

INSPECTION REPORT

Upton Cross Primary School
London

LEA area : Newham

Unique Reference Number : 102750

Headteacher : Mrs. Christine Alexander

Reporting inspector: Miss Savi Ramnath
21334

Dates of inspection: 14 - 18 December 1998

Under OFSTED contract number: 701318

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

Type of control: County

Age range of pupils: 3 - 11 years

Gender of pupils: Mixed

School address: Churston Avenue
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Appropriate authority: Governing Body

Name of chair of governors: Councillor Dave McGladdery

Date of previous inspection: 19-23 September 1994

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Miss Savi Ramnath	Religious education	Attainment and progress
	Art	Leadership and management
	Under fives	
	Section 11	
Ms Rosalind Hall		Attendance
		Support, guidance and pupils' welfare
		Partnership with parents and the community
		Accommodation
Ms Susy Powlesland	English	Attitudes, behaviour and pupils' development
	Design and technology	Pupils' spiritual, social, moral and cultural development
Ms Valerie Hobson	Mathematics	Curriculum and assessment
	History	Staffing, and learning resources
	Geography	
	Equal Opportunities	
Mr Edmond Morris	Science	Teaching
	Information technology	Efficiency of the school
	Music	
	Physical education	
	Special educational needs	

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MAIN FINDINGS

What the school does well

- The headteacher provides good leadership and shares effective management with the deputy headteacher and governors.
- The teaching is at least satisfactory in 93 per cent of lessons and it is good or very good in 34 per cent of lessons.
 - Pupils' achievements in English are especially good by the time they leave school.
- Work observed in art and information technology is of a good standard.
- The school promotes and achieves good attitudes and behaviour and very good relationships.
 - The school provides a good range of extra-curricular activities, which is valued by pupils and parents.
 - The school provides good quality information for parents and effectively enriches the provision through links with the community.
 - Financial administration, day-to-day administration is very good and communication is excellent.
- The school provides a very good atmosphere for learning that reflects a commitment to high standards.

Where the school has weaknesses

- I. Standards are below national expectations in mathematics and religious education throughout the school and in music at the end of Key Stage 2.
- II. The curriculum for under fives in the reception class is too formal and there is limited access to outdoor facilities for their physical development.
- III. There are insufficient opportunities for pupils to develop their speaking and listening skills and investigative work in mathematics.
- IV. There are limited opportunities for pupils to develop their capacity for independent learning.
- V. Co-ordinators of the foundation subjects take too little responsibility for the monitoring and evaluation of their subjects.
- VI. Daily planning of lessons is not always satisfactory especially when teachers do not identify exactly what they expect their pupils to learn.

The school has many more strengths than weaknesses. The governors' action plan will set out how the weaknesses identified during the inspection will be tackled. A copy of the plan will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school has made a thorough and detailed response to the last inspection in September 1994 and all of the weaknesses have been addressed. Although standards are below the national average they have steadily improved throughout the school at the end of Key Stage 1 in English, mathematics and religious education. Information technology is now a strength and standards in design and technology are average. The quality of teaching has improved overall considerably. The information provided to parents about the curriculum is very good and involvement in their child's learning has improved.

The school has made a very good start on developing schemes of work and most are in place. Assessment procedures have been refined but do not always form an integral part of teachers' daily planning and the role of the foundation subject co-ordinators is underdeveloped because some are new to the school or new to their post of responsibility. Overall significant improvements have been made since the last inspection and the school is very well placed to make further progress and meet its targets. This is because the school development plan identifies some of the weaknesses as priorities for action.

Standards in subjects

The table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools
English	B	A
Mathematics	D	B
Science	E	C

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 y
well above average A
above average B
Average C
Below average D
well below average E

The above results are based on tests the pupils took in May 1998 and schools are compared on the basis of the percentage of pupils who are entitled to free school meals. Inspectors' judgements of pupils' work are broadly consistent with this information except in science, where attainment is average. This difference is because inspectors' judgements are based on a different group of pupils and a wider range of work. Inspection evidence shows that by the time pupils leave school at the end of Key Stage 2 standards are above average in English, information technology and art but below these levels in religious education and music. Attainment of children by the age of five is below average in the key areas of language and literacy and mathematics.

Quality of teaching

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

In 93 per cent of lessons teaching is satisfactory or better, in 29 per cent it is good and in five per cent it is very good or excellent. In seven per cent of lessons teaching is unsatisfactory. There has been a significant improvement in the quality of teaching in Key Stage 1 since the last inspection.

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	Pupils are polite, courteous and respectful to one another and adults. Attitudes to learning are good and pupils' personal development are satisfactory.
Attendance	Levels of attendance are good; they are above the national average. School and lessons begin and end promptly.
Ethos*	Very positive; purposeful, caring and supportive atmosphere, which ensures that all pupils feel safe and confident. Relationships are very good. The school is committed to high standards and has improved its performance over recent years.
Leadership and management	A strength in the school. The headteacher provides clear, purposeful leadership. The deputy and governors give good support. Co-ordinators are keen and enthusiastic but the role of the foundation subject co-ordinators is underdeveloped.
Curriculum	The curriculum is generally broad and balanced. It is enriched by extra-curricular activities and visits.
Pupils with special educational needs	Good provision, appropriate support and procedures that comply with the Code of Practice requirements. Pupils with English as an additional language receive good support.
Spiritual, moral, social and cultural development	The school makes very good provision for the pupils' social development. Moral and cultural development is good and spiritual development is satisfactorily promoted.
Staffing, resources and accommodation	Sound overall. Arrangements for staff development are good. Resources are generally good, except in the Reception class where they do not fully meet the needs of children under five. The accommodation is good, well-maintained and very well used.
Value for money	The school gives good value for money.

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

The parents' views of the school

What most parents like about the school	What some parents are not happy about
<p>VII. They are encouraged to become involved in the life of the school.</p> <p>VIII. The headteacher and staff are approachable when problems arise.</p> <p>IX. They are given a clear picture of what is taught.</p> <p>X. They are satisfied with homework.</p> <p>XI. The school encourages pupils to have positive values and attitudes.</p>	<p>XII. A small minority of parents</p>

Inspection findings agree with the positive views about the school expressed in both the questionnaire responses and at the meeting with parents. There were no parents who had anything negative to say about the school at the parents' meeting.

KEY ISSUES FOR ACTION

In order to continue the improvement made since the last inspection and further improve the standard of work and quality of the education provided, the governors head and staff should:

◆. raise attainment in mathematics and religious education by:

- . improving the opportunities for pupils to develop their skills of investigation in mathematics: (4.1.9 8.3.2, 8.3.5.)
- . ensuring that teachers' plans identify the subject specific vocabulary and that these are clearly explained to the significant number of pupils who have English as an additional language. (4.1.9, 8.3.1, 8.3.4.)
- . completing and implementing a scheme of work in religious education which meets the requirements of the locally agreed syllabus and clearly indicates to teachers what pupils should know, understand and have the ability to do by the end of each year; (4.1.3, 5.2 9.8.6.)

◆. give more emphasis to promoting pupils' speaking skills by:

- . increasing the amount and range of role play undertaken in the reception classes; (7.1.4.)
- . providing more opportunities for pupils to discuss, question and analyse information in pairs and in small groups across the school; (4.1.9., 8.1.6.)
- . encouraging pupils to present information, and the results of investigative work, to the whole class; (8.1.6. 8.1.7.)

◆. improve the curriculum provision for children under five in the reception class by:

- . improving the co-ordination of provision, including curriculum planning; (5.2.2, 6.1.3.)
- . reviewing the current nursery scheme of work to support and guide staff in how to teach the recommended areas of learning for children of this age so that they will achieve the Desirable Learning Outcomes by the age of five; (5.2.2, 7.1.3.)
- . increasing children's access to activities, which promote their physical development; (7.1.0.)
- . providing more opportunities for children to make choices and to work and play independently; (5.1.1. 7.1.1., 7.1.3.)

◆. improve planning by:

- . ensuring that all lessons have sharp and specific learning objectives that focus on what pupils are expected to learn; (5.2.2., 5.1.3.)
- . ensuring that planning and teaching take full account of the needs of all pupils in mixed-age classes; (5.1.3. 5.2.2.)
- . providing more opportunities for pupils to enable them to develop initiative and independent learning skills; (4.2.3., 5.2.2., 9.2.2)

◆. extend the leadership and management roles of the foundation subject co-ordinators by:

- . providing opportunities to share the very good practice that exists in the core subjects;
- . providing clear guidance and training to enable subject co-ordinators to monitor and evaluate teaching, learning and pupils' attainment; (6.1.3.)
- . giving clear direction to co-ordinators on their responsibility to establish and maintain consistency and coherence in the curriculum by monitoring the implementation of policies and schemes of work through regular review of pupils' work; (6.1.3., 9.3.6.)

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

- ◆. use assessment information better to inform teachers' planning especially in mathematics; 5.2.5, 5.4.3.,8.4.3
- ◆. ensure that the school development plan is more sharply focused; 6.1.6.
- ◆. achieve greater consistency in the quality of teachers' marking of pupils' work; 5.2.5. 5.1.6., 5.4..3.
- ◆. raise standards in music by the end of Key Stage 2.

INTRODUCTION

Characteristics of the school

3.1.1 Upton Cross Primary is an above average size school situated in the Plaistow ward of the London Borough of Newham. The majority of pupils come from a variety of housing situations in the local area. This includes privately owned houses, rented housing and temporary accommodation. The use of temporary accommodation results in the movement in and out of school of a significant number of pupils who are on the roll of the school for only short periods of time.

3.1.2 The school takes children from the age of three and currently has 299 pupils on roll organised in 10 classes and a further full-time equivalent of 52 children of nursery age. The average class size is 30 and the pupil teacher ratio is 23:1, which is broadly average. There are almost equal numbers of boys and girls.

3.1.3 Socio-economic data shows high ethnicity and overcrowded homes with low numbers from a higher social class or from families where the adults have higher educational qualifications. There is some local commerce and industry but levels of unemployment are high. This is reflected in the proportion of pupils eligible for free school meals. At thirty seven per cent this is higher than the average for primary schools nationally. Just over one quarter of pupils have been identified on the school's special needs register, a proportion also above the national picture. Fifty one of those are on stage 2 or above; 22 pupils are on stages 3 to 5, and 1 has a Statement of Special Educational Need.

3.1.4 All pupils are from ethnic minority backgrounds and approximately 97 per cent of them come from homes where English is not the first language, a proportion well above the national average. A wide variety of languages and dialects are spoken in school. However, pupils have a range of fluency in English and currently 62 per cent of the pupils have been identified as needing additional support in English and 59 per cent are in the earliest stages of acquiring proficiency in English.

3.1.5 On entry to the Nursery a significant number of children has little or no English as well as low levels of linguistic competence in their first language. The children's levels of attainment on entry to the reception class and evidence from baseline assessment (assessment of children on entry to reception) suggest that a significant majority of children attain below the levels expected for the average four year old in language and literacy and mathematics. There is a clear policy for admission.

3.1.6 The school was one of the first in the country to be inspected in September 1994 and although the numbers have stayed the same there has been a significant increase in the number of pupils on the Special Educational Needs register but a decline in the percentage of pupils eligible for free school meals.

3.1.7 The school aims to:

- provide a secure, well-ordered environment to ensure learning takes place;
- ensure the curriculum is balanced, broad and differentiated;
- ensure a fulfilment of the intellectual, physical and emotional potential of each child;
- ensure that equality of opportunity is made available for all children;
- ensure there is co-operation between home, school and the community and to foster good links;
- promote a positive self-image thus encouraging self-discipline and motivation;
- achieve a school community in which children appreciate, tolerate, support and respect each other.

3.1.8 School development priorities over the current and future years cover key areas of the curriculum, management, staff development, and links with parents and improvements to the school premises. The current priorities have placed an emphasis on:

- reviewing English, ICT , science and homework and policies;
- monitoring of ICT, English, mathematics and science;
- redesigning the planning format;
- continuing to implement the National Literacy and Numeracy Strategies.

Key Indicators

Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1998	23	24	47

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or Above	Boys	7	9	14
	Girls	12	17	13
	Total	19	26	27
Percentage at NC Level 2 or above	School	43 (71)	59 (62)	61 (78)
	National	80 (80)	81 (80)	85 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	7	12	12
	Girls	14	15	14
	Total	21	27	26
Percentage at NC Level 2 or above	School	48	61	59
	National	81 (80)	85 (84)	86 (85)

Attainment at Key Stage 2²

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

Year	Boys	Girls	Total
1998	27	23	50

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	21	17	19
	Girls	18	8	8
	Total	39	25	27
Percentage at NC Level 4 or above	School	81 (47)	52 (53)	56 (49)
	National	65 (63)	58 (62)	69 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	n/a	n/a	n/a
	Girls	n/a	n/a	n/a
	Total	n/a	n/a	n/a
Percentage at NC Level 4 or above	School	n/a (53)	n/a (60)	n/a (55)
	National	n/a (63)	n/a (64)	n/a (69)

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

² Percentages in parentheses refer to the year before the latest reporting year

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year

		%
Authorised Absence	School	4.1
	National comparative data	5.7
Unauthorised Absence	School	2.0
	National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	34
Satisfactory or better	93
Less than satisfactory	7

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

4.1.1 In the National Curriculum tests that pupils take at the end of Key Stage 2 performance in English is above the national average. In mathematics it is below average and in science it is well below. In comparison with similar schools attainment in English is well above the national average. In mathematics it is above average and in science it is average.

4.1.2 At the end of Key Stage 1, the results of the 1998 National Curriculum test and teacher assessments show that the percentage of pupils who reached the national average in reading and mathematics is very low. In writing and science, performance is well below the national average, while an average proportion exceeded this standard in writing but was well below the national average at the higher level in science. Overall these results indicate that pupils' performance is very low in reading and well below in mathematics and writing in comparison with similar schools.

4.1.3. The overall trend of results for pupils at the end of Key Stage 2 has been upwards over the last three years. However, there has been a decline in the number of pupils attaining the average and above levels at the end of Key Stage 1. Overall attainment and progress at the end of Key Stage 1 is affected by the significant number of pupils who are at the early stages of acquiring proficiency in English. Despite these results the school has been successful in raising standards since the last inspection.

4.1.4 The attainment of children on entry to the nursery is below the average with a significant number of them having communication, numeracy and social skills, which are well below those for their age. Whilst they make good progress during their time in the nursery, their attainment on entry into the reception class remains below the average. During the time they spend in the reception class children continue to make good progress in personal and social development and sound progress in their creative development. They make less than satisfactory progress in mathematics, language and literacy, knowledge and understanding of the world, and the physical development areas of learning due to weak planning and insufficient use of the large outdoor apparatus. Consequently children start Key Stage 1 at a level below that expected for their age in the important areas of literacy and numeracy.

4.1.5 By the age of five most children have not achieved the language and literacy targets expected for their age. Although they handle books appropriately, enjoy stories and know that print carries meaning and is read from left to right the majority are at the early stages of developing reading skills. Children are familiar with some of the names of the alphabet but are less familiar with the sounds to help their reading. They listen well and some are beginning to use a growing vocabulary with increasing fluency to talk about their work. However, their speaking skills are underdeveloped partly due to limited language and insufficient planned opportunities to develop this aspect of the curriculum. The lack of language skills also affects their mathematical development, which is below national expectations. Despite this, most children sort and match objects and are learning to recognise and name colours and a few count to ten, and recognise and recreate patterns. The majority are not secure in numbers beyond ten and most find difficulty writing numbers correctly.

4.1.6 Children's physical development in the mixed reception class is unsatisfactory partly due to the lack of regular access to an outside area with large toys and equipment and to a lesser degree by the lack of appropriate resources. Their knowledge and understanding of the scientific and technical world is also limited because children are not given day to day opportunities for learning through exploration,

observation and examination of features of living things, objects and events of the natural world. However their progress in developing computer skills is good. Children's creative and personal and social development is satisfactory. Their sound attitudes and behaviour are conducive to effective teaching and learning as they move through the school. However, the current arrangements overall do not prepare children adequately for the next stage of their education with a significant number of children starting Key Stage 1 at a level below that expected for their age in the critical areas of literacy and numeracy.

4.1.7 Inspection findings including lesson observations, scrutiny of pupils' work and discussions with pupils indicate that present attainment by the end of both key stages is in line with the national standards in science and still below the national expectations in mathematics but not to the same extent as the test results. In English, pupils' attainment is in line at the end of Key stage 1 and above the expected levels at the end of Key Stage 2. These findings confirm that some progress has been made in English at the end of Key Stage 1 and in science and mathematics at the end of both key stages. The school has recognised the need to continue to raise standards and since the last inspection a number of initiatives has been put into place to address this: intensive monitoring and evaluation of the core subjects, daily mental mathematics sessions, thorough coverage of all aspects of science, additional support for pupils who are at the early stage of English acquisition, detailed and thorough analysis of the National Curriculum results, target setting and many more. There is evidence to show that these are having a positive effect on present pupils' attainment.

4.1.8 The difference between the results of the 1998 National Curriculum tests and the findings of the inspection arise because: the group of pupils at the end of each key stage being tested was different from those being inspected; the inspection takes account of a wider range of knowledge, skills and understanding than do national tests.

4.1.9 In English pupils make good progress throughout the school in nearly all aspects of the subject, except in speaking and listening where progress is sound in Key Stage 2 and unsatisfactory in Key Stage 1. Good progress is due to the positive ethos for learning, and the high standards of teaching. A significant number of pupils in the nursery and reception are at the early stages in the acquisition of English and as a result have a limited vocabulary. Many lack confidence in oral work and as a result find it difficult to express their thoughts and ideas. However, by the time pupils leave school their skills in speaking and listening develop well. They listen attentively to the views of others and speak confidently with a widening vocabulary. The development of pupils' skills in speaking and listening supports their work in all areas of the curriculum. However, throughout the school pupils lack sufficient opportunities to practise and extend their speaking and listening skills. In Key Stage 1 pupils have a sound knowledge of initial letter sounds and familiar words and use their phonic knowledge to help with the reading of unfamiliar words. Some read simple text fluently and with good expression. By the end of Key Stage 2 the majority of pupils acquire a range of reading strategies which enable them to tackle texts of increasing complexity. They talk about plot and characters and make critical comments on the books that they read. Pupils by the end of Key Stage 1, write simple sentences independently using full stops appropriately. The oldest pupils write for a wide range of purposes, for instance in lessons based on science, geography, history and religious education where they are given opportunities to develop their research skills. They make appropriate use of computers to improve the presentation of their work. Standards in handwriting practice and for display work is sound. However, presentation of written work in other subjects is inconsistent across the school.

4.1.10 In mathematics, pupils make sound progress in Key Stage 1 and unsatisfactory progress in Key Stage 2. They carry out simple division sometimes using remainders with numbers up to 100. They accurately recognise coins and their values and give change in money problems up to the sum of 50p. By the end of Key Stage 2 higher attaining pupils understand place value using multiples of thousands, hundreds, tens and units. They demonstrate some skill in the use of centimetres to make plans for their

design and technology and confidently use pie charts and graphs. Throughout the school attainment and progress is limited by the lack of pupil understanding of mathematical vocabulary and the insufficient opportunities provided for pupils to carry out investigations.

4.1.11 In science, progress is satisfactory, through both key stages. By the end of Key Stage 1 pupils clearly communicate their findings in pictorial and written forms and identify and name the external parts of the human body. In Key Stage 2 pupils confidently carry out experiments, make predictions about outcomes and use scientific vocabulary appropriately. Most pupils understand the importance of fair testing and identify factors, which could affect their experiment. They construct electrical circuits and use them to conduct experiments to test the effect of the thickness of the wire used in a circuit on the brightness of a bulb. They describe the properties of materials and their use in everyday life.

4.1.12 In information technology, pupils' attainment is above the standards expected nationally by the end of both key stages and progress is good. This is due in part to focused teaching and the good use made of homework. Pupils in Year 2 manipulate the mouse and the keyboard confidently. They use the computer for word processing and merge text and graphics with success. Higher attaining pupils accurately load programs and edit, save and print their work unaided. By the end of Key Stage 2, pupils process text and use spreadsheets with confidence. Their information technology skills develop satisfactorily and they are given opportunities to apply their knowledge and understanding in other areas of the curriculum.

4.1.13 In religious education, pupils' attainment is below the expectations laid down in the local agreed syllabus and progress is unsatisfactory. However, progress in lessons is at least satisfactory. Starting from a low base younger pupils have an awareness of a variety of religious festivals and celebrations. They are aware of other people's feelings and are beginning to express their own feelings and emotions. By the time pupils leave school they understand that different religious groups have sacred books and recognise the more significant similarities and differences between major world faiths, for example Islam and Christianity.

4.1.14 Attainment and progress in all other subjects of the National Curriculum are appropriate for pupils at the end of both key stages with the exception of art and music. In art attainment is higher than average at the end of both key stages and progress is good. In music attainment is below that expected by the end of Key Stage 2 because skills have not been systematically developed from year to year. Progress is unsatisfactory because the full programme of study for music is not taught and there is lack of teacher confidence in some classes. In art, inspiring and skilful teaching enables the majority of pupils to make particularly good progress in the subject in relation to their prior attainment. In physical education pupils use apparatus carefully, demonstrate good awareness of space and refine their own dance sequences in the style of Irish traditional dances. In history, pupils develop a good awareness of the passing of time and have a satisfactory knowledge of different periods in history, such as the Victorians. In geography, they have a secure knowledge of appropriate geographical vocabulary and of thematic studies; in particular related to rivers. All pupils sing with enjoyment in music lessons and know the names of a good range of percussion instruments. In design and technology pupils acquire appropriate designing and making skills which they successfully use in their work on bridges.

4.1.15 Across the school, all pupils with special educational needs generally attain levels which are below national standards in literacy and numeracy but which are appropriate to their assessed needs in their individual educational plans. With effective and sensitive support from teachers and other staff, pupils with special educational needs attain appropriate standards and make good progress in most subjects of the curriculum.

4.1.16 Pupils for whom English is an additional language (EAL) and those who receive targeted support make good progress and attain standards that are comparable with other pupils in the school once they have achieved a reasonable level of competence in English. This is borne out by the National Curriculum test results at the end of Key Stage 2. The work of class teachers and staff funded through Section 11, who provide specialist support for these pupils, is effective in promoting the progress of these pupils. When specialist support is not provided EAL pupils continue to make good progress due to their positive attitudes to learning which are encouraged by the school's positive ethos, careful pairing of pupils and additional planning by some class teachers. However, in some classes their needs are not always met when support is not provided and some pupils have difficulty with specific and technical vocabulary. This results in unsatisfactory progress.

Attitudes, behaviour and personal development

4.2.1 The attitudes, behaviour and personal development of all the pupils are major strengths, contributing to pupils' attainment and progress and the quality of life in the school. Comments from parents both in the questionnaire and at the meeting prior to the inspection support this view.

4.2.2 Under fives are confident, happy and secure and enjoy good relationships with other children and with adults. By the time they are five they are able to work as part of a small group or independently. They relate well to each other and play co-operatively. They listen carefully to adults, have good levels of concentration and generally respond well to the appropriate work set. In the classroom and play areas they behave well and are developing a sense of right and wrong. They are becoming more independent and show initiative in helping to tidy away resources in a sensible way.

4.2.3 Pupils enjoy coming to school and their attitudes to learning are good. They are very attentive to their teachers, work diligently and sustain concentration well when engaged in a task set for them. They are able to work independently, for instance when their teacher is doing guided reading with one group in the class, mostly persevering when problems arise. They are trustworthy and take a pride both in their school and in their own work. However, most tasks are very carefully defined and pupils have little opportunity to generate ideas themselves or to select resources, decide on techniques or solve problems in their work.

4.2.4 The behaviour of pupils is very good. They are polite and helpful to visitors, staff and to each other and this has a direct and positive effect on the standards achieved. Appropriate behaviour is seen at playtimes and lunchtimes. Pupils who have identified behavioural problems are successfully integrated into the life of the school and their behaviour is well managed by teaching and non-teaching staff. No evidence of bullying was observed during the inspection. All pupils understand what is expected of them and respond well to the structure of rewards and incentives for good work and other successes. Pupils take good care of resources and treat the school environment with appropriate respect as evidenced by the quality of displays in many classrooms and corridors.

4.2.5 Relationships between pupils and staff are positive and purposeful. The school has a good mix of pupils from a variety of ethnic backgrounds and the high degree of racial and religious harmony in the school is a commendable feature. Boys and girls play and work well together. Pupils are courteous and helpful to one another as well as to adults in the school. They engage in productive collaboration when required, for instance in a shared writing task. There is effective use of pairing pupils with special educational needs and those with English as an additional language with a partner to provide assistance.

4.2.6 All pupils speak politely to all adults, including teachers, support staff and visitors and answer questions when asked. However, they do not often volunteer their individual comments or opinions. In

circle time pupils show appropriate respect for the feelings of others. They are interested in learning about people of other cultures and faiths and demonstrate both a willingness and ability to consider and accept values and beliefs which are different from their own.

4.2.7 Pupils have good opportunities to take responsibilities and they respond very positively to these. They take turns to have the position of monitor and help in the classrooms giving out books and equipment. They collect registers and take them to the office and older pupils have other responsibilities such as helping to collect and put away apparatus in the playground. Older classes take part in paired reading with younger pupils, taking the role of reading support and mentor seriously and with care. Each class selects representatives to the school council, which is an active body with meetings, every half term. It puts forward ideas and concerns and is consulted on school organisation and plans. Such opportunities have a significant positive impact on pupils' personal development and sense of esteem.

Attendance

4.3.1 Attendance has greatly improved since the last inspection and the percentage of authorised absences has been halved. The local authority's policy on extended leave has been changed and parents have been more careful to ensure that holiday arrangements do not put their child's progress in the school at risk. All pupils' attendance is carefully monitored, particularly those whose attendance falls below 90 per cent. Those with full or very good attendance are rewarded. The increase in attendance and the reduction of extended holidays is having a positive effect on standards.

4.3.2 There are very few instances of lateness after registration at 9 a.m. although a small number of children arrive only just in time. Lessons begin on time. Attendance and punctuality make an appropriate contribution to attainment and progress.

QUALITY OF EDUCATION PROVIDED

Teaching

5.1.1 The overall quality of teaching is good, particularly in Key Stage 1 where the teaching in nearly half the lessons is good or better and this has a positive effect on pupils' attainment and progress. The teaching of under fives is satisfactory. Relationships are good there are high expectations of work and behaviour. However, teaching methods and activities are not always matched to the needs of the under fives in the mixed reception class.

5.1.2 The quality of teaching in Key Stage 1 is usually satisfactory with the teaching in 10 per cent of lessons being very good. In Key Stage 2 over 90 per cent of the teaching is satisfactory or better with the teaching in about 30 per cent of the lessons being good or very good. A strong feature of the good teaching is the very good relationship which teachers have built up with their pupils. Good teaching is found in most subjects of the National Curriculum and often in the core subjects of English, mathematics and science. Teachers have high expectations of their pupils and they convey the value and importance of learning. In the best lessons the work is closely matched to the pupils' needs and the teachers display an infectious enthusiasm for the subject. This was most apparent in a Year 2 science lesson where pupils were successfully experimenting with a range of musical instruments to find out how sound is produced. These pupils worked with great concentration and enthusiasm thanks to the stimulating and informative introduction by the teacher.

5.1.3 Teachers' knowledge and understanding of most of the subjects they teach is good in both key

stages. It is particularly good in the core subjects but there are some weaknesses in knowledge of music and physical education. In most subjects teachers have sufficient expertise to make pertinent teaching points and provide effective support for pupils' learning. In the best lessons there is lively and enthusiastic presentation with skilful use of open-ended questions to check understanding and challenge pupils' thinking to help them make good progress. Most teachers have useful plenary sessions at the end of many lessons, including the literacy hour, to reinforce learning.

5.1.4 Daily planning of lessons in the foundation subjects is not always satisfactory especially when teachers do not clearly identify exactly what they expect their pupils to learn. Sometimes the work provided is not matched to the prior attainment of pupils and not linked to the scheme of work of the particular subject. This was evident in a number of music lessons where pupils were struggling to complete tasks, which were pitched at a level too high for their current ability and understanding. Pupils with special educational needs are given appropriate work at a suitable level for their ability.

5.1.5 Most lessons are organised satisfactorily and teachers have high expectations of their pupils' work and behaviour. Resources are often used well to support learning and, in the best lessons, the resources are carefully prepared and of sufficient quantity. Most lessons move along at a reasonable pace with a suitable balance between listening to the teacher and independent or group work.

5.1.6 Good relationships between teachers and their pupils are a strong and positive feature of the school. Teachers manage their pupils well in a calm and effective manner. They have well established classroom routines to which the pupils respond positively. These routines are firmly in place for the youngest pupils in the school and are built on each successive year. Expectations of good behaviour are high and this leads to a productive working environment where pupils feel valued and secure.

5.1.7 Teachers listen and respond to their pupils well and help them to improve the quality of their work by giving helpful and encouraging feedback and praise. Good quality work is often celebrated in assemblies. Marking of work has improved noticeably this term with more evaluative and specific comments to help pupils understand how to make better progress. A particular and praiseworthy feature of the teaching is the consistent approach to the setting of appropriate homework for all pupils. Even the nursery children are encouraged to work on small tasks at home and older pupils are given good quality homework, which they complete conscientiously. The homework policy is fully understood and supported by teachers, pupils and parents and has a significant positive impact on the standards achieved by the school.

5.1.8 Throughout the school teaching and learning is enhanced by the effective use of support staff, classroom assistants, parents and voluntary helpers. Their work with individuals and small groups in all areas of the curriculum does much to develop the skills and confidence of the pupils.

The curriculum and assessment

5.2.1 The curriculum is broad and generally balanced and all the subjects are covered with appropriate emphasis on English, information technology, mathematics and science although the curriculum and in particular mathematics does not present sufficient opportunities for pupils to apply their knowledge in practical situations and develop independent research skills or to develop their speaking and listening skills. It meets the statutory requirements of the National Curriculum, religious education and sex education. Pupils are taught appropriately about sex education, health education and drugs misuse. Overall, pupils are well prepared for the next stage of their education.

5.2.2 The planning of the curriculum requires some refinement. Schemes of work for design and

technology and information technology are very good but the schemes for geography, history and physical education are incomplete although making good progress. The nursery has a sound scheme of work which covers the areas of learning and includes information technology. There is no scheme of work for religious education. The long-term overview is based on a two-year cycle showing coverage of topics which incorporate the foundation subjects of the National Curriculum. This system does not address the problem of mixed age classes where pupils in one-year group are found in three separate classes and the curriculum they receive does not build sufficiently on their previous skills and knowledge. Teachers use a common format for medium-term planning. This does not always contain references to the National Curriculum attainment levels although it does include references to the programmes of study and therefore ensures adequate coverage of the subjects at the planning stage. There is no system to link the short-term daily plans and the medium term planning and therefore the actual coverage of the subjects cannot be monitored easily. Weekly short term planning for English and mathematics is sound and in some cases good and provides clear guidance for the delivery of the subject to pupils of differing abilities. However, short term planning in other subjects does not reflect the needs of pupils with English as an additional language or the levels of attainment of the pupils. Teachers do not always clearly identify what they want pupils to learn and are not specific about the language development arising in each lesson with particular regard to the extension of pupils' vocabulary

5.2.3 The curriculum offers equality of access for all pupils although the needs of some pupils with English as an additional language are not fully met because of the lack of specific planning in this area. The curriculum for pupils with special educational needs is appropriate and closely linked to their individual education plans. Work is suitably differentiated and progress is carefully monitored. The individual education plans drawn up by the teachers are of good quality and set clear, realistic and relevant targets, which are reviewed each half term. Assessment, recording and reporting procedures meet statutory requirements.

5.2.4 The school offers pupils opportunities to participate in a wide range of extra curricular activities covering cultural, artistic, physical and technological experiences. Pupils can participate in learning community languages, join an art club or information technology club, and both boys and girls participate in football, cricket, and basket ball clubs. The school arranges visits to local religious centres and a trip to the Natural History Museum to enhance the pupils' experiences in a range of subjects. Effective monitoring of homework has led to the setting up of a homework club, which targets pupils in Year 6 needing to acquire good habits before they start secondary school.

5.2.5 The assessment of children under five is satisfactory. Arrangements for assessing pupils' attainment and progress at Key Stages 1 and 2 are sound. The school uses yearly tests except in year 1 and these are used to judge the pupils' levels of achievement particularly in English, mathematics and science. The school has substantial and effective systems for analysing the results and is able to adjust the emphasis of teaching programmes. The school is developing portfolios of work for foundation subjects, which will give staff the necessary guidelines to plan work to match the current attainment levels of their pupils. Short-term daily assessments are used less effectively and are insufficiently specific to guide changes to the curriculum. This is particularly so in mathematics where the use of the National Numeracy Project as the scheme of work is used too rigidly and is not adjusted to the needs of the pupils in some cases. The marking policy is applied inconsistently but is best used when challenges are offered to the pupils moving them on in their learning. Effective systems ensure records are passed on to the next class and the next school at the end of Key Stage 2.

Pupils' spiritual, moral, social and cultural development

5.3.1 Overall the spiritual, moral, social and cultural development of pupils is good. The school's

caring ethos is a major factor in all of these areas

5.3.2 Provision for spiritual development is satisfactory. The school has very strong and positive values of mutual care and respect and this is reflected in every aspect of its life. In religious education and assemblies pupils gain knowledge of the different beliefs and customs of the diverse religions practised by members of the school community, mainly through celebrations of the various festivals such as the Christmas festivities seen during the week of the inspection. The programme of daily assemblies is planned to provide pupils with opportunities to reflect on their own and each other's experiences and develop their self-knowledge: for example, one assembly about the importance of acknowledging our feelings was based on the story of a little boy who was jealous of the new baby and blamed his own actions on a little toy bear and this was followed by a talk about feelings. Other areas of the curriculum are also sometimes used to promote spiritual development as when the fading notes of a chime bar, used to illustrate the word 'snow' in a music lesson, created a complete sense of magic to which the pupils visibly responded with awe and wonder. However, opportunities are not planned in all areas of the curriculum for pupils to experience and express the wonder of discovery.

5.3.3 The provision for pupils' moral development is good. Throughout the school there is consistent promotion of high moral standards and parents fully support the values and attitudes which the school promotes. Adults provide good role models and promote within pupils' respect for honesty and fairness. The school successfully teaches the principles which distinguish right from wrong by providing pupils with a clear code of conduct, which is promoted and consistently upheld by all staff. The school has agreed a behaviour policy, which embodies sound principles and practices. The positive values fostered by the school's behaviour policy are helping pupils to take responsibility for their own actions and they are clear about what is expected of them. Teachers manage pupils well, have high expectations of their behaviour and provide appropriate correction and encouragement. Behaviour management is positive and effective and there is a system of awards, which recognise good work and behaviour. Pupils are encouraged to take a wider perspective and to respond to the needs of those less fortunate than themselves, for example fundraising for children's charities and the local hospice.

5.3.4 The provision for pupils' social development is very good. The school provides many opportunities for all pupils to practise their social skills. From Nursery upwards pupils are taught to respect each other and value the contributions made by others in school life. Older pupils support younger pupils during paired reading lessons and pupils with special educational needs and those at the early stages of English acquisition are well integrated into classes. The organisation of mixed-aged classes encourages older pupils to accept responsibility in order to support the younger pupils when appropriate. Social skills are also fostered by the provision of opportunities for collaborative work in class and listening to the views of others during circle times and in class discussions. Social development benefits further from the provision of extra-curricular activities such as team sports and music. The extended school field trips every year provide older pupils with an invaluable experience to help develop their social skills and to take greater responsibility for their own actions in co-operation with others.

5.3.5 Provision for the cultural development of pupils is good. Thoughtful planning has ensured that pupils develop awareness of their own culture, and the culture of others, through wide ranging activities within and beyond the classroom. These successfully enhance learning. Pupils visit local places of worship and museums and consider the work of various artists. There is a good selection of bi-lingual books in the school library as well as books depicting the life in different countries. Pupils study notable poets and playwrights including Wordsworth and Shakespeare. There is a good selection of instruments from different countries in the music room and a music club where pupils play music from the Indian sub-continent.

Support, guidance and pupils' welfare

5.4.1 The school places a high priority on the welfare and guidance of its pupils. This has a beneficial effect on their learning and is carefully planned for by the co-ordinator. Pupils are known and respected by teachers and other adults and this encourages confidence and self-esteem. The majority of parents who responded to the questionnaire support the view of the school providing a positive, caring environment. All pupils joining the school receive a good start. Pupils in the early years have an appropriate time to settle in and systems for monitoring progress for under fives are sound. Throughout the school staff know their pupils well and are concerned for their welfare.

5.4.2 Appropriate personal support and guidance is provided for pupils identified as having special educational needs and very good contacts are made with outside agencies when support is required. These relationships contribute positively to the standards achieved. Pupils with special educational needs and those who are at the early stages of acquisition of English are well supported in their classes. They are identified early, given good support by teaching and non-teaching staff and are integrated well into the life of the school.

5.4.3 Pupils' academic progress is monitored especially well in the core subjects. However the information gained is not always used effectively in planning future work in mathematics. Targets for specific areas of improvement are set and these have been effective in promoting learning and raising attainment. The setting up of a Homework Club on two afternoons after school is another good example of the support provided for pupils to extend their learning. Teachers generally provide good encouragement and feedback in lessons, praising work and offering advice on how it can be improved. This kind of guidance is not always written when teachers mark books and comments made do not always help pupils to understand how they can improve their work.

5.4.4 All pupils' attendance is monitored well and this is having a direct effect on increasing the overall attendance figures. The behaviour policy is applied consistently throughout the school. Pupils understand the system for both rewards and sanctions. Good behaviour and unacceptable behaviour is recorded and monitored. The procedures to deal with any bullying are effective; no instances of this nature were seen during the inspection. The school does much to promote positive relationships between pupils.

5.4.5 The school has effective procedures for child protection with appropriate outside agencies involved when necessary. All staff are regularly briefed. There are efficient arrangements for dealing with pupils who fall ill during school time. There is an appropriately maintained accident book and staff are suitably trained in first aid. Pupils are well supervised at all times. The school places good emphasis on the Health and Safety arrangements; the school was praised for the speed of its evacuation of pupils at the time of the recent fire. The building has been restored since with full account taken of safety regulations.

5.4.6 The school has well-established systems for the transfer of pupils at both nursery and secondary level. The good provision for the support, guidance and welfare of pupils helps them to enjoy and gain full benefit from their learning at school.

Partnership with parents and the community

5.5.1 The partnership with parents is a strength of the school. In particular the school has done much since the last inspection to inform parents about the curriculum. Evening sessions have been held on Literacy, Mathematics and homework and the latter was followed by a series of morning workshops. Parents have signed homework contracts and this work is having a positive effect on standards achieved. The prospectus is well presented and informative about the life of the school. Reports are detailed and

meet requirements. Pupils with special educational needs with individual education plans have them reviewed each half term and the school makes great efforts to involve all parents. Parents who are unable to attend meetings are kept fully informed and sent a copy of the education plan for their child.

5.5.2 Parents are welcomed into school. Many help with reading through the computer assisted reading programme, others run language classes for pupils at lunchtime in Urdu, Bengali and Punjabi. They are invited to social events such as festival parties, and the school hosts a Toddler group and a Bengali parents social group. A large number of parents demonstrated support for the school by assisting with the cleaning of resources after the recent fire.

5.5.3 The school is developing links with industry to enrich the curriculum. Last year the Bridges Project was funded by the Construction Industry Training Board to give children an insight into the construction industry and support design and technology. This year a link with Midland Bank will support Mathematics. Newham Parks department gives infant pupils an awareness of their role. They also assist in the planning of a school nature garden.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

6.1.1 The quality of the leadership and management of the school is very good overall and has a positive effect on the quality of education provided. The headteacher provides strong and purposeful leadership and gives a clear educational direction to the school. Her leadership has enabled the school to make good progress since the last inspection in terms of monitoring and evaluating the curriculum, the quality of education provided and the greater parental involvement in the life of the school. In spite of the recent fire the headteacher successfully managed the return of the school to normality within a very short space of time. The school is well placed to improve further. A strength of the school's management structure is the effective partnership developed between the headteacher and the deputy headteacher and this adds significantly to the positive leadership. Their individual strengths complement each other well; they are both accessible, approachable and make efficient use of their time to support all aspects of the school's work.

6.1.2 There are very good systems in place by which the headteacher and some curriculum co-ordinators effectively monitor standards and provision. Monitoring and evaluation has been developing continually since the previous inspection with considerable success. Co-ordinators in the core subjects and information technology provide useful feedback to staff through detailed written reports after monitoring lessons. This provides valuable advice, which helps to improve classroom teaching. Reports, in turn, are monitored by the deputy headteacher and used as a focus for staff development. Co-ordinators who are new to the school or new to the area of responsibility have started the development of their leadership role through day-to-day consultations and the development of subject policies and schemes of work. However, the co-ordinators of the foundation subjects do not directly influence the work in the classroom. Many lack training and experience in monitoring. This limits their effectiveness.

6.1.3 The school improvement plan (SIP) that has guided the school is a sound and comprehensive document covering a period of one year in detail set within a three-year span. Priorities and targets are appropriately identified through consultations between the headteacher, staff, governors, parents and pupils. They are costed; they identify the people responsible for them and give deadlines for completion. The deputy headteacher monitors targets identified and all are on schedule. Its limitations are that there are far too many targets for the short term and this reduces the usefulness of the SIP as a planning tool for

the long-term development of the school. Despite this the plan still provides a sound basis for the future work of the school.

6.1.4 Policies and schemes of work are in place for nearly all curriculum areas in order to guide and support teachers in their planning. An appropriate rolling programme for the review of subject policies and schemes of work has been closely followed over the last few years and incomplete ones for the current year are clearly set out in the SIP. The school has very successfully introduced the national literacy and numeracy strategies.

6.1.5 The governing body is a supportive, well-organised and cohesive group, which is well led by an involved and committed chair of governors. The governing body meets its statutory duties through a well-defined structure of committees, which gives them a good oversight of the school. The headteacher and core subject co-ordinators keep governors very well informed on the development of their subject areas, in addition to which governors formally and informally visit the school and report back both orally and in writing, to the rest of the governing body. A positive start has been made in systematically improving governors' involvement through the 'special interest' governor scheme. Governors are kept fully informed of current issues and some governors have undertaken training to keep themselves up to date with educational developments, for example, the literacy governor.

6.1.6 The school has a very good ethos, which contributes significantly to the very effective learning environment. There is a commitment to equal opportunities, particularly in the encouragement given to pupils with special educational needs and to pupils for whom English is an additional language. The provisions for these two groups of pupils are significantly improved by the effective co-ordination of support between class teacher, support teacher, classroom assistant and staff with designated responsibility for these pupils. The designated special needs governor works in the school full time and is able to oversee the provision at first hand. She gives good support to the special needs co-ordinator and keeps the governing body fully informed. Statutory requirements are met in all instances.

6.1.7 The aims of the school are evident in all aspects of its everyday life, and are actively promoted by all staff and the governing body. Pupils respond appropriately to them. The addition of an aim specifically stating the school's desire to promote high standards of pupil attainment would better reflect what is actually happening in practice. Parents fully support the aims and values of the school. In the parents' meeting and on the returned questionnaires the majority saw themselves as partners in their children's learning.

6.1.8 Day to day management is very good. The headteacher, administrative and maintenance staff work conscientiously to ensure the smooth running of the school. Communication within the school is excellent.

Staffing, accommodation and learning resources

6.2.1 There is sufficient suitably qualified and experienced teaching staff for the number of pupils on roll and to meet the needs of the curriculum. Conscientious administrative and support staff contribute effectively to the running of the school. The school employs a number of support staff who make a significant contribution to the pupils' learning. Overall, the number, qualifications and experience of staff have a positive effect on the quality of the educational provision.

6.2.2 Appropriate job descriptions are in place and there is a named co-ordinator for each subject area of the National Curriculum although some staff appear to have a heavy workload. All the adults in the school are committed to providing a good education for their pupils and work well as a team to achieve

this aim.

6.2.3 The school has a special needs co-ordinator that is also co-ordinator for the nursery. Despite only having one day per week dedicated to special needs work she effectively helps with the assessment of pupils and keeps up-to-date and comprehensive records. She meets regularly with parents and is able to give some support to teachers in Key Stage 1 by working with them in their classes. The special needs assistant is receiving training as a classroom assistant at present and it is planned to give her more specific training in special needs in the near future. There is also a local authority special needs teacher and a teaching assistant who works with a pupil who has hearing difficulties. Resources are good and effectively support the learning of special needs pupils.

6.2.4 Arrangements for staff induction are well developed. Staff development training is linked to the school improvement plan and co-ordinators benefit from additional training in their areas of responsibility. An established system for staff interviews supports individual and whole school professional development. Teachers and support staff meet on a regular basis both formally and informally to discuss and exchange information relating to curriculum development and in-service training.

6.2.5 The school site is clean and well maintained. This was noted on a visit to the school made by members of the inspection team before the fire, and much effort has been taken in a short length of time to restore the building to the previously high standards. Specialist areas such as the music room and the new ICT room enhance the provision although the present library arrangements are not suitable for developing pupils' book and library skills. Outside areas are tidy with imaginative playground markings and good access. Displays throughout the school are of a high standard and overall the environment has a positive effect on pupils' learning.

6.2.6 Despite the fire, which destroyed many resources, the inventory shows the range, quality and quantity of learning resources to be sufficient for the needs of the curriculum in most areas and good in physical education and science. However, in English there are insufficient non-fiction books in the library to develop independent research.

The efficiency of the school

6.3.1 The school manages its resources very well. It has a comprehensive school improvement plan for the current year with clear educational priorities; a realistic timetable for implementation and with targets projected and costed. The plan also outlines proposed educational developments for the following two years but does not fully consider the budgetary implications for a range of possible scenarios. The headteacher and finance committee monitor expenditure very closely to ensure they receive good value for money and regularly report to the full governing body. The budget is regularly reviewed and effectively controlled. Subject co-ordinators have to account for the success of their spending against specified criteria. Efficient lines of communication mean that governors have a good strategic view of how the school uses the funds it receives. The funding allocated to pupils with special educational needs is used appropriately to enable them to make good progress.

6.3.2 Teaching staff are well deployed by the school and their individual strengths are utilised to the full. They give good support to each other and willingly share their expertise and experience in a wide range of educational and other areas which has a positive impact on their own development and the progress of the pupils. Classroom assistants and learning support staff are usually used effectively and are often involved in the planning of lessons. In a very few lessons they are not used as efficiently as they could be and are passive onlookers while the teacher takes the class. Good use is made of resources and, in the main, they are centrally stored and readily accessible to staff. The accommodation is used to the full

with specialist areas such as the information and communication technology suite tightly timetabled to give all pupils equal access.

6.3.3 Financial controls are secure. The recommendations of the 1996 audit have been carried out with the exception of the annual auditing of the school fund. The day-to-day administration of the school is very good with all systems and procedures in place. The school administrative staff effectively and unobtrusively supports the management of the school and provides a warm and welcoming first point of contact for visitors. Taking all factors into account, including pupils' attainment on entry, their good attitudes and behaviour, the good teaching and the pupil unit costs, the school provides good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

7.1.1 The under fives are currently catered for in the nursery and a mixed reception class. However in January there will be two classes; one consisting of children who started school in September and the other of children who will start in January. Most of the children who enter the reception classes have come from the nursery, but there are no marked differences in attainment. At the time of the inspection all the children in the reception class were of statutory school age. The curriculum offered in the nursery is broad and covers all areas of learning. However, there are weaknesses in the provision in the reception class for imaginative play, aspects of knowledge and understanding and the development of children's climbing and balancing skills. Overall the quality of teaching in both the nursery and reception class is satisfactory.

7.1.2 Attainment on entry to the nursery is generally lower than that found nationally in language and literacy, mathematics and personal and social skills and nearly all the children who come into school are from homes where English is not the first language. From this low base children make good progress during their time in the Nursery but their attainment on entry to the reception class still remain below that appropriate for their age. Progress is not built upon in the reception class due to the structure of the curriculum and unsatisfactory match of activity to the needs of under fives which therefore results in unsatisfactory progress. The attainment of children by the time they reach their fifth birthday is in line with the Desirable Outcomes for children's learning in creative and personal and social development. Their attainment in language and literacy, mathematics, physical development and knowledge and understanding of the world is below national expectations. Consequently children start Key Stage 1 at a level below that expected for their age in the important areas of literacy and numeracy.

Personal and social development

7.1.3 Personal and social development is satisfactory. Most children settle well into school where basic routines are fostered within a secure and caring environment. As a result children make good progress in this area of learning. Their behaviour is good and by the age of five they have a clear understanding of what is right or wrong. In both the reception and nursery classes, children get on well with each other and with staff. They treat property with care and concern and take responsibility for tidying away. In the nursery they play well together, particularly when taking turns to push and control wheeled toys, when sharing the climbing apparatus or when working in pairs on the computer. There are high expectations, on the part of the teachers in the reception that children will work on set tasks for certain parts of the day and that they will behave well. Children respond positively to these expectations. However, in the reception class a significant minority of children find it difficult to concentrate during the literacy and numeracy session due to the inappropriate curriculum and lengthy introduction and discussion at the end of lesson.

Language and Literacy

7.1.4 The language and literacy skills of children under five are below that expected for their age. Through structured play in the nursery some children develop their speaking and listening skills and are beginning to use language appropriately to express their ideas in the role-play area set up as a 'hospital'. The provision for role-play in the reception class could be further enhanced. It does not sufficiently stimulate or encourage children to develop their own stories. Many in the nursery and some in the reception class find difficulty, because of their limited language, to express their feelings. Staff do not always engage them in spontaneous conversation to help them develop their speaking and listening skills appropriately. All children listen well. Even the youngest children in the nursery listen attentively in small and large groups. They develop good listening skills through listening to story tapes, to adults reading

stories for example 'The wind blew' or giving instructions about the activities. They answer questions when asked but their limited vocabulary in the nursery hinders their attempt to engage in discussion or extended conversation and many lack confidence when speaking aloud. In the reception most of them reply using simple sentences. The majority of children in the nursery and reception class handle books carefully, turning pages correctly and know that print is read from left to right and some can 'retell' a story using the pictures in the storybook to illustrate the meaning. All children are encouraged to select reading books to share at home. Children in the nursery use pencils with increasing confidence to make marks and 'trace' pictures and by the time they get to reception most overwrite their names, draw pictures to communicate their ideas and have developed an understanding that writing is a means of communication.

Mathematical Learning

7.1.5 Children's attainment in their mathematical knowledge and understanding is below that expected for their age. This is hindered by limited language skills and too few first-hand mathematical opportunities for children. In the nursery children enjoy pattern making and successfully sort and match objects by colour and shape. They recognise, describe and recreate patterns using beads and are learning to recognise, sequence and write numbers. Some count from one to 10 with increasing accuracy and are familiar with some larger numbers, such as the numbers on their houses. Some children recognise a number of two-dimensional shapes such as a square, rectangle, triangle, and circle, and are beginning the first steps in understanding the concepts of volume and capacity through sand and water play. Children are learning how to collect data and present it in different ways, for example, the survey in the nursery about 'Favourite Smells'. They are introduced to early mathematical vocabulary, such as 'more' and 'less' when mixing ingredients to make chapatis.

7.1.6 In the reception class children are beginning to solve simple problems of addition, and to use associated symbols. Wall displays promote numeracy, with a clear focus on developing an understanding of numbers up to five. Some children know the month of their birthday, accurately name the days of the week and are familiar with coins through their play in shops. Higher attaining children demonstrate a growing understanding of concepts such as more and less, first and last same and different. They are beginning to use their developing mathematical understanding to show an awareness of simple addition and subtraction. Although activities in the reception class are well prepared and effective questioning is used to elicit children's understanding for the most part work, is too formal for under fives. There is not enough learning through play and practical work.

Knowledge and understanding of the world

7.1.7 Attainment in knowledge and understanding of the world is below that of children of a similar age. Children talk about where they live and special events in their own lives such as birthdays and the important celebrations such as Diwali and Christmas. They develop a sense of the past and describe things they did as babies and remember favourite toys. In cooking sessions, nursery children make close observations of what happens when flour and water are blended together for making chapatis and talk about the changes that occur when they are cooked. Under fives use opportunities to handle and explore musical instruments and learn about direction through free play using interesting models made from a range of construction kits. In reception children talk with interest about the sounds heard during their walk around the school. They name the main parts of the body and sort food into sweet and salty, healthy and unhealthy. They understand that we need assorted types of clothing for various weather conditions and the difference between hot and cold. They learn about the weather and seasons, observing changing conditions, which they record pictorially. In both classes children use information technology to support their learning. They know the function of the buttons on the keyboard and many develop good control of the computer mouse to move items around the screen. Good use is made of the specialist computer room

for all pupils. However, attainment in this area of learning is unsatisfactory because children are not given day-to-day opportunities for learning through exploration of features of living things, objects and events in the natural world.

Physical Development

7.1.8 Children's physical skills are developing satisfactorily in the nursery but less so in the reception class because use of large apparatus is not always planned for. Outdoor apparatus is available in the nursery and provides adequate learning opportunities and suitably challenging physical activities. Children run, jump and climb with appropriate dexterity and manoeuvre wheeled toys skilfully. In the nursery class children develop their fine motor skills through making collages using a selection of 'gold' materials and simple musical instruments. Most children make satisfactory progress in developing the skills of cutting, sticking, joining, threading and modelling whilst in the nursery and by the time they are five some manipulate tools such as pencils, crayons, glue spreaders and brushes with varying levels of skills. They use scissors carefully and are learning to cut with increasing precision. However, these fine motor skills are not sufficiently extended in the reception class and this is reflected in the poor control of pencil skills of some pupils in handwriting.

7.1.9 In the reception classes there is limited opportunity for pupils to engage in daily physical activity on purpose-built, large safe play equipment. Progress in balancing, climbing and controlling wheeled toys is less well developed because of the lack of regular access to large apparatus and wheeled toys.

Creative Development

7.1.10 Children's creative development is at the expected level for their age. Opportunities are provided through painting, printing, collage and modelling through a range of media for children to express what they see, know and imagine. In the nursery, under fives print Christmas shapes and pictures to make cards whilst in the drama play area they use their imagination and act out situations they have observed, for example, when they visit the doctor's surgery. In both the nursery and reception class children have regular opportunities to draw and paint, using drawing pencils, chalk and paint and are developing appropriate skills. They confidently use paint for pictures of the different foods that the 'Hungry Caterpillar' ate and their self-portraits show individuality. In Reception they reinforce their understanding of shape in the context of making collage pictures of Elmer the elephant with squares. In both classes children enjoy music. They know a range of simple songs and rhymes and respond to changes of pace and volume as they sing. Most are able to perform actions in time to music.

7.1.11 Progress is clearly observable over time, when comparing the attainment of younger children with that of older children in the reception class. Overall children make sound and sometimes good progress in the nursery. However, progress is limited in the reception class due to the structured delivery of the curriculum and the lack of suitable equipment. Children with special educational needs and those with English as an additional language make good progress when they receive well-targeted support.

7.1.12 Overall the teaching of children under five is satisfactory and activities particularly in the nursery are well planned to cover the six areas of learning. The nursery nurse and support staff make a valuable contribution to the social development and welfare of children. However methods and organisation of teaching are often unsuited to the needs of young children and adults sometimes expect too much from children in the early part of the year. There are not enough stories, rhymes and games that will help the children develop phonological awareness and basic numeracy skills. The curriculum in the reception class is unsatisfactory and needs further consideration to ensure that the activities planned are likely to promote the Desirable Learning Outcomes for children by the time they are five. Currently

work is not appropriately planned according to National Curriculum Programmes of Study. The work provided does not take into consideration the children's attainment on entry which is below that expected for four year olds.

7.1.13 In both classes relationships between adults and children are consistently good. Staff have high expectations of behaviour and explain to children, the reason why some behaviour is acceptable and some is not. Where teaching is most effective lessons are purposeful and well planned and support staff are fully involved in the planning and delivery of work. Tasks are clearly presented. Staff encourage children to talk about their experiences and ideas, and they use praise and ask questions effectively to encourage those who are less confident. Good examples of this were seen in the shopping game and the language activity on Handa's Surprise. Where teaching is less effective there is a lack of interaction with pupils to extend their speaking skills and insufficient time is given for children to talk about their work. The pace of the lesson is slow and children are kept waiting for long periods of time.

7.1.14 Arrangements for starting school are sound and there are good links with parents; they are well informed through the regular nursery newsletter and are encouraged to take an active interest in their children's learning. Children under five make a satisfactory start to their time in school. The LEA's baseline test is implemented in the early weeks of the reception intake to assist teachers in establishing starting points for learning. Satisfactory on-going assessment of children's progress is maintained and the information is used well for the grouping of pupils and for matching work to the right level. Resources in the nursery are generally adequate, used well and stored appropriately. However, accommodation for the under fives in the reception class is cramped. There is no regular access to large outdoor climbing equipment and wheeled toys.

ENGLISH, MATHEMATICS AND SCIENCE

English

8.1.1 The results of the most recent National Curriculum tests show the pupils to be below the national average in Key Stage 1 and above the national average in Key Stage 2. When compared with the performance of schools with pupils from similar backgrounds, attainment is well above the national average in English. Inspection evidence indicates that most pupils in Key Stage 1 are now in line to reach the national average by the end of the key stage in all aspects of English except speaking and listening and that pupils at the end of Key Stage 2 are in line to reach it in speaking and listening and to exceed it in the other aspects of English.

8.1.2 Standards in speaking and listening are below average in Key Stage 1 and are sound in Key Stage 2. At the end of Key Stage 1, pupils listen to their teachers attentively, however, few pupils use speech to develop or explore ideas or are able to express themselves confidently and lucidly. Attainment is adversely affected by the significant number of pupils who are at the early stages of English acquisition and by the limited opportunities to develop extended speech for a variety of purposes and different audiences. However, by the end of Key Stage 2 the majority of pupils express a reasoned argument or opinion thoughtfully and clearly when given the opportunity. Throughout the school pupils lack sufficient opportunities using drama and role-play to practise and extend their speaking and listening skills.

8.1.3 Attainment in reading is sound by the end of Key Stage 1 and above average by the end of Key Stage 2. Throughout the school, pupils enjoy reading. They talk about their current text with understanding. Most pupils at the end of Key Stage 1 have knowledge of letter names and sounds and knowledge of a number of sight words. Many make an attempt to read an unknown word using the context and their phonic knowledge. Some read a simple text fluently and with good expression. By the

end of Key Stage 2, most pupils read a more complex text, either fiction or non-fiction, with good understanding. However, although older pupils study a good range of texts, including Shakespeare, classic children's books and modern quality children's authors, few pupils are developing personal tastes except for a very narrow range of books and authors. Classroom book areas in some Key Stage 2 classes are not generally well resourced or inviting. There is a good selection of books in the library area, which pupils can borrow, but the space is not comfortable or always quiet and it does not invite browsing or allow for the development of library skills.

8.1.4 Writing skills are above average. As pupils move through the school they begin to use a legible and fluent cursive style of handwriting. In Year 2, most pupils write simple sentences independently, spelling some words correctly and using plausible phonic approximations for others. They use full stops appropriately and some are beginning to use other forms of punctuation such as speech marks and question marks. The oldest pupils in the school write extensively for a range of purposes such as letters, instructions, factual accounts, plays and narrative. They revise and edit their work and produce a good quality final draft. They use dictionaries confidently and have developed research skills, knowing how to use an index and glossary to help them find and understand information in a reference book.

8.1.5 The National Literacy Strategy is well practised and fully implemented throughout the school and is having a positive impact on standards.

8.1.6 Pupils make satisfactory progress in the aspects of English throughout the school. Ninety-eight per cent of pupils in the school have English as an additional language and many start school with limited command of English. They make good progress in literacy throughout their first years at school so that in Year 2, most are in line with national expectations in reading and writing and the oldest pupils in the school are in line to exceed them. Their progress in speaking is not as good and few develop the ability to speak extensively and clearly in Key Stage 1 or to deliver a reasoned argument, a role-play or a fluent and interesting presentation to an audience in Key Stage 2. In each class in Key Stage 1 there is a significant minority of pupils making unsatisfactory progress and whose attainment remains low. Some of these are pupils with special educational needs and some are pupils who are, or have recently been, pupils in early stages of English acquisition who have become accustomed to speaking little and to not listening with full attention. The school is targeting effective additional support to enable these pupils to increase their knowledge and skills and promote better progress. These practices are still not sufficiently embedded in daily classroom planning to be fully effective. There is a good and detailed scheme of work in English and its delivery is carefully and systematically monitored. Except in the aspect of speaking and listening, the curriculum is well balanced to include the learning of skills and their use in the pupils' own writing and the reflective study of a range of texts. This ensures good continuity and progression.

8.1.7 Pupils have very positive attitudes to their work in English. They are generally attentive during the whole-class sessions and most are keen to answer questions and take part in discussion when given the opportunity. They work diligently at the tasks set for them and concentrate well. They can mostly work independently without direct adult support, for instance when their teacher is working with one group. They are friendly and supportive of each other, for example when engaged in a reading or writing task with a partner or reading with younger pupils during a paired reading lesson. However, most work in English is very clearly defined and there is little opportunity for pupils to use their initiative or make decisions about the subject or even the form of their writing.

8.1.8 Teaching in English is at least sound and there are instances of good teaching. Teachers have good subject knowledge, which has been further strengthened by recent in-service training for the implementation of the national literacy strategy. There is strong and knowledgeable leadership in the subject and its delivery has been regularly and systematically monitored for the last three years. There is a

specific focus for monitoring each term and the results of this are used as the basis of staff training sessions. These practices have maintained teachers' knowledge, planning and organisational strategies. However, the planning often does not clarify the intended learning outcomes for the lesson and for the different groups and this makes some lessons less effective. Teachers' practice in promoting attainment and progress in the aspect of speaking and listening is variable. A few teachers ensure that discussion, for instance of a text being studied, is promoted by open-ended questions, but many teachers ask mainly factual questions that elicit short replies from pupils who know the answers. Opportunities for encouraging extended speech and role-play, for instance in the context of learning how to write the dialogue of a play, are often missed. Teachers manage pupils very well. They have high expectations of good behaviour and use effective, positive strategies to realise them. In the best lessons, teachers present their material clearly and sometimes imaginatively, keeping the pupils' full interest and involvement and maintaining a good pace. In a minority of lessons, particularly in Key Stage 1, the pace is slow and the whole-class sessions are too long so that pupils become restless. Assessment practices are good and are well used to inform the grouping and to ensure a good match between the work set and the prior attainment of the pupils. All pupils take books home to read and older pupils also have a homework diary, which includes spellings and various reading and writing tasks. Homework is monitored and there is good involvement by parents.

English as an additional language

8.1.9 The local education authority supports the teaching of English as an additional language through the appointment of two teachers. Additional support is provided for pupils to enable them to have full access to the curriculum by the appointment of bilingual support assistants. Sixty two per cent of pupils are supported by means of specific funding and 59 per cent of pupils are at the early stages of English acquisition. The specific language development needs of these pupils are accurately identified and they receive good support in the classroom from the designated teachers, bilingual assistants and their class teacher.

8.1.10 The deployment of Section 11 staff who are currently based in Key Stage 1 takes into account the fluency levels of pupils with English as an additional language. Specialist staff work in a close and productive partnership with class teachers within the classroom, focusing their attention on a targeted group of pupils. The quality of teaching observed was good. Teaching was often dynamic and held the pupils' attention and the learning intentions were specific which gave pupils access to the mainstream curriculum. Planning which is done with the class teacher is thorough and based on the school's schemes of work. Careful and detailed records are in place for monitoring and recording the progress that targeted pupils make. This information is well used to inform subsequent planning and regularly shared with class teachers. Liaison with class teachers to monitor the progress of pupils previously supported is appropriately maintained.

8.1.11 When specialist support is not provided targeted pupils with English as an additional language continue to make good progress in the acquisition of language skills, reflecting the range of methods and resources used by some class teachers. Overall, pupils for whom English is an additional language make good progress in line with their prior attainment. This has been borne out by the National Curriculum results in English at the end of Key Stage 2 where pupils' performance is well above the national average. However, progress in their understanding of technical and scientific vocabulary is not as good. The progress made by these pupils results from their good attitudes to learning which are supported by the school's welcoming environment in which pupils feel able to contribute.

8.1.12 The Section 11 support staff are committed to their work. Time is allocated to involve parents in discussion and in the review of their child's progress. An audit of the languages spoken at home has been

carried out, so that the school can draw effectively on the linguistic and cultural diversity of its pupils to enrich learning across the curriculum. Written signs in the various languages that pupils use at home are valued and displayed around the school and in many classrooms. The school has adequate resources in the more frequently spoken languages to meet the needs of pupils for whom English is an additional language.

Mathematics

8.2.1 Pupils' attainment at the end of Key Stage 1 and Key Stage 2 is below the national average, although it is above that of similar schools at Key Stage 2. The test results show that pupils' attainment has risen in 1996/97 but that in 1998 significantly fewer children achieved Level 2 in Key Stage 1 than previously. The school's analysis of the results shows that this was a weaker cohort and the high mobility of pupils of this particular group was higher than previous years. There are no significant differences in gender attainment at Key Stage 1 although in Key Stage 2 girls' performance is not as good as that of boys. The school's analysis shows there are no reasons for this other than a larger than usual number of girls with special educational needs. Progress over time shows that standards are rising. Pupils with special educational needs and those with lower attainment are targeted effectively and given additional support to raise standards. Progress of some pupils is limited by their lack of understanding of the vocabulary required by the subject which is not specifically highlighted by teachers in their teaching plans and delivery of the curriculum. The school's analysis of pupil attainment is clear and purposeful and identifies curriculum strengths and weaknesses as well as pupil needs. The analysis of the data is refined year on year showing a clear commitment to raising standards.

8.2.2 By the end of Key Stage 1 higher attaining pupils add and subtract numbers up to 30 mentally and understand place value in numbers up to 100. Pupils measure plant growth using non-standard measures and centimetres with increasing confidence. They accurately recognise coins and their values and give change in money problems up to the sum of 50p. Pupils divide a shape into halves and quarters and some pupils share a number of objects between 2 people. Pupils use analogue clocks to tell the time for the hour, half hour and a few tell quarter past and quarter to the hour. They experience a range of data handling opportunities and analyse bar graphs and pictograms for information confidently. By the end of Key Stage 2 higher attaining pupils understand place value using multiples of thousands, hundreds, tens and units. They understand inverse operations relating to multiplication and division and confidently explain mental arithmetic strategies they use to make numbers up to 1000. Pupils demonstrate some skill in the use of centimetres to make plans for their design technology work but less in their understanding of area where they can count squares to work out the areas of simple shapes. Their skills with data handling show good progress as they use a range of presentations of data including frequency diagrams, pie charts, graphs and tallying and they analyse the data. Some pupils are unable to recognise the use of mathematics in other areas of the curriculum. For instance, pupils were unable to use the correct vocabulary and lacked confidence in talking about their experiences of tessellation in relation to their topic on the Romans. Throughout both key stages the pupils' need for consolidation is evident in their inability to define mathematical vocabulary and operations clearly and confidently.

8.2.3 Pupils are gaining confidence in the subject and generally sustain concentration and behave well in lessons. The format of the lessons following the National Numeracy time plans gives pupils clear expectations of the time spent on mathematics. There are insufficient opportunities for pupils to carry out investigative work as individuals or collaboratively restricting the development of their understanding of the applications of mathematics.

8.2.4 The quality of teaching is satisfactory or better in eight out of ten lessons observed, and unsatisfactory in two out of ten lessons. Teachers have high expectations of pupils' behaviour and of the presentation of their work. However, sometimes the work is set at too high a level for the pupils' understanding. In Key Stage 2 a group of pupils do not understand how to read a thermometer and are

unable to use negative numbers in this situation. In Key Stage 1 younger pupils are unable to work out “how many more” as they are given neither the strategy for finding out nor an explanation of the vocabulary.

8.2.5 The teachers’ weekly plans are sound and show different levels of work for different ability groups but the vocabulary is not highlighted by teachers and sometimes inaccurate assumptions are made about pupils’ understanding of the mathematical concepts. Teachers use the correct vocabulary without ensuring all pupils understand. The use of the National Numeracy Project as a scheme of work means that the work is not always appropriate to the levels of the pupils as it does not contain National Curriculum attainment levels. As some teachers keep rigidly to the time frames suggested in the project topics are not always revisited or revised as frequently as may be needed to consolidate the pupils’ understanding. Much of the work observed is worksheet based and few opportunities are available in class for pupils to use relevant and interesting resources. Where appropriate resources are used with pupils who have English as an additional language or pupils with special educational needs the progress is greater. In a Year 1/2 class the pupils are given the appropriate resources to learn about time at their own level of attainment. This lesson also supported the literacy programme with the use of word cards using relevant vocabulary. Teachers use their individual methods of recording assessment on a daily basis. Homework is set regularly to consolidate work in class and consists of practical work as well as worksheets. Longer-term assessment is supported by a school portfolio giving examples of appropriate attainment levels and annotated sheets are added to pupil records. However, these are used inconsistently sometimes with limited diagnostic assessment of pupils’ work and targets not specific enough to guide teachers or pupils.

8.2.6 Mathematics is taught discretely but also linked to other curricular areas such as geography, history and science with the collection of data. During the inspection there was little evidence of pupils investigating mathematics and applying their knowledge to problems although there is an emphasis on basic word problems requiring number operations such as addition, subtraction, multiplication or division. These contribute effectively to the pupils’ comprehension of a mathematical problem. Data handling is identified as a discrete topic in the curriculum ensuring that all aspects of the subject are covered through the primary school. A scheme of work supports this showing clear development of pupils’ skills and knowledge. The subject contributes to the pupils’ cultural development through the use of different number scripts and counting in different languages relating to their family origins.

Science

8.3.1 Attainment in science is broadly in line with national average at the end of both key stages. In 1998, the attainment at the end of Key Stage 1, based on teacher assessment, was below national standards but a scrutiny of the current work and lesson observations show that attainment is now higher. The picture is the same at the end of Key Stage 2 where national tests in 1998 showed pupils to be below national standards but in line with standards found in schools of a similar type. There has been a year on year improvement in attainment in Key Stage 2 since 1996 and the inspection evidence supports this. Progress is satisfactory in both key stages.

8.3.2 At the end of Key Stage 1 pupils record their observations accurately in a variety of forms and are using scientific vocabulary with increasing confidence and understanding. They identify and name the external parts of the human body. Pupils know the main sources of light and explain if they are natural or man-made. Through their experiments with musical instruments they know how sounds are produced. By the end of Key Stage 2 pupils confidently predict, test, refine and draw logical conclusions about their investigations. They make sensible generalisations about the cause of observed phenomena and devise their own experiments to test their hypotheses. Pupils have a good understanding of the importance of fairness in testing. They construct electrical circuits and use them in their own experiments to test the

effect of the thickness of the wire used in a circuit on the brightness of the bulb. Pupils know the properties of a wide range of materials and how the materials can be used in everyday life. By experimenting with light they know how the position of a light source can affect the size and position of the shadow of an opaque object. The majority of pupils use correct scientific terminology when writing their reports.

8.3.3 Progress in science is satisfactory through both key stages. In Key Stage 1 pupils steadily develop their investigative skills and increase their knowledge of scientific language. They make satisfactory progress in all the attainment targets of the National Curriculum especially in their learning about life processes and living things. Progress in Key Stage 2 is also satisfactory in the attainment targets with a good balance between experimentation and acquisition of knowledge. Pupils' progress in devising their own investigations is often good. This was evident in Year 6 where pupils had a number of good ideas to measure and record the brightness of a bulb in a circuit.

8.3.4 Pupils respond well to the subject and have a positive attitude to their work. They are interested in their work, particularly if it involves an experiment, and concentrate for quite lengthy periods of time. Pupils work well in groups and share equipment sensibly and fairly. This was particularly noticeable in a Year 2/3 class where pupils worked together without argument and willingly helped each other with their work investigating sources of sound. Behaviour in lessons is usually satisfactory and often good or better. Pupils are full of good ideas and suggestions, which they are willing to share as well as listening carefully to the views and comments of other pupils and to their teachers. A strong feature of many lessons observed is the very good relationships pupils have with each other and adults.

8.3.5 The quality of teaching in science is always satisfactory or better in both key stages with 30 per cent of teaching being good or very good. Teachers have sound subject knowledge and understanding and most lessons are well thought out with interesting and stimulating activities. In the best lessons observed teachers were well prepared and enthusiastic about the subject matter. Teachers have high expectations of their pupils, both of their work and behaviour. Resources are used well to support learning. There are good quality displays in classrooms, often including work by pupils, which raise the profile of the subject, encourage good presentation and show that pupils' efforts are valued.

8.3.6 The school has a scheme of work for science, which is being adapted term by term to meet the specific needs of the pupils in the school. This is being done by the co-ordinator who is enthusiastic and knowledgeable about the subject. Good support is given to colleagues and provides clear direction in science. The analysis of test results is proving most helpful as this helps to identify specific areas of the curriculum, which need more focused attention. There is commitment to raising standards in the school and to ensure that statutory requirements are fully met. Procedures for assessment are well developed and used to inform planning. Resources are of good quality and sufficient quantity to deliver the full curriculum.

OTHER SUBJECTS OR COURSES

Art

9.1.1 Although art lessons were seen only in Key Stage 2 during the inspection, evidence from the scheme of work, teachers' medium term plans, photographic evidence and pupils' work showed that a good art curriculum is in place. Attainment in art is higher than the standards expected in relation to pupils' age at the end of each key stage.

9.1.2 In Key Stage 1 pupils, develop skills in using a range of materials in collage, drawing and painting. For example, Year 1 pupils use primary colours effectively to create imaginative pictures on the

weather and make use of a wide variety of techniques to good effect in their firework paintings. In Year 2 pupils skilfully add black and white paint to separate colours to produce different shades of these colours. They experiment with a variety of materials and explore colour, shape, texture and pattern as seen in their collages of the different seasons. Other work by the end of the key stage includes dramatic use of colour in abstract paintings to reflect 'hot' and 'cool' words. In lower Key Stage 2 pupils examine textiles from other cultures as a stimulus for their batik work. With confidence and accuracy they transfer their designs from drawings to fabric. By the end of the key stage pupils know about the different styles of European and non-European artists and use this knowledge to print attractive designs, influenced by their study of artists such as William Morris and Matisse.

9.1.3 Lesson observations, a scrutiny of pupils' work and discussions with pupils indicate that good progress is made by most pupils across both key stages. This is partly due to the detailed scheme of work, which provides good guidance to teachers on the skills, and knowledge that pupils should be taught in each year group. In some lessons, teachers' enthusiasm for the subject ensures that they make good progress. Work, from the Reception class to Year 6, demonstrates that pupils are increasing and refining their skills in the art activities undertaken and consolidating their prior knowledge. Pupils practise skills of recording from direct experience, imagination and first hand observation. By the end of Key Stage 2, many pupils have learned to evaluate their own work and make appropriate changes to improve the quality.

9.1.4 Pupils' response to art is good and they clearly enjoy the variety of work. They listen carefully when techniques are being explained and talk about their work with enthusiasm. Year 6 pupils remember well the techniques they have used and are keen to explain what they have done. They work in a relaxed and purposeful manner, willingly sharing and co-operating over materials. Pupils take pride in their finished work and concentrate well in order to produce their best work. A good example of this was the sewing lesson in Year 3.

9.1.5 Teaching observed in Key Stage 2 was good. No lessons were observed in Key Stage 1. The overall quality of teaching is good. The policy and scheme of work support the subject well and teachers' medium term planning is closely matched to the scheme of work. This ensures that plans take account of what has gone before and what is to follow. However, they do not always take account of the needs of pupils in mixed aged classes many of whom have completed aspects of the work the previous year. Daily lesson plans sometimes lack detailed objectives for pupils to achieve during the lesson. Where teaching is most effective teachers have a secure knowledge of the subject, are clear about what they want pupils to learn and show an enthusiasm for art. In these lessons teaching points are regularly reinforced to focus pupils' attention on specific techniques and good levels of support are provided for pupils who are less secure in their art skills.

9.1.6 The good improvement since the last inspection is due to the implementation of a scheme of work and in-service training for all staff which has resulted in high levels of teachers' subject expertise and confidence.

9.1.7 Co-ordination of the subject is effective, producing strong leadership, effective support and a clear view of how the subject will develop. However, the co-ordinator has yet to work alongside colleagues across the key stages to share expertise and gain a greater knowledge of the work undertaken with pupils outside the year group in which she works. At present there is no systematic evaluation of planning by the co-ordinator or a system of recording individual pupils' progress against National Curriculum criteria. However, samples of pupils work are collected and displayed to show how pupils' skills are built upon from year to year and pupils are encouraged to review and evaluate their own work. The use of sketchbooks to record pupils' ideas and themes is inconsistently used.

9.1.8 Resources are adequate and are used well to support particular topics. The use of materials and artefacts from other cultures and traditions to inspire work in art is developing. The school is enriched by the displays of art work both within the classrooms and around the buildings. These illustrate the cross-curricular use made of art, which creates a rich visual environment. Work previously done by pupils in the school is displayed in the Parliament Building in Strasbourg. The subject contributes well to pupils' cultural and spiritual development.

Design and technology

9.2.1 Standards in design and technology are average and pupils throughout the school have comprehensive experience in all aspects of the subject.

9.2.2 Pupils develop their making and designing skills by working with a good range of tools and materials. Each unit of work in design and technology includes the aspects of designing, making and evaluation including modification. Pupils have regular experience in food technology and during the week of the inspection, pupils in Key Stage 1 were making 'Christmas sandwiches', designing the shape of the sandwich, choosing the fillings and handling the tools with confidence and a good awareness of hygiene and safety. They evaluated and where possible modified their product. Pupils in Key Stage 2, making a decorated purse or wallet, designed and then made a small version of their final product, evaluated it and modified their plans before making the final version. Pupils develop sound problem-solving skills. Pupils in Key Stage 2 talked about the problems they had when making vehicles using wheels and axles and how they used various materials to make sure the wheels could take the weight of the vehicle. Pupils also have sound opportunities to develop their knowledge and understanding. Before beginning a unit of work based on making bridges, pupils in Key Stage 1 visited a site where bridge components were manufactured and put together. Their own subsequent work included trials to test the stability and load bearing capacity of various materials and structures. However, the work to be done is always very clearly defined and pupils have only limited opportunities to choose materials, tools and techniques and to make decisions about their product.

9.2.3 There is a very comprehensive scheme which details exactly which product is to be investigated, designed and made in which term and in which class. This ensures continuity and progression approximately but does not fully take into consideration that some classes have a mixed age range. The two-year scheme ensures that few pupils repeat the making of the same product, except that this possibility remains in the case of Year 5 pupils.

9.2.4 Pupils are mostly well behaved in their work in design and technology. They are attentive to their teachers and are friendly and supportive to each other. They are generally interested in their work and when talking about what they have done previously they show pride and satisfaction in the outcomes of their efforts.

9.2.5 Teaching of design and technology is satisfactory. Teachers have a sound knowledge of the programmes of study for the subject. They have had school-based training in it in recent years, which included work on the scheme and a session on food technology. The scheme effectively underpins the work in the subject and can be used to ensure all aspects are covered. The co-ordinator advises teachers informally and collects a useful evidence box of good practice. However, she is not expected to collect teachers' plans to check them against the scheme of work, so the coverage is not completely ensured. Teachers manage their classes well and their organisation is good.

Geography

9.3.1 A limited number of lessons were seen at both key stages and judgements have been made on the basis of these, scrutiny of past work, displays and discussions with pupils.

9.3.2 At the end of both key stages work is at the level expected of pupils of their age. Pupils make satisfactory progress generally but in a Year 1/2 class the progress is very good with all the pupils developing their understanding and knowledge of the four seasons through a well-supported investigative approach. Progress is slower for some pupils because of their lack of vocabulary to understand and express their ideas about the subject. There are no significant variations in attainment or progress with regard to gender or ethnicity.

9.3.3 By the end of Key Stage 1 pupils make a simple plan of their classroom and can make a map from a story. They locate their own house on a simple local street plan. They know that the weather affects how people live and that styles of homes and clothes change according to the need. They record weather patterns on a daily and seasonal basis using thermometers and rain gauges. Pupils identify the United Kingdom on maps and many can locate London. Many of the pupils use globes and world maps to identify the country of origin of their family. By the end of Key Stage 2 pupils develop their map making skills to use co-ordinates to locate places on a map or grid. They make geographical comparisons between countries such as England and Egypt looking at climate and physical features and how they affect people's lives. Pupils study the development of the River Nile to increase their knowledge of the origins of rivers from streams and high places and the beneficial effects they have on the environment. This topic closely relates to the Ancient Egyptians and pupils make good links in their knowledge between these curriculum areas.

9.3.4 Pupils are willing to contribute to class discussions and are attentive when the teachers explain their tasks. They settle to work quickly. Pupils enjoy the subject and can talk about globes and maps pointing out places with confidence.

9.3.5 The quality of teaching is satisfactory in three out of four lessons and very good in one out of the four lessons observed. Generally the teachers' knowledge of the subject is good and teachers use a range of strategies for encouraging pupils to stay on task demonstrating good relationships with their pupils. The partially complete scheme of work gives good guidelines for teachers to follow in terms of appropriate levels of pupil attainment and ensures pupils receive the correct curriculum for their age group. Short term planning is not linked sufficiently to the medium term planning and therefore it is difficult to monitor the coverage or the levels at which pupils have been working. There are not enough references to the vocabulary pupils are required to learn and be able to use to develop their understanding in the subject and as a result teachers tend to give information rather than draw knowledge from their pupils.

9.3.6 Where an investigative approach to the curriculum is used pupils are able to make good progress at their own levels of understanding. The tasks given are different according to the pupils' ability to record and allow all pupils to develop their knowledge within the topic. The subject makes cross-curricular links with history in the study of Ancient Egypt and the geographical study of rivers. Numeracy is well supported with pupils making collections of data for producing graphs and tables. Literacy is supported by written reports of work carried out and researching in non-fiction books. Geography contributes to the pupils' cultural development through its recognition of families' countries of origin, their place on the maps and displays of postcards from around the world linked to a world map.

9.3.7 The co-ordinator is enthusiastic and has a good knowledge of the subject and a clear view of the requirements of the schemes of work. There is no monitoring role but she is aware of the need for the school to develop a more investigative approach encouraging pupils to become more independent learners.

A school portfolio is being developed to assist with assigning appropriate levels of attainment to pupils' work arising from the use of the new schemes of work. Resources are satisfactory and sufficient for the needs of the planned curriculum. They are kept centrally in topic boxes with the exception of maps and globes which are easily available to pupils in the classroom.

History

9.4.1 Due to the school's topic cycle no history lessons were timetabled during the inspection week. However, a range of evidence was used to form a view as to whether the work was appropriate for pupils by the time they leave school, the progress pupils make and their attitudes to learning. Samples of past work, discussions with pupils, writing and drawings on display and teachers' planning of previous topics provide evidence on which judgements are made. From all of these sources it is apparent that history has a place in the school's curriculum and that the standards achieved by the end of both key stages matches expectations for similar aged pupils.

9.4.2 By the end of Key Stage 1 pupils know that changes have taken place over the lifetime of their grandparents, parents and themselves. They compare changes in lifestyle in the home and compare television programmes which were shown in the 1960's and the present day. They make links with their science curriculum by discussing the changes that have occurred to everyday items such as irons and lighting and their toys in terms of materials used. They develop a strong sense of the passing of time by identifying the changes which occur to the human body and achievements of humans from birth to the age of 7 years. By the end of Key Stage 2 pupils develop their sense of history through the study of different historical periods ranging from ancient history, dinosaurs, and the Egyptians to the Elizabethans and Tudors up to the more present day study of life in the 1930's and the work of Claris Cliffe. They look at the social changes which take place as well as the lives of people in different social classes. They study the local area in the 1800's and look at population changes in terms of numbers of people and why they moved using historical maps compared to the present day maps. They develop strong links between their geographical and historical knowledge.

9.4.3 Pupils show an interest in the subject and are able to talk about the topics they have studied in previous terms at school. The work samples show that they take care and pride in their work.

9.4.4 The history curriculum develops strong cross-curricular links with art and geography. For example, the study of the Ancient Egyptians in history relates to the study of rivers with particular reference to the Nile and children produce a range of art work relating to Egyptian art and jewellery. In the study of the Victorian era pupils study toys and make their own examples within the design technology curriculum using their knowledge of materials gained in science to make comparisons of the materials used. Teachers ask pupils to carry out different kinds of written tasks, such as preparing a job advertisement for an Elizabethan courtier or a diary of Henry VIII and these support the literacy programme well. The use of timelines and the inclusion of family trees and dates adequately support numeracy.

9.4.5 The co-ordinator is enthusiastic and preparing new schemes of work to complete the two-year cycle. Assessment procedures are undeveloped. Resources are sufficient for the planned curriculum and are well organised into topic boxes containing artefacts, books, and pictures. Visits to the Natural History museum have enhanced the curriculum.

Information technology

9.5.1 In information and communication technology work is above national expectations at the end of both key stages. By the end of Key Stage 1 pupils use the keyboard and mouse confidently and know of many applications of technology in the world around them. They use a good variety of programs in their work, load and run these programs. Pupils merge text and graphics to good effect, as seen in a Year I/2 class using a wide variety of tools to create attractive Christmas cards. In word processing, pupils successfully change the size and style of the text and can edit, save and print their work. Pupils program a roamer to follow a sequence of instructions, which they had devised earlier. They collect data about such things as favourite television programmes, create a database and then print the information in a variety of graphs and charts. At the end of Key Stage 2 pupils have good keyboard skills and produce good quality work using many interesting programs. They use a CD-ROM and the Internet to access useful information to support effectively other curricular areas such as history. Pupils import images to make their work more attractive and interesting and create and interrogate quite detailed databases. They confidently use hand held pocket books, which Year 6 took with them last year on their field and camping trip to record their observations. Pupils talk knowledgeably about the impact of technology in the modern world.

9.5.2 Progress in information technology is good through both key stages and pupils are given a good start to their learning and understanding from the time they enter the school in the nursery. Progress in all the elements of the subject is good through focused teaching and homework. Pupils of all abilities make good progress including pupils with special educational needs who receive ample support from their teachers and peers.

9.5.3 Pupils respond positively to the opportunities provided for them in the subject and handle the equipment with great care and respect. Behaviour is always satisfactory in lessons and more often good. Pupils show a tremendous amount of interest in their work and talk enthusiastically about their achievements. They work well together and are very willing to share their skills and ideas although some younger pupils tend to try to dominate the work of their group by not sharing the available time fairly.

9.5.4 The quality of teaching of information technology is always satisfactory and sometimes good. Teachers have sound subject knowledge and plan their work well, often making appropriate links to other areas of the curriculum including literacy and numeracy. They have high expectations of their pupils and good relationships are a strong feature. Lessons dedicated to improving pupils' skills and knowledge have a very positive impact on the progress made. Organisation is good with pupils being given regular access to the available computers and other resources. Useful checklists are kept by teachers to monitor the work of individual pupils.

9.5.5 The co-ordinator provides very good leadership in the subject and monitors the teaching and planning very carefully. He has a clear and comprehensive vision for the future and has already done much to raise the profile of the subject in the school. Through his efforts he has made a significant contribution to the good levels of attainment achieved by pupils. Improvements in the provision for and standards achieved in information and communication technology since the last inspection have been tremendous and reflect the dedication and effort of all the staff. The co-ordinator also runs an IT club, which is well attended and further enhances the progress made by pupils. The school has a dedicated computer room, which is tightly timetabled to make full use of the available equipment. Resources are adequate to deliver all aspects of the curriculum. Statutory requirements are fully met by the school.

Music

9.6.1 Work in music is in line with expectation at the end of Key Stage 1 but below expectation at the end of Key Stage 2. In Key Stage 1 pupils sing with reasonable control of dynamics and pitch. They

know, and identify by sound, the names of a good range of percussion instruments, used in their music lessons. Pupils accompany songs with appropriate body sounds and write colour patterns to represent sounds for themselves and for others to perform. They recognise the difference between long and short beats and can match a regular rhythm to words or phrases. Pupils at the end of Key Stage 2 have little musical knowledge and many are unable to identify orchestral instruments by their sound. They have only basic knowledge of notation in any form and underdeveloped composing skills. In one lesson observed, only a small minority of Year 5 pupils was able to clap to a regular beat to accompany a song. A few pupils who have instrumental tuition on the violin are attaining in line with national expectations. Progress through Key Stage 1 is good in all aspects of the subject. Progress through Key Stage 2 is unsatisfactory with very few pupils reaching a reasonable standard. Pupils do not build on their prior attainment and are not sufficiently exposed to many areas of the music curriculum.

9.6.2 Pupils are enthusiastic in most classes and are very willing to participate. They are keen to do well and make progress. Pupils look after resources with care and handle them appropriately during lessons. Most pupils work sensibly in groups and willingly share their ideas with others. They all want to perform and thoroughly enjoy working with tuned and untuned instruments.

9.6.3 The quality of teaching varies between the key stages. In Key Stage 1 it is predominantly good or very good with teachers matching the work closely to the needs of the pupils. In the best lessons teachers managed their pupils well, planned the lessons carefully, explained tasks clearly and displayed an infectious enthusiasm for the subject. In Key Stage 2 the teaching is less effective with some teaching being unsatisfactory. Planning of lessons often does not take the prior attainment of the pupils into consideration and the work is pitched at a level beyond their capabilities, leading to frustration for pupils and teachers alike.

9.6.4 The school has recently bought a new scheme of work for music to help the many non-specialists on the staff to deliver the curriculum. A peripatetic teacher is working with classes for half a day each week to help teachers develop their expertise and familiarise them with the scheme. Resources are good with an interesting range of tuned and untuned percussion instruments, some from other countries. The school has a music room which, although small, is used well and classes are timetabled in the hall if they need more space for composition work. Some pupils have the opportunity to learn the violin and there is a popular Asian music club.

Physical education

9.7.1 Standards in physical education are broadly in line with national expectations at the end of both key stages. All aspects of the subject are covered over time and pupils reach satisfactory standards in all areas. Pupils in Key Stage 1 travel in a variety of interesting ways in gymnastics using hands and feet, varying direction and level. They have a good awareness of space and demonstrate satisfactory control and balance. In Key Stage 2 pupils learn to swim with the majority becoming confident in water and about half the pupils are able to swim twenty-five metres unaided. They take part in exciting outdoor and adventurous activities when they go on a field and camping trip in Year 6. Attainment in game skills is also satisfactory and is sometimes better when the pupils receive specialist tuition in games such as cricket and football. Pupils devise and refine their own dance sequences in the style of traditional dances from other countries such as Ireland. Pupils know the importance of a warm up activity before exercise and the beneficial effect of regular exercise on the body. No athletics lessons were observed during the inspection.

9.7.2 Progress in physical education is satisfactory through both key stages. Pupils make appropriate progress in all elements of the subject. Pupils with special educational needs also make satisfactory progress and participate fully in the lessons. Progress in swimming is limited as only the younger pupils in

Key Stage 2 are given the opportunity to attend lessons.

9.7.3 Pupils enjoy the subject and join in lessons enthusiastically. Behaviour is always satisfactory and often good. Pupils work with good levels of concentration and in silence when required to do so and concentrate well on tasks when working independently and in pairs or groups. They are always willing to demonstrate their skills and achievements to each other and many are able to make sensible and constructive comments about the performance of others. Pupils dress correctly for activities. They handle and carry equipment and apparatus safely. They have good relationships with their teachers and with one another.

9.7.4 The quality of teaching in physical education is always satisfactory and sometimes good. Teachers manage their pupils well and maintain good discipline, which is important for safety, when pupils are working on apparatus. The quality of planning varies with some teachers planning lessons carefully to meet the needs of all the pupils and others only having sketchy outline plans which do not always include learning objectives. The subject knowledge of some teachers is weak in certain aspects of physical education, such as gymnastics, where pupils queue for their turn on the apparatus instead of being fully involved throughout the lesson. This limits the time spent devising and refining sequences of movement and the progress made.

9.7.5 The school uses a published scheme of work for gymnastics and games which is of good quality and, when followed, provides for the needs of all pupils. There has been no recent in-service training for staff to help develop their expertise and confidence. Resources are good and the accommodation adequate to deliver the full curriculum. There is an annual sports day and a commendable number of extra-curricular activities run by teachers and outside agencies. Pupils are encouraged to participate in competitive games and have popular in-school tournaments in football and netball where they make up their own mixed teams.

Religious education

9.8.1 The work in religious education gives appropriate focus to the promotion of pupils' knowledge, understanding and awareness of the major world religions. However, at the end of both key stages, work is below the standards expected in the locally agreed syllabus. There are gaps in pupils' knowledge and understanding indicating a lack of consistent provision in Key Stages 1 and 2.

9.8.2 By the end of Key Stage 1 younger pupils know that Jesus is a special person for Christians and express their feelings about Christmas. Older pupils confidently articulate their feelings during circle time on things, which make them happy or sad. They understand the importance of the naming ceremonies in the Sikh community. Pupils are aware of the key festivals of major world religions, which includes Eid, Diwali and Christmas and know why people celebrate at these festivals. They understand that whatever the religion, food plays an important part in showing love. In Key Stage 2 pupils learn about the daily routines of a Moslem during the holy month of Ramadan and research the lives of prophets who they feel have made the greatest impact on their lives. They show a growing ability to reflect and ask questions about the story of 'The Creation'. Older pupils in Key Stage 2 make gains in their knowledge and understanding about the sacred books of the major world religions and their influence on society. Throughout the school there is insufficient evidence of recorded work.

9.8.3 Although progress within individual lessons is never less than satisfactory, progress over time is unsatisfactory. Pupils do not make the progress of which they are capable. This is because insufficient emphasis has been given to the planning and delivery of religious education in the past. As a result pupils have not built on their skills knowledge and understanding systematically. Younger pupils gain some

knowledge and understanding of the major world celebrations. All pupils increase their knowledge and understanding of faiths other than their own and show an increasing ability to express ideas, values and feelings.

9.8.4 Pupils are interested in religious education and when given the opportunity they readily discuss aspects of feelings and emotions. They are attentive listeners, recall previous work well and readily answer questions. They contribute well to discussions and brainstorming sessions. A significant number of pupils bring existing knowledge and experience to the subject and are confident in contributing to lesson when given the opportunity. They are very interested to learn about the faiths of their fellow pupils and show great respect for the values, beliefs and traditions of others. Pupils' increasing knowledge and understanding of their own faith and that of others makes a very positive contribution to the harmonious relationships in the school.

9.8.5 The quality of teaching in religious education is never less than satisfactory and sometimes good. All teachers are sensitive to the needs of their pupils and manage circle time and class discussions well. The best lessons allow pupils time to contribute their own ideas and suggestions and give them good opportunities to explore aspects such as feelings. In these lessons teachers have secure subject knowledge, pupils' contributions are valued and good use is made of children as a resource. For instance in one lesson Muslim pupils explained some of the traditions of Islam. Approaches to planning are variable. In some cases learning objectives are clearly expressed, but sometimes the medium term plan lacks focus, with too broad a description of an area of learning. Where teaching is less effective planning is vague and the pace of the lesson is slow.

9.8.6 Religious education occurs in curriculum planning and is evident in the educational programme. A policy based on the Agreed Syllabus and a topics schedule covering both key stages is in place to guide staff. However, there is no whole school scheme of work to ensure that pupils' skills, knowledge and understanding are built upon progressively from year to year. As a result very similar work is being done by pupils of different ages. There are no formal processes for religious education and this makes it difficult for teachers to monitor pupils' progress. The co-ordinator is keen and able to advise and support colleagues informally but has yet to work alongside colleagues across the key stages to share expertise and gain a greater knowledge of the work undertaken with pupils outside the year group in which she works. Staffing, accommodation and learning resources for the teaching of religious education are satisfactory and are efficiently and effectively managed and deployed. The school community is rich with a wide variety of faiths and ways of worshipping and this is well used by the school. The subject makes a significant contribution to the moral, social and cultural development of the pupils but not as well as it should to pupils' spiritual development. Work in assemblies contributes to the subject. The school has developed a satisfactory base from which to develop the teaching and learning of religious education.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

10.1 The inspection was carried out by a team of five inspectors who collected first-hand evidence over a period of 20 inspector days in the school. Sixty-nine lessons or parts of lessons were observed by the inspectors. All class teachers were observed working with pupils several times during the week, by different inspectors. Pupils were observed at lunchtime, in the playground and other times, when they arrived at school and went home. Inspectors also attended assemblies and observed registration sessions. A representative sample of pupils' work from each year group was scrutinised and a wide selection of pupils were heard to read.

10.2 Teachers' planning notes and records of pupils' attainment and progress were examined and discussions were held with staff, governors, classroom assistants, parents and pupils. The school's financial, curriculum and management documents, including the school improvement plan were read together with minutes of governing body meetings. Attendance registers were inspected.

10.3 A parents' meeting held prior to the inspection was attended by 18 parents. They were informed about the inspection process and expressed their views about the work of the school. The responses of 141 parents who completed and returned their questionnaires were taken into account during the inspection.

DATA AND INDICATORS

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	299	1	77	111
Nursery Unit/School	26	0	1	0

Teachers and classes

Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)	12.8
Number of pupils per qualified teacher	23.36

Education support staff (YR - Y6)

Total number of education support staff	5
Total aggregate hours worked each week	152.5

Qualified teachers (Nursery school, classes or unit)

Total number of qualified teachers (full-time equivalent)	1
Number of pupils per qualified teacher	26

Education support staff (Nursery school, classes or unit)

Total number of education support staff	2
Total aggregate hours worked each week	46

Average class size:	29.9
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Financial data

Financial year:

1998

	£
Total Income	507,255.00
Total Expenditure	506,648.00
Expenditure per pupil	1,563.73
Balance brought forward from previous year	24,703.00
Balance carried forward to next year	25,310.00

PARENTAL SURVEY

Number of questionnaires sent out:

299

Number of questionnaires returned:

141

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	35	57	5	2	1
I would find it easy to approach the school with questions or problems to do with my child(ren)	33	63	2	1	0
The school handles complaints from parents well	23	62	8	2	3
The school gives me a clear understanding of what is taught	36	50	6	7	1
The school keeps me well informed about my child(ren)'s progress	36	57	3	3	1
The school enables my child(ren) to achieve a good standard of work	16	68	6	5	3
The school encourages children to get involved in more than just their daily lessons	20	63	12	1	2
I am satisfied with the work that my child(ren) is/are expected to do at home	28	55	3	10	3
The school's values and attitudes have a positive effect on my child(ren)	18	66	10	2	2
The school achieves high standards of good behaviour	26	57	9	7	1
My child(ren) like(s) school	50	46	1	1	1