satisfactory	7

8. PART A: ASPECTS OF THE SCHOOL

8. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

8. Attainment and progress

2. Pupils' progress before reaching the age of 5, in the development of all the areas of learning for pupils of this age, is good, although, when they enter the reception classes, levels of achievement are still well below those expected and still very low in language and literacy. By the time pupils attain the age of 5 standards are still well below those expected mainly because of the slow development of essential language and literacy skills.
3. At the end of Key Stage 1, results in the national tests for 1999 in English and mathematics are very low when compared to schools nationally and well below average when compared to similar schools. In English, results were marginally higher for reading than for writing. Teacher assessments were higher than test results in reading, although slightly lower in writing, and this is reflected in the current standards of the work of these pupils. Over the last three years the results have fluctuated. The trend has been of gradual improvement over time despite poor results overall in the last two years. Girls' results were higher than boys' over the last three years.
4. At the end of Key Stage 2 results in the national tests in 1999 were very low in English and well below average in mathematics and science. When compared to similar schools results were well below average in English, below average in mathematics and close to the average in science. A well below average number of pupils attained the higher level five in all subjects. The results show a marked improvement over the previous year in mathematics. Results in both the English and science tests improved but not in line with the trend nationally. The overall trend is slightly upwards. The school's results at Key Stage 2 are adversely affected by the movement out of the area of pupils who are well established, and the movement into school of children having English as an additional language or social needs.
5. In the last inspection, standards were judged to have been below the national average in English and science and in line with national averages in mathematics. Standards have improved, although not in line with the national trend.
6. From an examination of pupils' work, standards achieved at the end of Year 6 last year were generally below the national expectation. However, although the standard of work of the pupils currently in Year 6 is below what is expected for pupils of their age, it does not reflect the very low test results obtained. Pupils show a sound general knowledge and understanding of work being covered, for example, when studying the work of Shakespeare in English. Orally they show good recall. However, a lack of writing and literacy skills shows written recording to be of a much lower standard.
7. In English pupils make satisfactory progress, particularly in reading and writing. The overall standards are adversely affected by high levels of pupil movement in and out of the school and the high number of pupils for whom English is not their first language. In the lessons observed during the inspection pupils usually made satisfactory and occasionally good progress, particularly when teaching was stimulating and effective.
8. In English pupils are most successful in speaking and listening. They are quite confident orally despite having limited vocabulary and language skills. They learn well through discussion activities in English and other subjects, such as science and religious education. They often show a greater and wider vocabulary orally than in writing. Some higher attaining pupils in Key Stage 1 enjoy reading and show confidence. However, most pupils are hesitant and lack confidence when reading aloud and have few strategies for tackling new or unknown vocabulary. In Key Stage 2 pupils make sound progress. Their skills are increasing, although many older readers are unable to skim and scan texts for information. Pupils lack of confidence in reading independently hinders their progress in English and other subjects.

Standards are lowest in writing. Very little work of an above average standard was seen during the inspection. The school has worked hard to address this key issue from the previous inspection and standards have improved in spelling and handwriting. However, pupils have considerable difficulty in producing a neat, correctly spelled and punctuated piece of work. Pupils have the opportunity to write in a range of styles and are making sound though slow progress.

9. In mathematics the standard of work of the pupils currently in Year 6 is below what is expected for pupils of their age. Younger pupils at the end of Key Stage 1 also attain below average standards. Relatively few pupils attain high standards and the work of lower attaining pupils and those with special educational needs is well below average. In the lessons seen during the inspection pupils in both key stages made satisfactory progress overall; however, higher attaining pupils made unsatisfactory progress due to lack of challenge. The evidence of their previously completed work shows that all pupils have made satisfactory progress over time. Pupils practise mental mathematics regularly and this helps their progress, particularly with number and applying those skills. Higher attaining pupils are sometimes expected to work at levels below their capabilities and at too slow a pace. Other pupils become discouraged when they are given work that is too difficult because they have not yet understood earlier steps in learning.
10. In science, results of teacher assessment at the end of Key Stage 1 in 1999 were about average when compared to all schools nationally and above average compared to similar schools. The evidence available during the inspection suggests that these results were generally accurate, although generous with regard to the number of pupils attaining the higher level 3. Pupils make sound progress through Key Stage 1 and generally achieve standards in line with national expectations. Overall, pupils' progress in Key Stage 2 continues to be satisfactory. This is particularly aided by some good teaching at the upper end of the Key Stage, which enables pupils to experiment and investigate scientifically and record their work in a variety of ways.
11. Pupils have made unsatisfactory progress in information technology because they have had too few opportunities to use computers to cover the whole range of the required curriculum. Consequently their attainment at the end of both key stages is below expectations. Pupils are making good progress in religious education, although they are currently attaining standards below those required by the Locally Agreed Syllabus.
12. In the other areas of the curriculum, pupils make satisfactory progress in design and technology, geography, music and physical education, resulting in appropriate standards being reached. Pupils make good progress in both art and history and attain good standards.
13. Pupils with special educational needs attain appropriate standards. They make good progress towards the targets set in their Individual Education Plans. Pupils who have Statements are well supported and make good progress. The school has set targets for individual pupils of all ethnic backgrounds to raise their achievement. Pupils for whom English is another language make good progress because of carefully targeted and focused support, particularly during the Literacy Hour.

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

14. Children under the age of five in the nursery and the reception classes have good attitudes to their work and their behaviour is good. Despite their very limited communication skills, they are learning to work, play and co-operate with other children well because appropriate activities are provided for them by the dedicated and hard working early years staff.
15. Pupils in both key stages have good attitudes to work and people around them. Although forty six per cent of pupils come from homes where English is not the first language and thirty eight per cent of pupils are on the school's Register of Special Educational Needs, they display good concentration when listening to their teachers. They ask and answer questions appropriately and join in discussions eagerly, offering their own ideas and listening to those of others. For instance, pupils in Year 2 shared ideas well

when composing a story together, whilst pupils in Year 6 maturely and sensitively debated and recited Romeo's soliloquy when studying the work of Shakespeare. The majority of pupils persevere and complete tasks, although some pupils do not take sufficient care and pride with handwriting and presentation when completing work.

16. Most pupils with special educational needs have good attitudes to their learning as do bi-lingual pupils. They concentrate well, work hard and respond positively, particularly when working with the support staff.
17. Pupils' behaviour is good overall. Unsatisfactory behaviour was only seen in a small number of lessons by a minority of pupils. They accept and understand the need for rules and are courteous, polite and helpful. For instance, pupils were very keen to explain aspects of school life to inspectors and clearly understood the need for sanctions and rewards. A significant factor in this good behaviour is the school's behaviour policy, which is consistently applied by all the school staff. Pupils and staff have together compiled codes of conduct for each class and pupils know that they will always be treated fairly. In a small minority of lessons, pupils with behaviour difficulties have problems sustaining interest and concentration, which can impede their progress. This inappropriate behaviour is closely linked to teachers' skills in, and strategies for, handling pupils with behavioural difficulties.
18. The pupils play well together and older pupils organise interesting playground games for younger pupils. Pupils behave very sensibly in assemblies and at lunchtimes. A small number of parents expressed concern at the parents' meeting about playground behaviour at lunchtime but during the inspection only the normal playground "rough and tumble" was observed. There were seven fixed term exclusions last year, all for behaviour. The rate is static.
19. Relationships are good, showing high levels of respect between adults and pupils. Attitudes adopted towards pupils with special educational needs and those for whom English is not their first language are helpful and supportive. The school has a happy and friendly atmosphere. All pupils are very helpful towards visitors, providing a very warm welcome to newcomers. There is a high degree of friendship and harmony between pupils from a wide range of ethnic and cultural backgrounds.
20. The personal development of pupils is very good. They show high levels of respect for the views and feelings of others. This was evident in discussions with some Year 5 and 6 pupils who maturely and sensibly described the various ways in which pupils help to run the school. They explained the importance of being a "good role model" to younger pupils. They defined the work of the School Council with clarity and pride. During a meeting of the School Council, pupils listened carefully and respectfully to what others had to say. All pupils recognise and increasingly understand the diversity of beliefs, attitudes and social and cultural traditions within their own school.

27. Attendance

21. The level of attendance has improved since the last inspection. Nevertheless, it is still below the national average and is unsatisfactory. Absence has a negative impact on pupils' attainment and progress; it affects not only the individual pupil but others in the class as the teacher has to spend time repeating work to help absentees catch up. Absences are due in part to the usual childhood illnesses but a high proportion of parents insist on taking their children on holiday in term time. Some of these holidays extend to ten or twelve weeks or even longer. There are also a few pupils with consistently poor attendance. In addition, some parents who move away do not tell the school, resulting in a period of absence being recorded before the pupils are taken off the register. The level of unauthorised absences is shown as having improved in the past year. It is not possible to determine whether this shows the true position, as some absences totalled as authorised have no reason noted in the register; this is unsatisfactory.
22. There are less pupils arriving late for school this school year. Most pupils are keen to come to school and

arrive punctually for the start of the day. Nevertheless, although very few are more than fifteen minutes late, a steady stream of pupils arrive up to ten minutes after the whistle has blown in the playground. Lessons during the day generally start and finish on time.

29. QUALITY OF EDUCATION PROVIDED

29. Teaching

23. During the last inspection 85% of teaching was judged to be sound or better. Good teaching was observed in a third of lessons. Since that time there has been a considerable improvement in the quality of teaching in the school. Overall, from lessons observed and an examination of pupils' previous work, the quality of teaching in the school is satisfactory. During the inspection the quality of teaching was satisfactory or better in 93% of lessons. In one third of all lessons it was good or better and 11% of teaching observed was very good. Some good teaching was seen in all year groups.
24. Teachers have sound subject knowledge overall, although some staff lack confidence in using information technology. There was some uncertainty in specific areas of knowledge, for example, in maths – when looking at statistics and probability. Good subject knowledge was demonstrated in science when explaining the water cycle and English where teachers were confident in teaching the soliloquy from Romeo and Juliet. Teachers are very aware of the specific needs of the pupils they teach and expectations for pupils are generally high. In nearly all lessons, activities are provided which match the full range of ability levels in the class. This is particularly evident in the tasks provided in group work in the literacy sessions and also in the majority of science lessons where pupils in both key stages were particularly well catered for.
25. Joint planning between the parallel classes is effective and generally promotes consistency of coverage across each year group. Evidence from an examination of pupils' work would indicate that this was not always the case last year. Management decisions have enabled this discrepancy to be rectified, although some anomalies were still observed during the inspection, particularly at the lower end of Key Stage Two. There was evidence of teaching being more focused and rigorous in one half of year group classes leading to better progress by the pupils in those classes. The quality of lesson planning is not always sufficiently high to enable supply staff who are covering for teacher non-contact time to be able to use their teaching time effectively and for the benefit of the class. This was evident in a mathematics lesson in Key Stage 1 when several pupils were not challenged by activities provided and all completed the tasks well before the end of the lesson. Not all teachers consistently identified learning objectives at the start of all lessons and shared these with pupils. This resulted in some lessons becoming a list of 'things to do', rather than 'this is what we are going to learn'. Where teachers did identify clear learning objectives, for example, in English and science, this clear focus and direct teaching ensured that the progress made was good.
26. The methods and organisation used by teachers are good overall. Particular strengths include the clear instructions given by teachers and the effective use of discussion in preliminary and plenary sessions. Teachers consistently pose questions, which check and extend pupils' learning, for example, checking that pupils understand the terminology used when exploring solubility in science. In nearly all the lessons seen activities were provided which were accessible by all pupils. Higher attaining pupils were challenged by activities which extended tasks further, building on previously acquired knowledge and understanding. Pupils are encouraged to work independently and also to work collaboratively when appropriate. This was particularly successful in practical lessons such as art, where groups of Year 4 pupils were creating a cumulative picture based on the styles of different artists. They discussed sensibly who should complete each section of the picture, agreeing techniques and colours to be used. Teachers promote and use pupils' literacy skills across the curriculum in both key stages, for example, in history, science, and geography.
27. Pupils' behaviour is generally very well managed, even when it is challenging. Teachers insist on

pupils' full attention in introductory sessions and when explaining tasks, although they do not always curb calling out quickly enough. The behaviour insisted on in class reflects the rules contained in each class contract. The very few instances where behaviour was not so well contained occurred when teaching was unsatisfactory and pupils were not fully involved in the lessons. A calm yet busy working atmosphere is evident in all classes, which enables pupils to concentrate well. Relationships with pupils are good throughout the school. Teachers value the contribution made by every pupil and give positive praise where appropriate.

28. Time and resources are used well. Introductory sessions leading to whole class or group activities are well paced leaving sufficient time for group or individual work and review sessions at the end of lessons. Support staff are used very effectively throughout the school. They are confident and well briefed by class teachers. This is particularly evident in literacy sessions where effective support enables lower attaining pupils to make good progress. Teachers are very aware of pupils' individual needs in their classes and work well with the special educational needs co-ordinator, the special needs support teacher and the support staff to ensure that pupils' work is well matched to the targets set in Individual Education Plans. The special needs support assistants who work with the pupils who have statements are experienced, supportive and encouraging. This helps pupils gain confidence in their own abilities and accelerates their progress.
29. Pupils for whom English is not their first language receive good, guided, well-directed support which often extends to the whole family, thus enabling progress to be good because of focused co-operation between the home and the school. Parent volunteers are efficiently deployed around the school and well briefed by class teachers. Effective use is made of practical resources, which are well prepared and support learning well.
30. A range of strategies is used by teachers to check pupils' understanding in lessons, for example, by review sessions with the whole class where sharply focused questions are asked. Teachers talk to pupils about their work and give detailed and accurate feedback on performance. There is good discussion as to how work might be improved and praise is given appropriately. In most classes work is marked regularly and is well annotated with good comments noting strengths and weaknesses.

37. **The curriculum and assessment**

31. The school has made satisfactory improvements to the curriculum since the previous inspection and there are several good features. However, the curriculum for information technology is still unsatisfactory. The school has successfully addressed the issues identified in the previous inspection to develop curriculum planning in order to secure progression and consistency through the school; and has adopted or adapted national guidelines so that there are now schemes of work for all subjects. There are still some weaknesses in geography and history planning because it does not ensure that the development of skills and understanding occurs consistently over time. The implementation of design and technology and the Numeracy Strategy is also at an early stage.
32. The curriculum for the Under Fives is very good and leads to their making good progress. The curriculum in Key Stages 1 and 2 meets statutory requirements in all subjects except for information technology. As a result breadth and balance is unsatisfactory. The taught time for Key Stage 1 is in line with national averages but that for Key Stage 2 is just below the recommended time of 23 hours 30 minutes. The school has made sensible adjustments to allow for the present increased focus on literacy and numeracy whilst enabling each subject, except for information technology, to receive sufficient curriculum time in order to maintain breadth and balance. Subjects such as history and geography are taught in blocks of time and this is not always satisfactory as the timetabling has not been sufficiently thought through to ensure an equitable distribution of the subjects over time. The school uses its discretionary time well for personal and social education and an increased focus on literacy. Subject schemes of work ensure that all elements of the curriculum are covered progressively and support coverage of all the aspects with suitable repetition. This leads to the pupils' making satisfactory progress overall. Because many schemes of work are still comparatively new to the school, for example, science

and religious education, they are still becoming established and they have not yet had a direct impact on standards.

33. The school has a comprehensive set of aims that informs curriculum policy and classroom activities. Teachers plan effectively together as year teams. This results in worthwhile tasks which are relevant to the pupils' needs. Medium term planning demonstrates a growing coherence in the school's curriculum, although short term planning is more inconsistent and some is not clear enough about what the children are to learn. Suitable provision is made for the arts. Good quality examples of art are displayed in the school and related visits enhance this.
34. The school makes appropriate provision for children's personal and social education, including health, sex and drugs education. All adults in the school support children's personal development through consideration and respect for each other, for example, by encouraging older pupils to supervise younger ones in the 'sanctuary'. The School Council supports children's personal development well and is valued highly by them.
35. Curriculum provision and teachers' classroom management usually ensures good equality of access and opportunity to worthwhile tasks for all pupils. The majority of lessons provide tasks that challenge pupils in line with their attainment but on a few occasions pupils are not sufficiently extended. There is a comprehensive policy for equal opportunities underpinning the school's successful promotion of opportunities for all and its opposition to racist attitudes.
36. The school is very successful in ensuring that the curriculum provided for pupils learning English as an additional language meets their needs. Many children receive help in understanding their tasks from staff who speak their community languages. The provision for pupils with special educational needs is very good and complies fully with the Code of Practice. This is a considerable improvement since the last inspection when provision was considered to be only satisfactory. Since then the whole school, spearheaded by the co-ordinator, has worked very hard to improve the provision for the large number of pupils with special educational needs. These pupils receive a broad and well-balanced curriculum and Individual Education Plans are written well containing specific targets for pupils to achieve and learning is built on step by step.
37. The school makes satisfactory provision for extra-curricular activities, including sport. Children have access to them according to their choice. There is a play time sanctuary that enables children to play quietly and gain social skills. There is an annual residential visit in Year 6 that enhances the whole curriculum and children's personal development.
38. The school has good procedures in place for assessing pupils' work and uses these well to plan future activities. This is an improvement since the previous inspection. The school provides support for assessment through the co-ordinator and schemes of work. The previous unhelpful recording system has been replaced with one that is manageable and informative, although all foundation subjects are not yet included. The base line assessments of the under fives are done carefully and provide helpful pictures of children's attainments. They are used very well by teachers in making informed choices of tasks and to make a smooth introduction to Key Stage 1.
39. The school assessment and marking policies give clear guidance on the purposes and procedures for assessing pupils' attainment. The deputy headteacher has introduced procedures that are manageable and provide on-going information about pupils' attainments. By including statements based on learning objectives in Key Stage 1 the records are used well to inform curriculum planning. Statements from the core subjects are also highlighted at Key Stage 2 to give a picture of progress and to inform planning. There are good links between assessment and the curriculum in English, mathematics and science. The on-going records are used well to prepare end of year achievement reports for parents.
40. Teachers annotate samples of children's work that help to evaluate progress over time, although they do not yet moderate their judgements with colleagues. The quality of marking is good and generally

thorough, with comments that give praise and aspects to improve. Much of the work of younger children is done in their presence, so that written comment is brief. There are a few examples of marking through the school that are not sufficiently attentive to detail. The management of assessment through the school is very rigorous and is helping to focus teaching and raise standards.

41. The school makes a very detailed analysis of pupils' performances in the national tests. This includes an evaluation of the attainment of pupils from differing backgrounds, including ethnic minorities. Assessment information is used well to set targets for individual children that are shared with them and parents. The information is also used cumulatively to set challenging school targets for performance in national tests and this is helping to raise standards.

48. **Pupils' spiritual, moral, social and cultural development**

42. Provision for the spiritual, moral, social and cultural development of pupils is very good with particular strength in cultural development. Spiritual development is satisfactory.
43. Provision for pupils' spiritual development is satisfactory. Whole school and Key Stage assemblies and acts of worship are well planned and linked by an overall theme such as "Caring". Pupils are given appropriate opportunities to share in simple formal prayers and take a brief time for personal reflection. The programme for religious education contributes positively to pupils' spiritual development. However, opportunities are not taken in other subjects and not included in lesson or termly planning.
44. Provision for moral and social development is very good. Teachers and pupils regularly discuss matters of concern, such as behaviour in the playground, and teachers emphasise the difference between right and wrong clearly. Adults provide very good role models for pupils and establish a calm, orderly and friendly atmosphere in lessons and around the school. Values such as honesty, fairness and kindness are promoted in very positive ways. Pupils are provided with a very wide range of opportunities to develop social responsibility. The well established School Council enables pupils to play a key part in the life of the school and is valued greatly by staff and pupils alike. Pupils take considerable pride in representing their classmates on the council and take their duties very seriously. They are encouraged to take responsibility and act as monitors. Older pupils oversee the management of the school hall as a "sanctuary" for quiet play at break times. The system of "play leaders", where older pupils take turns to care and befriend younger pupils at break times, is most effective in developing a sense of responsibility to each other and ensuring that break times are amicable occasions. Rewards are regularly given for many achievements in work, behaviour and attendance, with certificates and a wide range of stickers being awarded and valued by the recipients. Staff's consistent implementation of the school's behaviour policy sets high standards and there is a general expectation that pupils will behave with self-control and friendship towards each other. The systematic teaching of personal and social issues does much to alert pupils to their responsibilities as members of a wider community.
45. The provision for pupils' cultural development is excellent and a strength. Pupils' knowledge of many cultures, including their own, is enriched through work in many areas of the curriculum, for example, in English, art, religious education, history and music. Effective use is made of the Literacy Hour to enable older pupils to experience the richness of a wide variety of literature. For example, during the week of the inspection the oldest pupils were given the effective opportunities to consider in detail the quality of Shakespeare's writing in an extract from "Romeo and Juliet". The school provides an annual cultural event which gives pupils and the local community a unique and wide-ranging experience that embraces a diversity of cultures and art forms. The curriculum is further enriched by visits from artists and storytellers. Visits to places of cultural interest, such as the British Museum, and to places of worship, such as a local mosque, do much to enhance the pupils' cultural development. Works of a wide range of artists are prominently and attractively displayed around the school. Music of many styles and cultures is an integral part of daily assemblies and acts of worship.

52. Support, guidance and pupils' welfare

46. Teachers and support staff show a good level of concern for the needs of the pupils. The school has maintained its positive support, guidance and welfare procedures from the time of the last inspection to ensure that they make a good contribution to the standards that the pupils achieve. Parents are generally satisfied with the quality of care in the school, seeing it as a caring community where staff are approachable.
47. The procedures for monitoring pupils' progress and personal development are good. Regular assessments are made of progress in English, mathematics and science and teachers keep detailed records of pupils' attainment in national tests and assessments. Good records are passed on to the new class teacher at the end of each year. The teachers forecast how well pupils are expected to do when reaching the end of the key stage to help decide what support is most appropriate to enable them to do better. Records are kept of the books pupils read, though there are generally few comments by teachers of how well they read. For the remaining subjects few detailed records are usually kept, though samples of work are discussed by the teachers to help decide at what level the pupils are working. The monitoring of progress of pupils' personal development is less structured and relies mainly on the teachers' knowledge of the individual pupils, though the information for pupils with special educational needs is good and more detailed.
48. As at the time of the previous inspection the needs of pupils are promptly and effectively identified. The monitoring and recording of the needs and achievements of pupils learning English as an additional language are very detailed and useful. Visits are made to the homes of many of these pupils so that support is all embracing, enabling the whole family to become involved. Pupils with special educational needs receive good quality support from the classroom support assistants, the special needs teacher and the special educational needs co-ordinator. The monitoring of pupils with special educational needs is good and the Individual Education Plans support their needs and ensure progress. There are very good links with other agencies, such as the speech and language service, occupational therapy and the learning support team and the school ensures that pupils' needs are assessed regularly by the educational psychologist.
49. The procedures for promoting discipline and good behaviour are very good. The discipline policy emphasises the reinforcement of good behaviour and all teachers and other staff were seen to be consistent in their approach. The school's policy is explained to parents both in the prospectus and in newsletters. Teachers encourage the pupils to learn self control, pointing out, for example, that if they were to continue to talk they would be deciding for themselves to sit out away from the group. The pupils are fully involved in deciding on their code of behaviour both in the School Council for the school rules and in the classroom for class rules. These are regularly discussed in circle time and are understood by the pupils. Though a few parents expressed concern about behaviour at lunchtimes, the midday supervisors have had training in supporting pupils and can, and do, use appropriate sanctions. In the afternoon registration teachers regularly discuss with pupils whether there were problems at lunchtime and follow up any concerns. Observation during the inspection and the response of a majority of parents in the questionnaire show that the school's approach is effective. The school ensures that pupils know what to do if any bullying were to occur. A policy against racism is in place. The pupils who show any sustained difficulty with behaviour are monitored and supported well through the school's special needs system.
50. Overall, the procedures for monitoring and promoting attendance are satisfactory. The registers are checked every day, with the administrative assistant telephoning home and writing as necessary if no reason has been received for a pupil's absence. The school reminds parents of the need for regular attendance and the importance of arriving on time. The Education Welfare Officer visits regularly and contacts parents, though the pattern of some pupils' absences remains unsatisfactory. Many parents take their children on holiday in term time, sometimes for several weeks at a time. The school has no clear policy on dealing with them, resulting in that absence being inappropriately authorised. Registration takes place promptly in all classes, ensuring consistency in monitoring punctuality. The deputy headteacher fulfils an important role in determining the levels of absence and lateness in order to give certificates to the classes with the best record for the week. However, attendance levels have been

consistently below the national average for several years. The lack of regular statistical monitoring over periods longer than a week limits identification of the need to give especial attention to particular classes or groups of pupils.

51. The children are given good support to prepare them for their arrival in the nursery. The nursery teacher visits their home and the parents are provided with various booklets and opportunities to visit the school before their children start. There are also good contacts between the school and parents to help the move into the reception class. At the top end of the school, there is good preparation for the transfer to secondary education, with the pupils in Year 6 having extra responsibilities around the school and having to plan when during the week they will do their homework. They also have good opportunities in circle time to discuss any concerns.
52. The school provides a safe and caring environment. The headteacher and the special needs co-ordinator are the designated teachers for child protection and the rest of the staff have received appropriate guidance in line with locally agreed procedures. The provision for first aid is good with several trained staff, records kept of any treatment and letters home as necessary. A health and safety policy is in place and the governors tour the school each term to check on hazards. Risk assessments have been made on various activities and will be completed for the whole school in the near future. The teachers ensure that pupils are made aware of health and safety issues during lessons such as science, physical education and personal and social education. Appropriate arrangements are in place for sex education and drugs awareness.
59. **Partnership with parents and the community**
53. The previous inspection report found that the information for parents is effective, that the level of parental satisfaction with the school is generally high and that parental support is good. Overall, the partnership with parents continues to be good. Parents state they are satisfied with the standards achieved by the school.
54. The school provides parents with a wide range of very good quality information. Newsletters are sent home each term from the year groups providing details of what is to be taught in class, ideas on how to help at home, the need for punctuality and general administrative matters. These are supplemented with regular letters from the headteacher on more specific matters, including invitations to meetings on various curriculum areas and policies such as behaviour and homework. Every term parents are invited to class assemblies and in the autumn and spring terms parents formally meet the teachers to discuss their children's progress and the targets to help them to improve. In the summer term an open afternoon enables parents to see a display of pupils' work and the school distributes the annual statement of achievement. Overall, this generally provides a useful summary of what the pupil can do and, helpfully, targets for the future. Most of the reports are good, though in some instances do not clearly separate the different subjects. Parents indicated in the questionnaire and at the meeting that they are satisfied with the quality of information they receive about the school's work and their children's progress.
55. Parents of pupils with special educational needs are appropriately involved in reviews of their progress and their Individual Education Plans. For parents with a limited command of English some of the booklets and letters are translated and, at the meetings to discuss progress, interpreters are available. The specialist bilingual teachers provide important and very useful support in easing communication between parents and the school.
56. A partnership agreement outlines the responsibilities of the family and the school. As they indicated in the questionnaire and at the meeting, parents agree they are made to feel welcome by the approachable staff. They are encouraged to help in the school and several do, especially in the lower year groups. Parents also help in the library and on trips. The work of the parents who are able to work in the school is valued and appreciated by the school. The parents have satisfactory opportunities to become involved in their children's learning. As well as the letters explaining the work in class, reading books and extra

work go home. Some parents were concerned about the extent of homework but the inspectors conclude that the amount is appropriate. The Friends' Association has been less active in recent years but has now started to be more involved with both social and fund raising events due to lack of accommodation.

57. There are good links with the local community, which help to enhance the curriculum. The pupils visit many places both within the local area, such as shops and parks, and further afield to museums and the theatre with a residential trip for the older pupils. Visitors include speakers of different faiths, the fire brigade and a poet. As at the time of the last inspection there are useful links with local businesses, including the enhancement of mathematics by pupils calculating the sums required to make 'purchases' when visiting a local catalogue shop. These contacts, together with athletics competitions with local schools, collections for charity and contact with older people who receive the harvest festival gifts help to provide pupils with a greater understanding of society at large.
58. The parents receive early notification of their children's needs and are kept fully informed from stage two of the Code of Practice. Regular meetings are held, including some conducted in Turkish and Bengali to inform parents about pupils' special educational needs. Parents are kept fully informed about all aspects of their children's needs and are encouraged to be fully involved in their learning.

65. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

65.

Leadership and management

65.

66. The leadership and management of the school is very good overall. The headteacher provides excellent leadership and contributes great energy to any initiatives that the school undertakes. She works very closely with the deputy headteacher and senior management team, who have clearly defined roles and vision for the school. Together, they give clear educational direction and place great emphasis on setting high standards and providing an environment where all pupils make sound progress.

59. The governing body is extremely well organised through a very effective committee structure and is exceptionally well led. The chair of governors is totally committed to the school, has clear knowledge of the role and responsibilities of the governing body and has a thorough understanding of all areas of school life. He is very ably supported by members of the governing body, who have an outstanding commitment to the school. They take a very active and substantial role in all aspects of school life and its development. For example, there is a governor of the month and governors responsible for curriculum areas who meet regularly with curriculum co-ordinators to discuss standards. They further extend their knowledge by regular attendance at governor update meetings organised by the Local Authority. They also remain sensitive to the concerns of the parents and the wider community. Governors' visits to the school have a clear focus. Reports produced following such visits demonstrate a clear understanding of their strategic role in monitoring. The governing body is suitably focused on the important issues of standards, pupils' progress and ensuring value for money. The very effective and close partnership with the headteacher and chair of governors reported in the last inspection has been maintained and built upon. Statutory requirements are met in almost all respects except information technology where not all curriculum areas are being addressed, and the school prospectus and annual report which do not contain all the required information. The governing body's annual report to parents does not meet statutory requirements with regards to special educational provision. There is no published information about the funding allocated to special educational needs, nor is there indication of how parents make complaints.

60. The support and monitoring of teaching and curriculum developments are very good. Teaching is monitored effectively and closely on a termly basis by the headteacher. Feedback is given regarding strengths and weaknesses and characteristics of good teaching are regularly discussed amongst senior management and teachers. This ensures that all teachers are aware of the requirements for their own teaching. Good systems for monitoring and evaluating teaching and curriculum have recently been established and contribute towards the culture of self-evaluation. For example, all curriculum co-ordinators produce an annual position statement for their subjects which is presented to the staff and

governors making all aware of standards and areas for development. Curriculum co-ordinators regularly monitor their subjects through scrutiny of planning to ensure that there is an appropriate pattern of learning against schemes of work. This is a significant improvement since the last inspection. However, collection and scrutiny of work samples to monitor standards has only recently been introduced and has not been completed in all subjects. Similarly, the monitoring of the quality of teaching of subjects by co-ordinators to share good practice and raise attainment is less well developed.

61. The procedures for school development planning are excellent. This is achieved through consultation with staff through professional staff interviews, discussions with curriculum co-ordinators, the School Council, and through governing body committees. All aspects of the school are considered and the main thrust of the plan is continuous improvement in the quality of education provided and the raising of standards. Responses are thoroughly and seriously analysed before the development plan is finalised. The plan sets clear targets with necessary resource implications, responsibilities, monitoring and clearly defined success criteria. The plan is monitored regularly and progress towards the targets is tracked closely. The headteacher, staff and governors all take an active lead in monitoring progress towards targets identified in the School Development Plan.
 62. The school has clear aims, values and policies and the implementation of them is excellent. This has a very positive impact on the very effective ethos for learning. The atmosphere for learning is purposeful and productive with all involved in the school providing a very significant contribution to the attitudes, relationships and provision of equal opportunities.
 63. Management of special educational needs is very good. The co-ordinator acts as a facilitator for the area and manages liaison, communication, recording and the deployment of staff very well. She provides specialist teaching for Key Stage 2 pupils and is ably supported by a full time support teacher who works with the early years and Key Stage 1 pupils. The policy links appropriately to the national Code of Practice. The organisation of support for special educational needs is detailed and takes account of each child's personal need. Requirements for regular reviews and annual reviews of Statements of Special Educational Need are very well managed. The co-ordinator has an important role in monitoring levels of attainment and rates of progress and this is contributing very successfully to consistency of attention given to the needs of all pupils. Pupils are well supported by the special needs support team and the school correctly places considerable emphasis on raising the pupils' self-esteem and confidence. The special needs governor takes responsibilities seriously and meets regularly with the special needs co-ordinator to be familiar with the working practices of the school.
 72. The school's capacity for further development is very good. The headteacher, staff and governors have ensured that important issues from the previous inspection have been effectively dealt with. They have in place effective systems for planning, monitoring and evaluation. They are now in a position to raise standards and there is a strong collective determination to improve further. The deputy headteacher, staff and governors share the headteacher's vision for further developing the quality of education and aims of the school.
72. **Staffing, accommodation and learning resources**
- 72.
 64. The school has an appropriate number of teachers, who are well qualified to teach the full range of the curriculum. There is a good blend of experienced and younger staff. Teachers who co-ordinate subjects have appropriate skills and knowledge and a positive understanding of their roles. There are a suitable number of experienced support staff, appropriately deployed to assist teachers in the classroom. An experienced part time teacher effectively supports pupils learning English as an additional language. There are a good number of support staff, including the special educational needs co-ordinator, who all work very hard to raise the attainment of the special needs pupils. All the support staff are well qualified to work with pupils who have special educational needs.
 65. The school has very efficient systems to ensure that school and national initiatives and the individual professional needs of teaching and support staff are well supported by relevant training. Staff take part

in an annual professional development interview with the head teacher which gives them the opportunity to reflect on their achievements and to plan for further development. Teachers' expertise in information technology, however, is limited, which has restricted the subject's full implementation within the school curriculum.

66. There are thorough procedures for the mentoring and induction of newly qualified and recently appointed teachers. Arrangements for appraisal are secure and fully in place.
67. The quality of the accommodation is unsatisfactory. The school is a two storey building with several hutted classrooms in the playground. The buildings are generally in a good state of repair and decoration and the staff enrich the school with attractive displays of pupils' work and information. The classrooms are spacious with carpets and sinks. Outside the classrooms there is a shortage of other facilities; the library is inadequate and too small for more than a few pupils to use at one time. The school has a small room which provides a withdrawal area for groups of pupils but most of the special needs support of necessity takes place in the classroom. Coats have to be hung in corridors as the school has no cloakroom space. The hutted classrooms make movement to the main building unpleasant in wet or cold weather and the time required for putting on and taking off outdoor clothing reduces the time available for lessons. Storage space is inadequate, with two large containers in the playground having to be used for some equipment. Nevertheless, the maintenance officer ensures that the building is very well maintained and cleaned to a high standard. The Local Education Authority will start work in the summer to extend the main building with four extra classrooms and a number of specialist rooms. The school's grounds provide good facilities for a range of purposes, including physical education and science. A pond has recently been installed. Also within the grounds is a useful large grassed area.
68. The accommodation for the nursery is spacious, with interesting areas and displays to promote learning. The reception classes are smaller and again space is at a premium. However, the outside play area for children under five contains a range of varied and good quality equipment which enhances the opportunities for children's physical development and knowledge and understanding of the world around them. The large fixed play equipment does much to build confidence and a sense of adventure.
69. Resources are generally adequate except for information technology and physical education where there is a shortage of suitable large indoor apparatus for younger pupils. They are good in music where there is a wide range of musical instruments. There is a wide range of good quality resources to support the teaching of pupils for whom English is an additional language. Overall there is an improvement since the last report where resources were inadequate in history, geography, religious education and for practical mathematics. Resources are well organised and readily available, although storage facilities are very limited. Library and classroom areas contain a satisfactory range of books and reading materials to support learning. There is a sound and readily available variety of playtime resources, including playground markings. The school also provides a wide range of visits and visitors to further enhance the curriculum and develop pupils' understanding of their work on specific topics. Resources for pupils with special educational needs are adequate and developed when necessary.
78. **The efficiency of the school**
70. The headteacher and governing body have made good improvements to the efficient running of the school since the previous inspection. The strategic management and financial planning of the resources and finance of the school are excellent, being very detailed and thorough. The main priority recently has been to appoint and maintain high quality staff in order to give the children quality experiences and raise standards. This policy has been broadly successful and matches the school's aims.
71. The headteacher and governing body have very good financial procedures that include professional interviews with staff and a school audit. They prepare a budget, based upon shared priorities that reflect the school's aims, which is well structured to identify maintenance items and those for development. The governing body has very effective oversight of the finances and budget through regular monitoring

of spending patterns, including any variance and value for money. Members take a close interest in the life of the school to see the effects of their spending decisions. For example, they observed the improved social behaviour of young children following the building of a play area for the under fives. The governing body fulfils its strategic responsibility fully for planning the overall use of resources. The school has an appropriate carry forward figure that has been similar in recent years.

72. The school has made satisfactory improvements to the provision and quality of resources and facilities since the previous inspection. The governing body makes a very effective contribution to financial management and that of human resources. The use of teaching and support staff is very good, since they are deployed carefully to classroom responsibilities and help to improve attainment. Subject co-ordinators have qualifications or have attended courses that match their responsibilities. They prepare an action plan each year that includes purchasing resources and accounting for their own budgets and this is effective in improving provision. The senior management team use their expertise well to support strategic developments and complement the work of the governing body.
73. Earmarked funds for staff training, for pupils with special educational needs and for those for whom English is an additional language are used very effectively. The funds targeted specifically at pupils with special educational needs are used well and monitored very efficiently by the Chairman of the governing body. There are enough resources, curriculum provision is very good and pupils with special educational needs make good progress in their academic work.
74. The use of learning resources and accommodation is good despite the limitations the building imposes. The library is used by pupils for their own research. The school grounds and locality are used well as a learning resource. The school has good plans to improve classroom accommodation and facilities.
75. The efficiency of financial control and administration is excellent and supports very well the smooth running of the school. The staff follow very clear procedures and routines. The school has implemented the few recommendations of a recent auditors' report and access levels to computer financing are appropriate. The school buys in the time of a Local Authority finance assistant for advice.
76. Pupils' attainment on entry to the school is very low and the socio-economic circumstances of the area that the school serves is well below average. The expenditure per pupil is average for London Boroughs. Although pupils leave the school at eleven years with attainment which is well below the national average they benefit from overall satisfactory teaching, with many good features, and their attitudes to work are good. Taking account of these factors the school provides satisfactory value for money.

85. PART B: CURRICULUM AREAS AND SUBJECTS

85. AREAS OF LEARNING FOR CHILDREN UNDER FIVE

77. Children enter the nursery with levels of all-round development and maturity which are very low when compared with children of a similar age. The majority of the children have poor language skills and a significant minority have English as an additional language. Although they make good progress in the nursery, attainment on entry to the reception classes is well below that expected of most four-year-olds. Children make good progress in the reception classes. However, by the age of five, only a few children attain all the nationally identified targets or “Desirable Learning Outcomes” on entry to compulsory schooling.

Personal and social

78. The personal and social development of children under the age of five is good. Most children are learning to concentrate and persevere with an activity to finish it. The children respond positively to adults. They play co-operatively together, for example, in the “home corners” where they are learning to take turns and share the resources fairly. The children are very keen to explore new learning, for example, when making jelly in the nursery.
79. The children’s personal and social development is very well promoted by the staff, who are kind, caring and infinitely patient and who work together very well. The children are constantly encouraged to become socially independent by hanging up their own coats and collecting and putting away their own equipment. The staff expect the children to put on their own aprons and encourage all the children to manage their own personal hygiene. The good teaching ensures that the children under five learn to work, play and co-operate with other children very well.

Language and literacy

80. Provision for language and literacy is good. In relation to their attainment on entry, most children make good progress in acquiring speaking, listening, reading and writing skills. Nevertheless, by the age of five only a very small minority of children meet the expected standards for language and literacy. Staff in the nursery and in the reception classes take every opportunity to encourage children to communicate. Children are encouraged to listen to stories and predict what will happen next. The higher attaining children in the reception classes are all secure in knowing that words and pictures convey meaning in stories and can confidently and carefully handle books. The higher attaining children can already recognise and write initial letters in response to the letter sounds. All children are learning to recognise their own names and a few children can produce a recognisable version of their own name, although not with the appropriate use of upper and lower case letters.
81. The quality of teaching is good in language and literacy in both the nursery and the reception classes. Teachers makes good use of literacy sessions to raise the children’s attainment and progress in speaking and listening, reading and writing because they have a very good understanding of English and an enthusiasm which is successfully conveyed to the children. There are high expectations for the children and teachers work hard to ensure that they are all kept busy and little time is wasted. There is also good use made of resources, such as big books, to encourage and interest the children, with teachers using good intonation and clear diction when reading aloud, thus providing a very good role model for their own reading. In both the nursery and reception classes a very good range of practical activities is provided to follow up class discussions.

Mathematics

82. Provision for mathematical development is good. Children make good progress in comparison to their attainment on entry to the school. However, few children are attaining at a level expected for their age because most children lack a wide vocabulary and do not know the right word to describe a process. In the nursery, children are learning to discriminate between and name different colours. Children in the reception classes find using mathematical language difficult, for example, when talking about shapes.

The higher attaining children can count objects to at least ten and they can match objects one-to-one. They can identify long and short objects, for example, when hanging small trousers on a washing line. They are familiar with number rhymes and songs and enjoy saying and singing them.

83. Teaching is good overall. Planning is very detailed and teachers ensure that children have many opportunities to practise their developing mathematical skills in an exciting range of activities. In one excellent lesson in the reception class the teacher skilfully and sensitively supported a group of children in counting, sorting, matching and ordering clothes for “Mrs. Mopple’s Washing Line”. Very good questions were used to extend, motivate and interest the children and the enthusiasm and vitality of the teacher ensured that learning was exciting and stimulating for all children, raising attainment and accelerating progress. The assessment of children’s mathematical skills in the nursery is excellent. The staff keep daily detailed records which record precisely what children know, can do and understand and what they need to learn next.

Knowledge and understanding of the world

84. Provision to develop children’s knowledge and understanding of the world is good. A few higher attaining children are attaining at a level expected for their age. In relation to their prior attainment, all children make good progress. Children in the nursery are learning about change as they mix and cook Buri. This activity is further developed to promote personal and social development, when children share the Buri during fruit time. Children in the reception class can answer questions about their homes and families. They use their developing literacy skills with increasing confidence to talk about their observations and to record pictorially what they have discovered. The children show a keen interest in the computer and can use the mouse control with skill and confidence when using such programs as “Dressing Teddy”.
85. Teaching is good. The early years staff skilfully provide a range of opportunities for the children to explore the environment outside the school and also encourage them to talk, draw and paint or model what they discover, using a range of materials. For example, children in the reception classes have completed an autumn walk and have arranged the collected leaves, conkers and shells to make an attractive collage.

Physical development

86. The provision for physical development is good. By the age of five the children’s attainment is in line with the expected standards in their general physical development. They are developing good physical control, mobility and awareness of space. For example, during an outdoor physical education lesson the children successfully control their body movements when driving the toy cars around. The children are learning to have good control of writing and painting implements. They use construction materials confidently. They use scissors carefully and confidently, for example, when cutting out pictures in the nursery.
87. The teaching, which promotes physical development, is good. Staff participate enthusiastically and provide the children with clear, precise instructions so that they know exactly what they have to do. Planning for outdoor activities is excellent and has improved considerably since the last inspection.

Creative development

88. Children receive good opportunities to promote their creative development and, by the time they are five, many achieve the expected standards for children in this age group. They can use dry and wet powder paint and other media to represent in two and three dimensions what they see and their paintings are of a good standard. The children enjoy exploring pastels, for example, when drawing self-portraits.
89. The quality of teaching is good. In art, music and in their imaginative play, the children show an increasing ability to use their imagination and to listen and observe carefully.
90. Assessment has improved considerably since the last inspection. Staff complete the Local Education

Authority baseline assessment and keep excellent records of children's achievements. The quality of resources for children under five is satisfactory and they are used well.

99. ENGLISH, MATHEMATICS AND SCIENCE

99. English

91. The results of the 1999 tests, at the end of Key Stage 1, indicate that standards in reading are very low in comparison to the national average and well below average when compared with similar schools. In writing, pupils' performance is well below the national average and below that of similar schools. Over the three years 1996-8, pupils' performance in reading was very low in comparison to similar schools and well below the national average in writing. In the 1998 tests girls performed slightly better than boys in the reading tests but both boys and girls achieved well below the national average in the writing tests. The 1999 test results show a considerable improvement in reading and spelling tests when compared to the previous year, particularly for the higher attaining pupils. The attainment of the majority of the current Year 2 is well below the national average but in line for the higher attaining pupils.
92. At the end of Key Stage 2, test results in 1999 indicate that standards are very low when compared to the national average but in comparison with schools of a similar kind pupils' performance is well below average. During the years 1996-8, pupils' performance was consistently well below the national average. The 1999 tests show an improvement over the previous year with almost half of the pupils attaining the national average. The improvement is not in line with the national trend, although the school exceeded its own targets. The attainment of the majority of pupils in the current Year 6 is well below the national average but in line for the higher attaining pupils.
93. The previous inspection judged standards to be below national expectations at the end of both key stages but felt that pupils were performing appropriately for their abilities and that pupils achieved a good standard in speaking and listening at the end of Key Stage 2.
94. Inspection findings are consistent with the outcomes of recent national assessments at the ages of seven and eleven but recognise that there are a significant number of refugee and asylum seeker families in the school. Indeed, the range of ethnic backgrounds and languages spoken by the pupils has increased considerably since the last inspection. Almost half of the pupils come from minority ethnic backgrounds and forty six per cent of pupils learn English as an additional language. In addition, thirty eight per cent of pupils are identified as having special educational needs. Children enter the nursery and the reception classes with very poor language skills in comparison to children of a similar age.
95. Attainment in speaking and listening at the end of Key Stage 1 is below national averages. Pupils make satisfactory progress. Most pupils pay close attention to what the teacher is saying and reply to questions with relevant comment and detail. A good example of pupils using their speaking and listening skills well occurred in a Year 1 class when pupils discussed the shared text "Along Came Eric". Pupils listened enthusiastically to the story and could relate confidently their own experiences to those of the main character.
96. Attainment in speaking and listening at the end of Year 6 is in line with national expectations. Pupils make satisfactory progress in speaking and listening as they are frequently encouraged to debate and

discuss their work. Talk is often a preliminary to writing and put to good use in discussing extracts from books; for example, pupils in the Year 4 classes identify rhyming words in "Please Mrs. Butler" by the Ahlbergs. By the time that they are eleven, the higher attaining pupils are very confident in their contributions to class discussions and in one to one situations with adults, for example, when discussing school life with inspectors.

97. Pupils' attainment in reading is well below the national average at the end of both Key Stages. Pupils make satisfactory progress. Higher attaining pupils in Key Stage 1 read with confidence, fluency and understanding and demonstrate a love of books. However, the majority of pupils have insufficient strategies to tackle new words. For instance, many pupils are aware of the names of letters but cannot connect this with the sound, so are unable to attempt unfamiliar vocabulary. Most pupils rely on adult support when reading and are hesitant and lack confidence. Many pupils have difficulty in understanding the books they are reading and cannot deduce or predict what might happen next without considerable support. Most pupils attempt to join in with class reading during the Literacy Hour.
98. All pupils make satisfactory progress in Key Stage 2. During the inspection, some pupils made good progress in reading. For example, in Year 6, when reading a soliloquy from "Romeo and Juliet", pupils demonstrated imagination, inventiveness and critical awareness when examining texts. However, many pupils in Key Stage 2 are not confident readers. Although many pupils know how to select an information book from the library, there was no evidence of pupils being able to skim and scan texts for information.
99. Reading is given a high priority but many pupils who have poor language skills do not know what to do when they encounter an unknown word. The reading programme does not take sufficient account of the need to link reading, writing and spelling. Reading records are not kept in all classes and insufficient comments are written in reading diaries to inform parents of pupils' progress.
100. Pupils' attainment in writing is well below the national averages in both key stages. Pupils make satisfactory progress. A key issue from the last inspection was to "improve standards of writing, including handwriting, spelling and punctuation". The school has worked hard to address this issue and standards have improved in spelling and handwriting. However, the majority of pupils have great difficulty in combining neat handwriting, correct spelling and punctuation when producing a piece of written work. Many pupils who have English as an additional language experience considerable problems when recording spoken into written English. Many pupils do not take sufficient care when presenting their work. Pupils in both Key Stages produce a wide range of work, which includes fiction, poetry, information and instruction writing. Pupils also use information technology when writing. Pupils in both Key Stages learn their weekly spellings conscientiously. However, pupils in Key Stage 1 are not confident and are heavily reliant on adult support when writing. The higher attaining pupils maintain steady progress through their ability to check spellings for themselves in dictionaries and thesauri. Handwriting is taught in all classes but some pupils' handwriting is untidy and incorrectly formed.
101. There are many opportunities provided for pupils to use their developing literacy skills in other subjects. For instance, in Year 2 good use is made of a fiction text, "The Very Hungry Caterpillar", and a non-fiction text for comparing and determining the difference between fact and fiction.
102. Specific work is planned for pupils with special educational needs during the Literacy Hour and they receive good support from the special needs team. Pupils are occasionally withdrawn for concentrated help and this is contributing to the good progress that they are making.
103. Pupils for whom English is another language also receive good quality well focused support. For example, the use of dual language books enables pupils to develop their linguistic as well as their reading skills.

104. Pupils' attitudes to learning are good in the majority of classes. The majority of pupils work hard during English lessons and in the Literacy Hour where pupils spend most of the time actively engaged in reading, writing or discussion. When they are given the opportunity, pupils undertake tasks independently while the teacher is engaged in group reading with other pupils.
105. The quality of teaching overall was satisfactory, although many good lessons were also observed. This represents an improvement since the last inspection. Teachers show confidence and good knowledge and understanding of the subject. They inspire the pupils with an interest and love of literature, for example, in the way they read stories. They make good use of question and answer sessions to develop pupils' speaking and listening skills. There is a lively pace and high expectations of pupils' work and behaviour. For instance, in a Year 5 lesson, untidy, rushed and careless work was not accepted and the pupil was clearly told why. In a Year 6 literacy lesson, the quality of teaching was excellent as the teacher challenged, motivated and inspired the pupils when examining the text "Romeo and Juliet", which raised attainment and accelerated progress. Where teaching was not so successful, the teachers' expectations of what the pupils can achieve were too low and work was not planned to meet the needs of all pupils.
106. The school has effectively introduced the National Literacy Strategy and the Literacy Hour is well established in all classes. The school is wisely intending to supplement the hour with other sessions for extended writing and individual reading practice. The two co-ordinators and the library co-ordinator are hard working and committed to raising standards of attainment. They are supported by the senior management team and are aware of the need to look at teaching and learning in all classes to ensure that pupils make appropriate progress. Teachers keep good records of pupils' attainment, which they use well to plan future work. Resources are adequate and used well. The library areas are very small but the school makes the best possible use of them.

115. Mathematics

107. The results of national testing in mathematics at Key Stage 1 in 1999 show that standards have remained broadly constant since the previous inspection, although with a slight improvement since 1996. Pupils' attainment in mathematics in the end of Key Stage 1 tests for 1999 was well below the national average, and below average in comparison with similar schools. The percentage of pupils gaining the higher level 3 was well below the national average but close to the average of schools of a similar kind.
108. The end of Key Stage 1 teachers' assessments for 1998 show that the pupils' results were below the national average in number and algebra and shape, space and measures, while in using and applying mathematics performance was well below average. The teachers' assessments for those gaining level 3 agree with the test results as being well below average in number and algebra but well above the national average in all other areas. The observations of the inspection indicate that pupils in the present Year 2 are achieving standards that are below average in all the attainment targets except shape and space where attainment is in line with the national average.
109. Attainment in mathematics in the 1999 Key Stage 2 national tests was well below average in comparison with the national average and below average in comparison to similar schools. The percentage of pupils gaining the higher level 5 was well below the national average and the average for schools in similar contexts. The observations of the inspection indicate that pupils in the present Year 6 are achieving standards that are below average in all areas, including using and applying mathematics. This last is because few pupils have developed secure skills for working methodically and analysing results. The school's results at Key Stage 2 are adversely affected by the movement out of the area of pupils who are well established and the movement into the school of children having English as an additional language or social needs.
110. Attainment in the end of Key Stages 1 and 2 assessments shows a slightly rising trend over the past four

years. Results for the national tests in summer 1999 at Key Stage 2 indicate a significant improvement over 1998 in the percentage of pupils gaining level 4 or above. The school has established very thorough procedures for tracking pupils' attainment in mathematics and uses these to set future performance targets that are both realistic yet challenging. The results for 1999 at both key stages exceed the school's own targets.

111. The attainment of girls and boys was similar at Key Stage 1 in 1998. Boys performed better than girls at Key Stage 2, although both boys and girls performed well below the national average. There is significant variation in attainment by pupils having English as an additional language and of different ethnic groups during the first years at school. The variation is not marked by the end of Key Stage 2 since these pupils receive good support and usually make good progress. Pupils with special educational needs make sound progress against their targets.
112. Pupils' attainment through the school overall in numeracy is below average, although several pupils at all ages have good number skills. There are several examples of mathematics being applied across the curriculum, in science, information technology, design technology and geography. There is a good emphasis on the teaching of skills and understanding of numeracy throughout the school.
113. Pupils make sound progress in relation to their prior attainment through both key stages. There are a few examples where progress is unsatisfactory due to lack of challenge. Most children work well during lessons so that mental skills and understanding are consolidated and improve steadily. The teachers usually make a good choice of tasks that are matched to pupils' abilities so that previous learning is consolidated appropriately. In Year 1 most pupils can count to twenty, although several pupils find difficulty doing so independently. Pupils in Year 2 do not have fluent recall of addition facts to 10 and they rely on finger counting in mental arithmetic. They have just begun to understand the place value of the digits. Higher attaining pupils show a developing understanding with numbers over 100. By Year 2 most pupils use mathematical names for common 2-D shapes. They describe the shapes using simple properties, such as a circle having one side, which indicates average attainment in shape and space. Children apply number to simple everyday problems and are beginning to understand how to interpret graphs and tables. Pupils have an early understanding of measurement. Previous work indicates satisfactory progress overall with a few higher attaining pupils showing good understanding.
114. By Year 4 pupils have a basic understanding of addition with a carrying figure but make many errors and the development of skills is well below average. Pupils understand how to use a number line section with various values such as 650 to 750 but most pupils do not use it consistently to assist in their calculations. In Year 5 few pupils have fluent recall of addition and multiplication facts or the ability to make quick mental calculations with many children resorting to fingers when doing simple calculations.. Their recorded written calculations have the usual layout and methods but are of below average standard. The higher attaining pupils have good recall of multiplication facts and are generally accurate and quick at their tasks. By Year 6 answers to a mental arithmetic test and other classwork show pupils' progress is sound although attainment is below average overall. Most pupils have gained sufficient understanding to explain methods of calculation and give sensible reasons, although they remain slow at carrying out the process. Most have an early understanding of how to prepare a bar chart but some do not have the skills to set it out correctly. They know how to draw out a table of results in data handling but are very uncertain about the meaning of terms such as frequency, range and mean. In investigational work pupils work enthusiastically but are not sufficiently methodical. They make predictions too early and do not build up results sufficiently, although with perseverance many pupils find and explain patterns sensibly using suitable recording methods. Tasks in shape and space indicate broadly average understanding, since pupils use co-ordinates correctly and know the properties of several shapes. Recorded work on measures, such as money and length, indicates an early, but below average, understanding. Previous work shows satisfactory coverage of work across the mathematics curriculum, though at a below average standard.
115. By the end of Key Stage 1 pupils apply their skills to simple everyday problems, such as register numbers. Pupils in Key Stage 2 generally show their sound progress by applying number skills and understanding in a variety of contexts and subjects. They are beginning to develop a few problem

solving skills, such as being methodical, recording the results and looking for patterns but their investigational skills overall are underdeveloped.

116. Pupils' attitudes to mathematics are mostly good through the school and support progress well, although there are several pupils in each class who find concentration difficult. Pupils' interest and attention tends to stray when teaching lacks pace and challenge, although a small minority need consistent support. The thoughtful choice of most tasks encourages children to become interested. Most pupils work well independently of the teacher, often sharing findings with other children. They sustain concentration and effort well to try and complete tasks to a good standard, although the standard of presentation is often untidy. Most children behave well in lessons and co-operate willingly with the teacher and friends. A small number of pupils require constant correction and the application of behaviour strategies to keep them focused in order to make progress.
117. The quality of teaching is satisfactory overall at both Key Stages 1 and 2 with similar characteristics of strengths and weaknesses in each key stage. There are examples of good teaching in both key stages but also of unsatisfactory teaching. Most teaching has a positive impact on pupils' progress. Teachers plan their lessons carefully following the numeracy guidance, although learning objectives and the methods they will use are seldom noted. Teachers give insufficient attention to setting out what the children are to learn and relating this to National Curriculum expectations. The teaching strategies are usually appropriate and include exposition and discussion, with some examples of skilled questioning. However, the initial numeracy section is not always sufficiently focused with clear, searching questions and a good pace, with the result that progress in some lessons is only just satisfactory. On a few occasions teachers illustrate the mathematical ideas well, for example, by using a number line, but this is not consistent. Practical activity for the pupils forms a good basis for several tasks, promoting understanding and related skills well, particularly at Key Stage 1. Teachers have a secure subject knowledge for most tasks that leads to clear explanations of the methods. Their pupil management is good and they set high expectations that promote worthwhile learning. On most occasions there is a good structure to lessons modelled on the numeracy guidance. Teachers mostly use their time well, with whole class exposition and group tasks that both promote progress. Teachers make careful observations of the children during discussion times and respond well to answers. These observations form the basis of on-going assessments that inform further teaching. The school has good procedures for assessment, which are followed by teachers and help them plan for progression and further teaching. The teachers set appropriate homework related to on-going activities.
118. The subject meets the requirements of the National Curriculum. The co-ordinator has a good understanding of the role and works hard to generate good interest in the subject. She sees all teachers' half-termly planning and has release time to monitor and support colleagues. The quality and range of resources for mathematics are satisfactory and support pupils' learning, although the range of structural apparatus is limited. Resources are suitably organised and accessible in classrooms.

127. Science

119. At the time of the last inspection attainment in relation to national expectations was below average in science at the end of both Key Stages. Too little time was spent in science in Key Stage 1. This has been rectified and standards have risen in Key Stage 1. By the end of Key Stage 1 in 1999, pupils' attainment was judged as being in line with the national average in teacher assessments, with a comparatively high number of pupils attaining the higher level 3. Work examined during the inspection would suggest that this last was a generous judgement and that attainment was in line with the national average. At Key Stage 2 pupils make sound progress, particularly at the end of the key stage, although standards achieved in national tests are well below the national average. When compared to schools of a similar kind, results are close to the average. Performance over time shows that results in science are close to the national average, with little difference in the achievement of boys and girls. A major reason for the discrepancy between Key Stage 1 and 2 achievement is shown in the recorded work of pupils during the inspection. Pupils have a good oral recall of work covered and show a sound understanding. However, the level of recording independently is at a low level, although with structured and focused guidance it improves considerably.

120. All pupils make satisfactory progress through Key Stage 1 and those with special educational needs and those for whom English is an additional language make good progress. The work they have produced shows that pupils have acquired a broad range of scientific knowledge but skills and understanding are below average. This is partly due to low attainment on entry and partly to the lower than average levels of literacy, which constrains understanding and attainment. In Year 1 pupils were seen making sandwiches and distinguishing between healthy and non-healthy foods. They were able to sort food into the two sets and record their findings appropriately. Year 2 pupils were comparing the book 'The Hungry Caterpillar' with an information book about the life cycle of a butterfly and discussing similarities and differences. They were able to describe the life cycle competently orally and record it pictorially. They were able to distinguish between fact and fiction and this was a good extension of their literacy skills as well as increasing their scientific knowledge.
121. Pupils in Key Stage 2 make satisfactory progress, although pupils with special educational needs and bilingual pupils make good progress overall because of carefully structured tasks and good quality support. Scrutiny of work in Key Stage 2 shows that science is well established in the curriculum and that pupils have experienced a wide range of scientific themes. Progress improves as pupils move through the key stage and is more consistent as pupils reach Years 5 and 6. Here well structured lessons and clearly focused activities allow pupils to achieve better standards than earlier in the Key Stage. Stimulating and lively teaching inspires them to do well, for example, when completing a topic on solids, liquids and gases. Pupils conduct experiments with increasing understanding of how to record results and make sensible deductions, for example, when testing the solubility of different powders they can describe the process competently, make sensible predictions and suggest ways of recording their results independently.
122. Pupils' attitudes towards work and their behaviour are both generally good. They are very enthusiastic when provided with opportunities to conduct experiments and to engage in practical investigations. They listen attentively and are eager to answer questions. When working in groups, pupils share resources sensibly and listen carefully to the views of others. Relationships between teachers, support staff, voluntary helpers and pupils are generally very positive and make a significant contribution to the standards achieved. Only occasionally do some pupils lose interest and concentration. This occurs when the tasks set prove to be too difficult. However on an occasion when this happened the class teacher quickly realised and pupils came to order as the task was repeated and clarified, enabling pupils to continue successfully.
123. Teaching, based on scrutiny of work overtime and lessons observed, is satisfactory overall. In the lessons observed it was good overall and in Key Stage 2 it is occasionally very good. The very good teaching is characterised by a lively pace and well prepared lessons where all materials and apparatus required are assembled after great thought as to what is expected of pupils and how work will be presented. Lessons are generally well planned with learning objectives described and with clear links to the National Curriculum Programmes of Study. They invariably begin with questions and a brief recap of what has been previously learned and then build on this prior knowledge. The teachers have high expectations of their pupils in terms of understanding, the ability to get work done in the time and of behaviour. This applies across both Key stages. For example, pupils in Year 2 were expected to independently complete work on the life cycle of a butterfly, whilst those in Year 6 were expected to set up and complete an investigation in the course of a lesson. Both sessions involved only minimal, but appropriate, teacher intervention after initial explanations and guidance, other than asking pertinent questions. Teaching is not so successful where initial preparation is thorough but the teaching is not precise enough. In one lesson on dissolving, pupils were allowed to assume that explanations incorporating wrong science were in fact correct. This occurred when the powder in a solution was described as having 'gone away' when it had in fact dissolved. Pupils' behaviour is managed in a positive and supportive way and relationships are secure. Pupils are expected to follow instructions carefully. The pace of lessons is brisk and appropriate extension work is provided for higher attaining pupils. Teachers make insufficient use of information technology when teaching science. Whole class teaching always takes sufficient account of pupils' varying stages of development and teachers continually assess the level of pupils' knowledge in either a formal way, using specific criteria such as an assessment worksheet, or informally throughout the lessons by discussions and questioning pupils.

124. The subject is well managed by a keen and enthusiastic co-ordinator who has a good insight into the measures needed in order to raise standards. Scrutiny of pupils' work indicates that the requirements of the National Curriculum are met but that the Programmes of Study are not always taught in depth. There is greater emphasis on 'life and living processes' and 'materials and their properties' than 'physical processes' where coverage is more superficial. The fact that the school has now adopted and is in the process of adapting the new guidelines should improve this situation. It means that skills, knowledge and understanding will be taught cumulatively and give guidance as to how attainment and progress will be assessed. There are sufficient resources to cover the requirements of the topics taught.

133.

OTHER

SUBJECTS OR COURSES

133. Information technology

125. Attainment in information technology is below expectations at the end of both key stages. Since the last inspection, standards in the subject have dropped as the demands of the subject and hardware have increased. This has been recognised by the school and information technology is a main feature of the School Development Plan. Only a few observations were made of pupils using computers, as they were not always switched on or being used, and this, along with only one computer in most classes and variable teacher knowledge and understanding, inhibits attainment and the progress pupils make.
126. Attainment at the end of Key Stage 1 is below expectations. By the end of the key stage, pupils use computers for word processing simple text, such as names, and to learn techniques, such as changing font and size. Most have limited knowledge of the keyboard and position of the letters. With assistance, some pupils understand how to enter information and use the printer. They use the computer to support reading activities but there is little use to investigate aspects of real or imagined situations when using simulation and decision making programs. There are no opportunities to work with a robot and develop procedures to control it to move and turn. An art program is used to draw simple pictures. Most have very limited awareness of the benefits of using information technology and applications in the home and wider world.
127. By the end of Key Stage 2 attainment is still below average although those pupils having regular access to a computer at home are more knowledgeable. Most pupils are beginning use word processing to edit and redraft their written work. However, examples of previous work show a limited experience of using data handling and no evidence of constructing questionnaires and using these to construct histograms and pie charts. There is little evidence of information technology being used widely in art or music, or of data handling in subjects such as mathematics and science. Not all are yet competent in turning the computer on or can confidently log on and off independently. Most change font, colour and size of text successfully. A few more able pupils confidently use CD-ROM's, such as an encyclopaedia and the Internet, to search for information in English and support history and geography topics. Most pupils have a limited awareness of the use of information technology in the wider world, such as in libraries, supermarkets, banking, industry and in home appliances.
128. Pupils in all age groups, including those with special needs, make insufficient progress in most aspects of their general skill development through the school. In both key stages, progress is unsatisfactory, although this varies between classes and year groups. It is largely dependent on teacher knowledge and expertise and regular use of the computer. Younger pupils learn about the different parts of the computer and use the mouse and function keys to assist in literacy and numeracy activities and this is extended in Year 1. Pupils in Year 2 learn to save, retrieve and print out their work with adult help. In Year 3 pupils extend simple word processing skills and print out likes and dislikes. Using an art program they draw simple pictures of Humpty Dumpty sitting on a wall. In a Year 5 class pupils satisfactorily print out bar and line graphs and pie charts using weather and mathematical information provided by teachers. Year 6 pupils drop pictures into writing and insert text into greetings cards. Some

use the Internet to find information about 'Romeo and Juliet' to support literacy activities.

129. There is no difference in the progress of pupils of different gender or race. Pupils with special educational needs make limited progress because, although they receive the necessary support, there is limited access to the computer.
130. Pupils' response is good in both key stages. They work well individually or in small groups sustaining interest and enthusiasm and show respect for each other and equipment. They show good concentration and perseverance and have positive attitudes. Those pupils who have access to computers at home often assist those whose knowledge is not so advanced. These more able pupils often use home computers effectively to search for information and support work undertaken in the classroom.
131. Few instances of specific teaching were observed during the inspection. In the three short lessons seen the quality of teaching was satisfactory. Teachers in these lessons showed sound subject knowledge, chose appropriate software and activities and intervened well to give specific help when needed. During the inspection at both key stages, computers were often switched on but not in use and opportunities for the teaching of information technology to support the curriculum were missed. In the small number of lessons when computers were being used, teachers managed pupils well, encouraging them to work independently, although on occasions pupils were left to get on with their work on their own and at times they needed adult help which was not forthcoming. Discussions with pupils about their previous work showed that in the past they had not been offered a sufficient range of experiences and that overall teaching in some classes has been unsatisfactory. It is clear that some teachers lack knowledge and understanding and have yet to grasp the opportunity to use information technology effectively to support other areas of the curriculum.
132. The co-ordinator shows commitment and enthusiasm and gives effective support to colleagues. Support sheets for the use of software are available in each class for teacher and, where appropriate, pupil use. A recent position statement has been produced which shows clear direction for the subject and this is reflected in the School Development Plan. There is a recently introduced sound policy and scheme of work, which clearly details software to be used and activities to be undertaken. However, while some teachers monitor, there is little consistent assessment of pupils' attainment and progress and tasks do not always build on pupils' prior knowledge. Whilst all teachers include brief plans for their classes in their medium term summaries, they do not sufficiently define how the necessary skills, knowledge and understanding will be organised and managed to promote progression as pupils move through the school.
133. Resources for information technology are unsatisfactory. There are a limited number of computers for pupils to use and few colour printers, which limits their effectiveness. A computer in each Year 5 and 6 classroom has Internet access and is used occasionally by older pupils for independent research. The school does not have the necessary equipment for the full range of data handling, including music and monitoring and control activities. The current range of software does not effectively support all areas of the planned curriculum and skill and knowledge development, especially in art, history and geography. The school has a digital camera and scanner but use is limited to a few knowledgeable staff and these are not yet used by pupils. The provision of other resources, for example, tape recorders, televisions with video recorders, keyboards and calculators, is satisfactory. The suitability and range of software resources for supporting other areas of the curriculum, including CD-ROM's, is sound and currently under review.
142. **Religious education**
134. At the end of both key stages, pupils' attainments are below the standards outlined in the Locally Agreed Syllabus for religious education. At the last inspection it was recommended that the curriculum needed to be broadened and rationalised in order that standards in religious education should be improved. The school has worked hard to develop and resource the teaching of religious education and these efforts are beginning to have a positive impact on the rate of pupils' progress across a wider curriculum. Thus

pupils, including those with special educational needs, are beginning to make good progress at both key stages.

135. By the end of both key stages pupils have good recall of the topics they have covered during the current term and recent past. However, because the syllabus has only been recently put in place, pupils have not had the opportunity to cover systematically all the required elements in the agreed syllabus. As they move through Key Stage 1 pupils begin to appreciate that people belong to different faiths. They develop an understanding of the underlying meaning of Harvest Festival. The younger pupils consider the importance of sharing food and the older pupils can appreciate the idea of giving thanks for the fruits of the earth. Year 2 pupils have a thorough knowledge of the traditions and practices associated with the Hindu festival of Divali.
136. By the age of eleven pupils have considered aspects of the six major faiths¹ and are acquiring knowledge of rituals, stories and symbolism of these religions. The older pupils understand that religious belief can have an impact on people's behaviour and life style. As they move through Key Stage 2 pupils learn about Christianity, although their understanding is rather patchy. Younger pupils talk knowledgeably about the layout and purpose of the church they visited and their written work shows a reasonable understanding of the significance of ceremonies, such as baptism. However, older pupils' knowledge of Christianity is somewhat disjointed and, although they can remember some of the parables found in the New Testament, they have little recall of the main events in the life of Jesus. Pupils in Year 5 have a good knowledge of the Islamic prayer rituals and the important part that regular prayer plays in a Moslem's life and the work they are undertaking builds well on understanding gained from a recent visit to a local mosque.
137. As they move through the school, pupils are making good progress in their understanding of different values and beliefs and how these affect people's lives. Pupils in Key Stage 2 are beginning to learn how to relate their knowledge about religions to their own experiences. For example, as part of their study of Judaism, Year 6 pupils considered the Ten Commandments and made interesting connections between these and the agreements in their class contract.
138. Pupils' attitudes to religion are mostly good at both key stages. They listen carefully and are keen to answer questions about the information and ideas they encounter. Older pupils are confident in sharing their own experiences and beliefs and throughout the school there is a strong respect for the beliefs of others.
139. Overall, the teaching of religious education is satisfactory, with instances of good and unsatisfactory teaching observed during the inspection. Teachers usually create positive relationships with their pupils, enabling them to discuss issues and ideas in a sensible and reflective manner. Teachers set written work that is relevant and extends and consolidates pupils' understanding. This also makes a good contribution to the development of literacy skills. In the better lessons good use is made of resources to engage pupils' interest. For example, in a good lesson observed at Key Stage 2 the teacher used photos taken on a visit to a mosque to revise and increase pupils' understanding of Moslem prayer and belief. This was most effective. Pupils listened with interest and, although some found it difficult at first to explain what they had learnt, they were helped by the pictures and the prompts of their classmates. The lesson was conducted in a positive atmosphere and the teacher's questioning challenged the pupils to think carefully about what they had learnt. In the occasional weaker lessons insufficient time is taken at the beginning of the lesson to set an appropriate atmosphere, pupils do not settle to listen carefully and the pace of teaching is slowed by the interruptions of restless or uninterested pupils. This leads to unsatisfactory progress being made.
140. The curriculum co-ordinator has a high level of subject expertise and has successfully led the introduction of a new scheme of work that implements the agreed syllabus thoroughly. This has rationalised the teaching of religious education throughout the school and extended pupils' experiences

¹ Six major faiths – Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism.

of this subject considerably, although there is still more work to be done to ensure teachers' planning always builds on prior knowledge and does not merely repeat work covered in a previous year.

149.

Art

141. At the time of the last inspection art had a high status in the school and was well planned, resourced and managed. This has been maintained, although the school is currently without a permanent co-ordinator.

142. Pupils in both key stages, including those with special educational needs, make good progress in their skills and understanding of art, craft and design. They successfully learn a wide range of techniques and incorporate this knowledge into imaginative and lively work. Pupils in Year 1 make cheerful print patterns, using two colours to create simple repeating patterns, which re-inforces their work in mathematics. They have made clay divas in order to celebrate and understand further the festival of Divali. Older pupils in Key Stage 1 have linked their art work with religious education and painted colourful and imaginative fishes to represent the harvest of the sea. In Key Stage 2, pupils make very good progress in understanding the work of famous artists. For example, pupils in Year 4 have been exploring the styles of a number of artists including Picasso and Rembrandt. They have created paintings using similar styles and show a good understanding of, for example, Rembrandt's use of light and shade. When creating their own pictures they use a range of materials including paints, felt tips, pastels and collage to obtain the effects they require. They understand that to obtain the shades they require white will make colours lighter whilst the addition of black will make them much darker. Older pupils extend a range of skills further. These are seen in some very fine drawings and paintings of a puppet of Sita. They have tried successfully to re-create the expression on the face of the puppet and some pupils are developing an original and representational style of their own. The results show a great deal of finely observed detail.

143. Pupils show great enthusiasm for art. They enjoy and appreciate practical activity. They are careful and mix paint sensibly and use pastels and pens responsibly. Pupils concentrate well on their tasks and do not give up if things go wrong. When working co-operatively, pupils construct a section of a larger painting, distributing tasks amongst themselves sensibly and without dispute.

144. Only two lessons were observed during the inspection but it was evident from the work seen around the school that teachers provide pupils with a wide range of opportunities to experiment using a variety of media to increase their creativity. Planning is very thorough and the school has a wide range of appropriate resources. In the lessons seen the teacher thoroughly discussed the subject of their pictures with the pupils. The teachers asked pertinent questions, for example, 'What do we notice about the colours and techniques used by Rembrandt?' to help them plan their pictures. The tasks planned were challenging and teachers have high expectations of what the pupils are capable of achieving. Support from adult helpers, when they are present, is focused and knowledgeable and allows pupils to explore ideas of their own without having ideas imposed on them.

145. The previous co-ordinator worked hard to develop an art curriculum which provided a good balance across the programmes of study. The school has endeavoured to maintain this balance within the confines of the present curriculum structure in order to encourage and develop pupils' creative skills and has largely succeeded.

154.

technology

Design and

146. The pupils' progress in design and technology is satisfactory in both key stages and pupils are gaining appropriate skills. Pupils with special educational needs make sound progress in both key stages. This represents an improvement since the last inspection when standards were below average at both key

stages.

147. In Key Stage 1 pupils have gained an early understanding of the design process, for example, in making Egyptian characters with split pin joints. Pupils have access to a good range of construction materials and have suitable fitting and joining skills to make their models. Pupils in reception have made fish tank models that are carefully constructed and finished with satisfactory skills.
148. Pupils in Key Stage 2 have made satisfactory progress in designing and making simple objects and gained sound skills for several tasks. For example, pupils in Year 3 designed a monster figure to be operated by a pneumatic syringe. Pupils have made sound gains in cutting, shaping and joining skills and can demonstrate and explain how the pneumatic syringe works. In Year 4 pupils made model toys using a rotating cam, for example, a man catching a fish. They have developed their skills to make jinx frames with the moving cam and solved problems in their constructions, such as drilling a hole off-centre to produce the cam and making the joints square. Other pupils have increased their sewing skills by producing fabric patches with designs, such as a stringed instrument, to make a class quilt. By Year 6 pupils have gained the skills to design a collapsible tent, to make a small scale model and to make a full scale product. These were then tested for effective waterproofing to the delight of the onlookers and the discomfort of the makers who were inside.
149. Pupils have good attitudes to their work, showing good interest and application, and this helps progress. Pupils talk sensibly about different materials they can use or ways to fit things. Most pupils work well independently and are beginning to cooperate in pairs and in groups. They sustain their concentration to try and complete the task well, with a good finish. Their behaviour is usually good, although a few pupils demonstrate inappropriate behaviour that adversely affects progress.
150. Teaching observed during the inspection was satisfactory, although there were occasional unsatisfactory elements. Tasks are planned carefully using national guidance and are monitored by the co-ordinator, who is gaining an understanding of the role. Tasks provide suitable motivation for the pupils. Previous work and planning shows that tasks cover the curriculum satisfactorily. However, planning is mostly concerned with the activities to be done and gives insufficient attention to the skills and understanding to be developed and assessed. Teachers have a satisfactory understanding of the skills required for specific tasks. However, the demands of the subject and the identification of skills progression and safety aspects are areas for development. Likewise, the place of problem solving in the subject is at an early stage, although it was central to the task of making tents for Year 6 pupils. Teachers work closely with the pupils, helping to make evaluations of the work and suggestions for improvement. There is an adequate selection of resources, although pupils are not always given much scope for their own choice. A few of the tools are in an unsatisfactory condition.

159. **Geography**

151. Pupils of all ages and abilities make satisfactory progress in geography. This judgement is based mainly on the examination of pupils work as only two lessons were observed during the inspection. This reflects the position at the time of the previous inspection. Older pupils complete a study about Pakistan. They learn appropriate mapping skills and can apply these when studying an area unfamiliar to them, for example, Walton on the Naze. They study weather and learn to use appropriate language correctly. Younger pupils learn about the local area, studying, for example, types of transport used.
152. Pupils enjoy geography lessons, especially when learning about other areas beyond their own, for example Barnaby Bear in Sri Lanka. Behaviour is good in both key stages and most show good concentration and persistence. They share ideas and resources well when working in both large and small groups.
153. The quality of teaching within both key stages is never less than satisfactory with some good features in Key Stage 2. Teachers have good subject knowledge and know what they want pupils to achieve and

effective use is made of resources. In the lessons observed, the effective use of a range of photos and other materials enabled pupils to understand and carry out their tasks successfully. Activities are well managed and provide for different ability groups. Often these are focused on oral work and this encourages pupils' literacy skills. Teachers enable pupils to consolidate and extend their vocabulary by encouraging them to use appropriate terminology.

154. The curriculum for geography does not always allow for pupils to build effectively on previous knowledge and skills because of when the subject is taught within the whole school curriculum framework. However, this and the scheme of work are to be reviewed by the co-ordinator and school within the next year and will be amended. The co-ordinator who manages the subject effectively, has raised the profile of geography since the last inspection and has plans for further development. An effective annual position statement is produced which clearly states for staff and governors the current situation of the subject, achievements and areas for further development; this is a good initiative. Long and medium term planning is carefully monitored to ensure continuity and progression but monitoring of teaching by the co-ordinator to share good practice and raise attainment still further is less well developed. A useful portfolio of work samples is being developed to monitor learning outcomes, although these, as yet, do not show national curriculum levels. Resources have been improved and are satisfactory and accessible in a map drawer and storeroom. The subject is well supported by focused trips and visits and a residential visit for Year 6 pupils. However, except for some data handling, there is little use of information technology to promote pupils' geographical skills.
155. Since the last inspection progress in the subject has been good. The school has developed effective planning and monitoring procedures to ensure balance, continuity and progression within the constraints of the whole school curriculum. The range of resources has been improved with suitable plans in place to develop these further.

164.

History

156. All pupils, including those with special educational needs, make good progress in history at both key stages. Although very little teaching of history was observed during the week of the inspection, evidence was taken from speaking to pupils and staff and scrutinising pupils' work, teachers' planning and displays of history around the school. There has been an improvement in the provision of history and the rates of pupils' progress since the last inspection.
157. By the end of Key Stage 1 pupils know about the lives and significance of some major figures in Stuart times, such as King Charles II and Christopher Wren. They have a good understanding for their age of the causes and events of the Great Fire of London. As they move through the key stage pupils are learning that the past was different from today. Older pupils are able to identify differences in architecture and life style when comparing pictures of a London street scene in 1666 and today. They consider historical evidence from pictures and photographs; for example, studying a contemporary portrait of King Henry VIII to identify a great number of details that indicate he was a rich and powerful monarch.
158. Pupils build on the understanding they have acquired at Key Stage 1 and make good progress through Key Stage 2. The oldest pupils have a good recall of the study units they have covered in previous years. By the end of Key Stages 2 pupils are able to interpret the history they have studied. For example Year 6 pupils undertake a detailed study of ancient Egyptian life and culture and write in detail about the domestic life of the time and the importance of work to the society. Complementary work in geography enables them to have a clear understanding of the influence of climate on the life of Ancient Egypt. As pupils move through the key stage they know that information from the past is acquired by archaeologists and they study pictures of Anglo-Saxon artefacts, identifying how they were made and suggesting what their functions might have been. They can look at events from different points of view; for example, considering the attitudes of a Roman soldier and Ancient Britons to each other.

159. Conversations with pupils about their work indicate that their attitudes towards this subject are good. They enjoy history, particularly opportunities to examine artefacts and to learn about the domestic lives of people in other times.
160. Very little teaching of history was seen during the week of the inspection but it is apparent from other evidence that teachers have good subject knowledge and they plan interesting activities to motivate the pupils in their learning. The teaching of history makes a good contribution to the development of pupils' literacy skills at both key stages. Teachers devise written tasks that require pupils to consider the information they have been given and to evaluate it critically. For example, at Key Stage 2, Year 4 pupils were required to write about the rule of Henry VIII and consider the consequences of his actions on the country as a whole. The teacher expected them to have a viewpoint about the outcomes of these events and to give reasons for their points of view.
161. The management of history is good. The subject co-ordinator is knowledgeable and has good insights into the subject. Occasional visits to places of historical importance, such as the British Museum, enhance this subject well. The curriculum has been devised to enable pupils at both key stages to develop a good range of essential history skills and knowledge. However, the current organisation of the timetable means that a considerable period can elapse between topics that focus on history as pupils move through the school.

170. **Music**

162. Pupils, including those with special educational needs, are making satisfactory progress in music at both key stages.
163. The youngest pupils in Key Stage 1 listen carefully to music and are able to say which sounds are "high" and which are "low". They are gaining a good sense of rhythm, although singing is a little chant-like. Pupils from both key stages sing their Harvest Festival songs expressively in assembly. Pupils at Key Stage 2 build on their previous musical experiences and make satisfactory progress in all areas of the music curriculum. The quality of their singing improves in tone as they move through the Key Stage and they have a growing sense of audience and an awareness of fellow performers. They learn to compose and use symbols and signs to record their ideas and read these when they are performing. They learn to sing in several parts, practising at keeping correct pitch and time. Pupils have opportunities to listen and appraise taped recordings of their performances in order that they may improve their work further. Progress for some pupils is enhanced by receiving individual instrumental tuition in guitar, violin and oboe. They learn to play their instruments accurately and to follow music notation.
164. Most pupils have positive attitudes to music; they enjoy the opportunities they have to perform and listen to music. However, occasionally the disruptive behaviour of some pupils in lessons spoils the enjoyment and progress of the majority.
165. Overall, the teaching of music is satisfactory, although occasionally lessons fall below this standard because of poor class control. Teachers are well supported by a detailed scheme of work and by a good range of well-organised resources. The better lessons are characterised by careful planning, good class control and a brisk pace of teaching. For example, in an effective lesson observed at Key Stage 2, the teacher had planned work to build carefully on musical skills that had been practised in an earlier lesson. Pupils were required to concentrate very hard to ensure that their performances on percussion instruments were accurate. The level of difficulty was increased further by fitting these complex rhythms to accompany their singing. The lesson concluded with singing simple rounds in several parts. At both key stages teachers give pupils regular opportunities to listen and comment on patterns of sound and music from many cultures. Teaching of singing usually pays good attention to correct rhythm and precise diction but sometimes performances in classrooms are spoilt because pupils are not given clear indication of the note the song starts with. Teaching is ineffective when the lesson lacks a definite purpose and teachers' class control is weak. Consequently, pupils become bored, misbehave and do not

make the progress of which they are capable.

166. The quality of provision and resourcing has been improved since the last inspection. Although there is currently no music co-ordinator in post, the efficient systems in place for the teaching of music have ensured that the curriculum is being maintained satisfactorily throughout the school. Music plays an important part in the life of the school and is enhanced by its place in key events, such as the annual cultural event and in celebrations such as Harvest Festival.

Physical education

167. Pupils make satisfactory progress overall through Key Stage 1 and good progress was observed in some lessons. Pupils in Year 1 show a developing sense of awareness of space and others as they move about the hall. They learn to follow instructions as they carry out activities individually on their mats. In Year 2 most listen well to instructions. Pupils use the floor and apparatus well to link balancing movements together to form sequences. They make good use of space with a skilful awareness of others as well as a growing awareness of safety matters and the importance of handling equipment safely.
168. Throughout Key Stage 2, pupils make sound progress and are given a wide range of opportunities to practise and develop skills and competencies they have learnt. Pupils make good progress in swimming. Progress of pupils with special educational needs is satisfactory and often good when they are supported by learning support assistants. Pupils continue to develop an awareness of the need for rules, fair play and good sporting behaviour in games lessons. Year 3 pupils develop ball control whilst moving in small group attack and defend games. They learn to find and use space and move swiftly with the ball. This is developed further in Year 4 where pupils refine throwing and positional awareness skills in larger group basketball activities. In Year 5 this knowledge of the use of space, awareness of others and playing as part of a team is used well and extended when practising and using hockey skills. In gymnastics in Year 6, most pupils refine previously learnt skills to develop and link moves into a smooth sequence, both on the floor and using apparatus. They have developed a clear understanding of health and safety issues and handle apparatus well. In swimming, which is provided in Year 5, most pupils make good and sometimes very good progress in working towards a swimming target of 25 metres, which is achieved by four out of five pupils.
169. Pupils of all ages enjoy physical education lessons and all dress appropriately. Key Stage 2 pupils particularly enjoy the elements of demonstration, chances to improve, competition and fair play built into their lessons. Behaviour is good in both key stages and most show good concentration and persistence. They share ideas and resources well both in small and large groups. The majority show a quick response to commands and instructions. They have a good regard to safety issues.
170. The quality of teaching within both key stages is never less than satisfactory and is sometimes good. Teachers have good subject knowledge and know what they want pupils to achieve. All teachers plan suitable warm up and cool down activities and emphasise health and safety issues. Activities are usually well managed and allow pupils to take part in sustained energetic activities. A significant feature of most lessons is the time allowed by teachers for pupils to practise, perform and refine skills. All teachers give pupils suitable guidance on ways to improve performance and ensure all have an equal opportunity to participate. In swimming lessons, teaching is very good with clear and high expectations, brisk pace and very good control and management.
171. The curriculum for physical education is broad and balanced. The co-ordinator manages the subject effectively and has raised the profile of physical education since the last inspection. The school hall is equipped with an appropriate range of large apparatus but this is unsuitable for younger pupils. There is a satisfactory range of small apparatus centrally stored and readily accessible. Facilities for hard surface and field games are satisfactory and allow teachers to plan a good range of games and athletic activities. Provision for swimming, using the local authority swimming baths, is good, although currently targeted at only Year 5 pupils. The school offers a good range of sporting opportunities within the planned

curriculum and through extra-curriculum activities which include dance, rugby, rounders and athletics. There is open access to these for all pupils.

180.

181. Since the last inspection progress in the subject has been good. The school has developed effective planning and monitoring procedures to ensure balance, continuity and progression. Opportunities are now provided during lessons for pupils to evaluate and improve their work. There have been good improvements in the provision of small apparatus with involvement in Top-play and Top-sport initiatives and training for staff to use the equipment safely and effectively. Arrangements have been made for pupils to receive expert training in tennis and cricket and in outdoor and adventurous pursuits at a local water sports centre. After school clubs have been extended to include athletics and rugby and plans are in place to extend these further.

181.

181. SUMMARY OF INSPECTION EVIDENCE

172. A team of 6 inspectors, who spent a combined total of twenty four and a half days in the school undertook the inspection of Fleecefield Primary School. During the course of the inspection the team observed 87 lessons in whole or part, attended daily assemblies and acts of worship and observed registration periods and the ends of sessions, a time in excess of 72 hours. A sample of pupils from each year group were heard reading aloud and discussing their books. Pupils' behaviour in the playgrounds, at lunchtime whilst eating their meals and around the school was observed and these times provided many opportunities to talk to them about their time at school. Discussions were held with members of the governing body, the headteacher and all the members of the teaching staff with responsibility for subjects and aspects of school life as well as members of the non-teaching staff. The team scrutinised minutes of the governing body and staff meetings, curriculum and other policy documents, teachers' plans, financial statements, samples of pupils' work from every class, pupils' records and attendance registers. Members of the team also viewed video recordings of the School Council and school productions and studied a wide range of photographic evidence relating to school events and curriculum coverage. Before the inspection 22 parents attended a meeting and the results of the parents' questionnaire were analysed.

182.

182.

182.

INDICATORS

DATA AND

183. 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	369	8	132	184
Nursery Unit/School	28	0	0	0

184. Teachers and classes

184. Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent):	18.6
Number of pupils per qualified teacher:	19.78

184. Education support staff (YR – Y6)

Total number of education support staff:	6
Total aggregate hours worked each week:	130

184. Qualified teachers (Nursery school, classes or unit)

Total number of qualified teachers (full-time equivalent):	1
Number of pupils per qualified teacher:	28

184. Education support staff (Nursery school, classes or unit)

Total number of education support staff:	2
Total aggregate hours worked each week:	50
Average class size:	28

185. Financial data

Financial year:	1998/99
	£
Total Income	734877
Total Expenditure	736855
Expenditure per pupil	1750.25
Balance brought forward from previous year	18105
Balance carried forward to next year	16127

186. PARENTAL SURVEY

Number of questionnaires sent out:	370
Number of questionnaires returned:	114

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	43	51	3	3	1
I would find it easy to approach the school with questions or problems to do with my child(ren)	46	48	3	3	0
The school handles complaints from parents well	24	56	11	7	1
The school gives me a clear understanding of what is taught	34	56	6	2	2
The school keeps me well informed about my child(ren)'s progress	45	46	4	4	2
The school enables my child(ren) to achieve a good standard of work	30	59	4	5	2
The school encourages children to get involved in more than just their daily lessons	25	58	6	6	4
I am satisfied with the work that my child(ren) is/are expected to do at home	25	59	6	6	4
The school's values and attitudes have a positive effect on my child(ren)	34	51	11	7	1
The school achieves high standards of good behaviour	28	50	13	7	1

My child(ren) like(s) school

61

34

3

2

0