

INSPECTION REPORT

St Thomas of Canterbury RC Primary School

Fulham,
London SW6 7HB

LEA area: **Hammersmith and Fulham**

Unique Reference Number: 100357

Headteacher: **Mrs Angela Rundle**

Reporting inspector: **Janet Owen** 15171

Dates of inspection: **22 – 25 November 1999**

Under OFSTED contract number: 706517

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
- Type of control - Voluntary Aided
- Age range of pupils - 4 – 11 years
- Gender of pupils - Girls and Boys
- School address - Estcourt Road
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- Appropriate authority: - The Governing Body
- Name of chair of governors: - Mrs Maureen Nowak
- Date of the previous inspection: - 29 January – 2 February 1996

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Main findings

WHAT THE SCHOOL DOES WELL

- The school does well for its pupils. When compared to schools with pupils from similar backgrounds, the standards attained by pupils in 1998 at the end of both key stages are well above the national average in English and above the national average in mathematics and science.
- Standards of attainment at the end of Key Stage 1 have risen steadily over the last four years in English, mathematics and science.
- The provision for children under five is good. Pupils are well prepared for the next stage of learning.
- The school has a strong catholic ethos. A clear set of values is instilled in all pupils. This fosters pupils' positive attitudes to school and to learning.
- Provision for pupils with special educational needs is very effective. They make good progress.
- The range of extra-curricular and enrichment activities is a strength of the school.
- Good procedures are in place to assess pupils' attainment across the curriculum. Individual targets are set for Key Stages 1 and 2 pupils in English and mathematics to focus on improving their learning.
- Pupils' moral and social development is good.
- Leadership and management are good. The headteacher has high expectations and a clear understanding of the school's strengths and weaknesses. The governing body is committed to raising standards. It reviews progress and plans strategically for the school developments.
- The school is well organised and runs smoothly. All members of staff are clear about their roles.
- The quality of the support and guidance provided for pupils is good.
- Very good quality relationships between adults and pupils help pupils feel secure and confident to tackle their learning. This is very important for the many pupils who start school with low prior attainment and for pupils in the early stages of learning English.
- Good relationships across the school community mean that pupils from many different cultural backgrounds interact well together.
- The school has an effective appraisal programme in place. Arrangements for the continuing professional development of teachers are good.

WHERE THE SCHOOL HAS WEAKNESSES

- I. Standards of achievement vary from year to year in Key Stage 2. No upward trend of improvement is discernible. Standards in mathematics, particularly, are too low.
- II. The quality of teaching is variable. The high turnover of teachers, together with some weak teaching and poor classroom management, has a detrimental impact on pupils' attainment and progress. Consistently high standards of teaching are not established year on year.
- III. Most teaching is satisfactory not good. This leads to most pupils making satisfactory rather than good progress. To raise pupils' standards of attainment they need to make good progress.
- IV. A lack of consistency in challenging pupils to do better, particularly more able pupils, leads to under-achievement.
- V. Although specialist provision for pupils with English as an additional language is good, these pupils fare less well in the classroom when they are new arrivals and speak very little or no English. Currently there is no induction programme or any formal way of sharing effective practice with class teachers to ensure that these pupils make appropriate progress.
- VI. Attendance rates are only satisfactory and pupils arriving late miss the initial learning of the day. This is an area which the school is addressing.

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

The key issues for action set out in the January 1996 inspection report have all been successfully addressed. Despite the high turnover of staff, good progress has been made on all key issues. The school's capacity to improve further is good.

- VII. Standards of achievement in art, design and technology and information technology have improved since the previous inspection. Although, rightly, the school has focused since 1996 on raising standards in English, mathematics and science, appropriate attention has been given to developing art and technology. The quality of provision is much improved, particularly in information technology. Pupils' attainment is now in line with what is expected nationally of pupils at the ages of seven and eleven.
- VIII. The school has made substantial progress in the development of assessment which remains a school priority. There is now systematic and regular assessment and recording of pupils' progress and achievement in all areas of the National Curriculum. The sound policy is implemented consistently and monitoring its impact on classroom practice is effective. All teachers have a range of assessment data for each pupil. These include reading records, end of key stage assessments, levels at the end of each year in the core subjects and homework records. The school now makes sound use of the end of key stage assessment results to plan, analyse and set targets for improving pupil performance.
- IX. Good progress has been made in development planning since the previous inspection. A sound and detailed strategic three years' development plan has been drawn up which identifies the priorities and targets which must be achieved. It includes useful success indicators which enable the school to measure progress towards achieving its priorities.
- X. The governing body now plays a strategic role. Governors are involved in the process of determining priorities and drawing up the school development plan. They have a good insight into the work of the school and systems are now well established for them to evaluate the strengths and weaknesses of the school. Since the previous inspection the budget is more detailed and this helps governors to discharge their monitoring role more effectively. Value for money issues are considered by the finance committee.
- XI. Much work has been done on strengthening the role of curriculum coordinators. Good policies and schemes of work have been written in all subjects. They provide detailed guidance, particularly for new and inexperienced teachers. Coordinators of English, mathematics, religious education and information technology have monitored teaching and learning and set colleagues targets for improvement. The strong school ethos and collegiate spirit provides a sound basis for this work. Curriculum co-ordinators monitor planning in their subject and collect samples of pupils' work to ensure adequate curriculum coverage. Later in the school year they will undertake classroom observation to provide more evidence of standards in each subject.

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	Key
			very high A*
			well above average A
			above average B
			average C
			below average D
			well below average E
English	C	A	
Mathematics	C	B	
Science	D	B	

- XII. Entry tests administered in the reception class show that the attainment of most five year olds in 1998 was well below that of many schools. The attainment of five year olds in 1999 is in line with the national expectations of this age.
- XIII. Standards achieved by eleven year olds in 1999 are in line with the national average in English, just below the national average in science and well below the national average in mathematics.
- XIV. Compared to schools with pupils with similar backgrounds in 1998, results were well above the national average in English and above average in mathematics and science.

QUALITY OF TEACHING

Teaching in:	Under 5	5 – 7 years	7 – 11 years
English	good	satisfactory	satisfactory
Mathematics	good	satisfactory	satisfactory
Science	good	satisfactory	satisfactory
Information Technology	good	satisfactory	satisfactory
Religious education			
Other subjects	good	satisfactory	satisfactory

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

The quality of teaching has improved since the previous inspection when 81% was satisfactory or better. Now teaching is satisfactory or better in 87% of lessons and unsatisfactory in 13% of lessons. Thirty seven per cent of teaching is good or better. Only 3.6% is very good. High quality teaching is more evident in Key Stage 2 than in Key Stage 1. The school has started the year with a number of inexperienced and new teachers, as is the case annually. These teachers had little time prior to the inspection to adjust to the demands of teaching in the school. Some weak teaching and poor classroom management were observed with some of these teachers. Added to this, satisfactory teaching is insufficiently challenging and stimulating to deepen pupils' knowledge and understanding. Some pupils are making satisfactory rather than good progress. A lack of consistency in challenging pupils to do better, particularly more able pupils, is holding back the improvements in standards which the school is committed to achieving.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
Behaviour	Pupils' behaviour is good in and around the school. Adults have high expectations of pupils' behaviour.
Attendance	Just satisfactory at 93%. Rates are improving as a result of more effective monitoring and follow up of absence.
Ethos*	The strong catholic ethos and care and concern for pupils are strengths of the school.
Leadership and management	Leadership and management provide clear educational direction for the school. There are good systems for monitoring the quality of teaching and learning. Governors are well informed and take an active role in school improvement.
Curriculum	The curriculum is broad. All subjects of the National Curriculum are covered. In-depth work in subjects has been restricted by the focus on English and mathematics. Extra-curricular provision is good.
Pupils with special educational needs	The quality of support by specialist and class teachers is good and pupils make good progress. Provision is well managed. Setting arrangements in Key Stage 2 means that pupils with special educational needs are in small classes taught by a specialist. They

	make good progress in developing their literacy and numeracy skills as a consequence.
Spiritual, moral, social and cultural development	The quality of provision overall is good.
Staffing, resources and accommodation	Teaching and support staff are fully committed to providing a good quality education for all pupils. Resources are adequate. Best use is made of a difficult building.
Value for money	The school provides satisfactory 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
XV. The strong catholic ethos. XVI. The values, attitudes and emphasis on good behaviour. XVII. Well informed of their child(rens) progress. XVIII. The 'open door' policy - parents are always welcome. XIX. Adults interest in, and support for, all pupils. XX. Setting individual targets for pupils' learning. XXI. The amount of homework given in all classes is appropriate from reception to Year 6. XXII. The focus on literacy is helping pupils to read and write. XXIII. The number of extra-curricular clubs. XXIV. The careful preparation of pupils in Year 6 for transfer to secondary school. XXV. Pupils like school.	

Parents are overwhelmingly supportive of the school. Their views were expressed in the 31 responses to the questionnaire and at the pre-inspection parents' meeting which 16 parents attended. Inspectors' judgements confirm parents' views in regard to what they like about the school.

Key issues for action

The headteacher, staff and governing body should take action to:

raise standards of achievement by:

- maintaining the high standards of attainment at the end of Key Stage 1, (*paragraphs 9, 105, 121, 131, 149*).
- improving the standards in the core subjects at the end of Key Stage 2, particularly writing across the curriculum and in using and applying mathematics and in handling data in mathematics, (*paragraphs 11, 13, 15, 23, 110, 119, 123, 129, 146, 155, 165, 166*).

improve the quality of teaching by:

- raising expectations of what pupils can achieve, (*paragraphs 12, 31, 36, 57, 114, 129, 131, 142, 161, 169*).
- sharpening the focus on reviewing learning at the end of lessons in all subjects, (*paragraphs 35, 39, 118, 145*).
- planning a wider range of strategies to meet the needs of higher attaining pupils, (*paragraphs 12, 19, 129, 143, 153, 165*).
- developing pupils' independent learning skills, (*paragraphs 26, 36, 41, 50, 113, 144, 169*).
- making use of a wider range of learning strategies to raise standards including enquiry, problem solving and investigation, (*36, 124, 125, 129, 138, 139, 168*).
- developing questioning techniques to improve pupils' thinking skills, (*paragraphs 17, 18, 117, 138*).
- sharing the effective practice in the school, (*paragraphs 32, 35, 50, 93, 100*).
- continually reviewing the provision made for pupils with English as an additional language in the light of recent arrivals, (*paragraphs 20, 43, 55, 66, 115*).

In addition to the key issues above, the following less important weakness should be considered for inclusion in the governors' action plan. Continue improving attendance and punctuality, (*paragraphs 29 and 68*).

Introduction

Characteristics of the school

1. St Thomas of Canterbury RC Primary School is housed in two adjoining Victorian buildings in Fulham, west London. The school makes provision for girls and boys aged four to eleven years. The immediate area is one of contrasts with professional owner occupied houses next to the council estates and rented and temporary accommodation in which pupils live. There are close links between the school and the parish of St Thomas in which it is situated. Some pupils come from surrounding parishes or are in temporary housing some distance from the school.
2. The school can admit up to 45 pupils per year and is nearly full. At the time of the inspection there were 294 pupils on roll of whom 152 were girls and 142 were boys. The roll has fallen slightly since the previous inspection when 312 pupils attended the school. Pupils are grouped in eleven classes from reception to Year 6. Three classes contain pupils from two year groups. Pupils in the two reception classes join in a single intake in September. Currently, all but seven pupils in the reception classes are four years old.
3. Almost half the pupils come from culturally rich and diverse backgrounds with nearly a third starting school in the early stages of English language fluency. These pupils are supported through the Ethnic Minority Achievement Grant. A total of twenty two languages are spoken. Spanish, Portuguese and Tagalog are the main languages after English. Forty seven per cent of pupils are eligible for free school meals, an increase since the previous inspection. This figure is in line with the local average but is well above the national figure. A sizeable number of pupils come from one parent families. The school population is relatively stable in Key Stage 1, but approximately a quarter of pupils in Key Stage 2 join during or after Year 3.
4. In 1998 the attainment of pupils on entry to the school was below the national average. Currently 16% of pupils are on the special educational needs register. This figure rises as pupils new to the school are assessed. Four pupils have statements of special educational need. This is a higher proportion of the school population than at the time of the previous inspection. The figure is in line with the national average.
5. The school aims for staff and pupils 'to strive to live, to love, to learn, to serve, to forgive and be forgiven, joyfully together through Jesus Christ and his church'. The school development plan for the next three years covers a wide number of targets under the headings of management, ethos, premises and curriculum. High curriculum priorities for the current academic year are to raise standards in mathematics by implementing the National Numeracy Strategy, to raise standards in English by implementing the National Literacy Strategy with a focus of raising pupils' writing levels, to improve information communication technology to support and extend pupils' learning across the curriculum and to improve attendance and punctuality.

Key indicators

Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1998	16	15	31

National Curriculum	Test/Task Results	Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	13	13	15
	Girls	11	13	12
	Total	24	26	27
Percentage at NC Level 2 or above	School	77 (75)	84 (84)	87 (91)
	National	80 (80)	81 (80)	84 (84)

Teacher Assessments	English	Mathematics	Science	
Number of pupils at NC Level 2 or above	Boys	13	15	16
	Girls	12	14	12
	Total	25	29	28
Percentage at NC Level 2 or above	School	81(75)	94(86)	90 (75)
	National	81(80)	85 (84)	86 (85)

Attainment at Key Stage 2²

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

Year	Boys	Girls	Total
1998	17	24	41

National Curriculum	Test Results	English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	11	9	11
	Girls	16	13	15
	Total	27	22	26
Percentage at NC Level 4 or above	School	66 (45)	54 (52)	63 (57)
	National	65 (63)	59 (62)	69 (69)

Teacher Assessments	English	Mathematics	Science	
Number of pupils at NC Level 4 or above	Boys	11	8	10
	Girls	14	14	16
	Total	25	22	26
Percentage at NC Level 4 or above	School	61 (57)	54 (62)	63 (69)
	National	65 (63)	65 (64)	72 (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) through absence for the latest complete reporting year:			%
	Authorised Absence	School	6.3
		National comparative	5.7
	Unauthorised absence	School	1.8
National comparative		0.5	

Exclusions

Number of exclusions of pupils (of statutory school) during the previous year:			Number
	Fixed period	2	
	Permanent	0	

Quality of teaching

Percentage of teaching observed which is:			%
	Very good or better	3.6	
	Satisfactory or better	87	
	Less than satisfactory	13	

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress

1. The main priority for the school is raising pupils' attainment. Many pupils have low prior attainment when they start and the school works hard to provide them with the basic skills to tackle work. Differences in the prior attainment of the intake has led to variability in National Curriculum assessment results, most noticeably at the end of Key Stage 2. A third of pupils begin school in the early stages of English language fluency and they are supported through the Ethnic Minority Achievement Grant. These pupils require considerable support before they can learn effectively and access the curriculum. Also, a quarter of pupils in Key Stage 2 join during or after Year 3. These factors contribute to the inconsistencies in national test results from year to year. Even so, the school does well for its pupils. When compared to schools with pupils from similar backgrounds, the standards attained by pupils at the end of Key Stage 2 in national tests in 1998 are well above average in English and above average in mathematics and science.
2. Inspection findings identify another key factor which has a negative effect on the school's efforts to raise attainment. High turnover of teachers has been a feature for some years and was identified as such in the previous inspection report. This remains the case. The school has sound procedures in place for supporting new teachers, but inexperience at managing pupils, together with some weak teaching, has had a detrimental effect on standards. Most teaching is satisfactory rather than good. To raise standards pupils need to make good progress. Currently, the quality of teaching is not consistently good enough to push up standards of attainment sufficiently.
3. The quality of provision for children under five has improved significantly since the last inspection. Now the quality of provision is good and children make good progress from a low base. Well structured and stimulating activities help them become confident learners. Teaching is good. Activities are practically based and give children first hand experience on which to base their knowledge and understanding. They demonstrate good progress in understanding the world about them, in their computer skills and in their physical development. Assessment of each child is used effectively to plan work matched to individual needs and to monitor progress. When measured against the desirable outcomes at the age of five most children achieve above the expected standard in language and literacy and numeracy. Pupils are well prepared for the next stage of their education.
4. Standards of attainment at the end of Key Stage 1 have risen steadily over the last four years. Standards were below the national average in English and mathematics at the time of the previous inspection. Although standards remained below the national average in reading in 1998, pupils' attainment was above the national average in writing, mathematics and science. This improving trend has been maintained in the 1999 National Curriculum assessment results. Of particular note is the 6% improvement in the percentage of pupils attaining level 2 in reading. These results are just above the national average. When compared to schools with pupils of similar backgrounds the results in reading and writing in 1998 are well above the national average and results in mathematics are well above average.
5. Attainment in Year 2 is in line with what is expected nationally of seven year olds in English and science. It is close to the national average in numeracy, but pupils' attainment in other aspects of mathematics, particularly in using and applying mathematics and in handling data, is below the national average. On current evidence, the trend of improvement in mathematics is unlikely to be maintained at the end of Key Stage 1 in 2000. Insufficient investigative and problem solving

opportunities and the need to ensure a better match of work for higher attaining pupils are weaknesses. Across the three subjects pupils' progress is satisfactory, but pupils' progress needs to be good if their attainment is to be raised.

6. No trend of improvement similar to that in Key Stage 1 is discernible at the end of Key Stage 2. At the time of the previous inspection, pupils' attainment at the age of eleven in English, mathematics and science was in line with the national average in the 1995 national test results. Standards fell well below the national average in all three subjects in 1996, improved from this low base in 1997 and again in 1998, though remaining below the national average in mathematics and science. Improvements in English were good with a 21% rise in the percentage of pupils attaining the expected standard. Compared to schools with pupils from similar backgrounds the results in English were well above the national average and above the national average in mathematics and science. National Curriculum assessment results were lower in all three subjects in 1999. A contributory factor to the lower attainment was the profile of this Year 6 group. One in six eleven year olds had joined the school within the last two years, one in three was in the early stages of learning English and one in five pupils was on the special educational needs register.
7. Attainment in Year 6 is just in line with what is expected of eleven year olds in English and science. It is below what is expected nationally in mathematics. Low prior attainment and teaching of variable quality have had a negative impact on pupils' performance. The current organisation in English and mathematics of teaching in ability sets is supporting pupils, many of whom are receiving specialist support in small groups. In science, attainment is in line with national expectations, although pupils' skills in predicting, measuring accurately, interpreting data and drawing conclusions are below average. Across the curriculum, class teaching is of variable quality, expectations of what pupils can achieve are sometimes not high enough and work is not always well matched to the needs and abilities of individuals. For example, higher attaining pupils are not set challenging, stimulating work which makes them think.
8. Attainment in English in Key Stage 1 is in line with national expectations. Test results over the last three years have risen steadily. Higher and average attaining pupils speak and listen appropriately. Reading is sound. Standards in writing are satisfactory and most pupils have a sound grasp of basic punctuation and grammar. In Key Stage 2, attainment is in line with national expectations, although the Key Stage 2 results were lower in 1999 than in 1998. Standards in speaking and listening are satisfactory although there is limited drama, discussion or debating. Most pupils' reading is sound although that of lower attaining pupils is less secure. Standards of writing are uneven. Punctuation and presentation are satisfactory although there are few examples of extended or creative writing. Implementation of the National Literacy Strategy is having a positive impact on raising attainment in both key stages.
9. In Key Stage 1, most pupils make satisfactory progress except where classroom management is weak. Pupils with special educational needs and with English as an additional language make good progress. There are too few opportunities for speaking and listening which hinders the progress of some pupils. Progress in reading is satisfactory. In writing pupils' progress is uneven because teachers do not make links between reading and writing. In Key Stage 2, pupils are taught in ability sets and this is helping pupils learn more effectively, except where there are variations in the quality of teaching. Pupils make satisfactory progress in listening but in speaking progress is more varied. Progress in writing is uneven because opportunities for extended writing are limited. Literacy skills are practised in some subjects other than English, for example music and science, but need to be extended across the curriculum.
10. The implementation of the National Numeracy Strategy is having a positive effect on pupils' standards of attainment in mathematics. By the end of Key Stage 1 most pupils have a good grasp

of the basic concept of number and build securely on their understanding of place value. They recognise and use simple fractions, use coins up to the value of 20 pence and have adequate knowledge of two and three dimensional shapes. Measuring skills are weaker. In Key Stage 2 most pupils strengthen their understanding of place value and use the four operations confidently.

They have a satisfactory knowledge of multiplication tables. Pupils' ability to solve problems and measure accurately in practical contexts is limited. Skills in data handling need further development.

11. Pupils' progress over time in mathematics is satisfactory in both key stages. The focus on the rapid acquisition of numeracy skills gives pupils a good grasp of number. Progress is best when tasks are closely matched to individual stages of development so that learning takes place in manageable steps. In Key Stage 2 pupils gain confidence by working with pupils of similar ability. They feel able to ask questions and seek help when they do not understand. Mathematical vocabulary is under-used to extend the knowledge and understanding of pupils of all abilities.
12. Standards in science have improved over the last three years and since the previous inspection. Pupils' attainment is more variable in Key Stage 2 than in Key Stage 1, but overall the trend is one of improvement. In Key Stage 1 pupils benefit from good progress made in the reception class. They build on their skills of observing, sorting, describing and using key scientific words. Skills of predicting, measuring and drawing conclusions are weaker. In Key Stage 2 knowledge of scientific processes is satisfactory and sometimes good. For example, pupils in the lower key stage have a good understanding of how water travels in plants. In the upper key stage some pupils have a good understanding of the effects of gravity and air resistance on a falling parachute. Skills of predicting, measuring accurately, interpreting data and drawing conclusions need improving.
13. Pupils make satisfactory progress in science in both key stages. Staff changes and variations in pupils' prior attainment have affected the rates and consistency of progress. The time given to English and mathematics has helped develop pupils' basic skills but has limited time for teaching science. Good progress is directly related to good teaching which develops pupils' speaking and thinking skills through effective questioning and tasks appropriate to pupils' ages. High expectations of what pupils can do and well-sequenced work based on effective planning, using pupils' prior knowledge, lead to pupils making progress. When these are absent the gains in learning are fewer.
14. Higher attaining pupils make inconsistent progress within and across key stages. This is linked with an inconsistent quality of teaching. The progress of higher attaining pupils is best when independent learning is encouraged and high expectations lead to challenging and interesting tasks.
15. Provision for pupils with special educational needs is good in English, mathematics and science. The specialist support provided helps them make good progress in the classroom and when they are withdrawn to work in small groups. Good use is made of pupils' individual education plans to match work to their needs. Pupils with English as an additional language make good progress when they receive specialist support but they fare less well in the classroom, particularly those who have recently arrived in the country. When pupils have little or no English, teachers are at a loss to know how to support them. Usually these pupils sit next to a pupil speaking the same language, but their access to the curriculum is often limited. When progress is satisfactory or better, good liaison between class teacher and specialist teacher ensures effective support.
16. Trends over the last three years show that at the age of eleven boys perform less well than girls in English. This is in line with national trends. Girls' performance is comparable with that of boys in mathematics and science. No discernible differences in the current performance of boys and girls were noted during the inspection.

17. At the time of the previous inspection standards of attainment in information technology were in line with national expectations of seven year olds but below that expected nationally of eleven year olds. Raising standards in information technology was a key issue for action in the inspection report. Standards have improved since then, particularly at the end of Key Stage 2, where pupils' attainment is in line with national expectations of eleven year olds. By the end of Key Stage 1, with some support, pupil log on, save and print their work and make simple changes to text. They use simple data handling software to enter information and present it as bar charts. In lower Key Stage 2 pupils make good designs of repeated patterns showing good understanding of uses of the computer. In the upper key stage pupils use computer graphics to make very good designs in the style of Matisse. By the end of the key stage pupils have acquired appropriate word-processing and desk top publishing skills. Most pupils make satisfactory progress across the key stages.
18. Pupils' attainment in other subjects is in line with national expectations of what pupils should know, understand and can do at the ages of seven and eleven. They make satisfactory progress in design and technology, history, geography, art, music and physical education. Standards in art at the end of Key Stage 1 and in design and technology at the end of Key Stage 2 were below those expected nationally at the time of the previous inspection. Consequently, raising standards was a key issue for action in the report. Improvements in the quality of provision have taken place in both subjects. This has led to raised pupil attainment as planned. However, improved standards in all subjects would support raising pupils' attainment in English, mathematics and science. Teaching makes insufficient use of the strong links between developing literacy skills in English and extending these skills through use of subject specific vocabulary and through opportunities for extended writing for different audiences and purposes. For example, in history more emphasis should be placed on pupils' writing diaries, factual accounts, letters and plays about the events and people they are studying.
19. The school has good systems for monitoring pupils' attainment and progress over time. Statutory requirements are met to set achievement targets annually for improved standards of attainment in English, mathematics and science for eleven year olds. Targets are set also in English, mathematics and science for seven year olds in line with local education authority requirements. Given the annual variations in pupils' prior attainment and educational experience when starting school, the targets for the year 2000 are realistic and challenging for that year group, but need to be more challenging for the small number of higher attaining pupils.

Attitudes, behaviour and personal development

1. Pupils' attitudes are good and identified as such by parents. The majority of pupils are keen to come to school to learn. They are usually eager to work and settle down quickly during lessons. They respond well to questioning and most listen carefully to instructions. They stay on task for extended periods of time even when this is sitting on the carpet for three quarters of an hour. Pupils take pride in their work and present it well and with care as shown in their books, portfolios of work and classroom displays. They are eager to play their part in school life and many involve themselves in the extra-curricular activities and events which are provided.
2. Pupils work together co-operatively from an early age. They are at ease with one another and work well in a variety of different groupings, taking part readily in class and small group activities. Pupils' helping each other with work is a positive feature in all classes. Very good relationships between pupils and between pupils and adults help them feel secure and confident. However, pupils are not given sufficient opportunities to develop as independent learners.
3. Pupils are friendly towards each other and to adults. They greet visitors to the school courteously.

They behave well in lessons and in the playground. Movement around the school is calm and orderly which is important in a building with narrow corridors and steep staircases. Pupils know how they are expected to behave and why it is important that they respect others and their property. They are very trustworthy. They are clear about the need for school and class rules and these are applied consistently. Class rules are displayed in all classrooms and in many of them the pupils are signatories to demonstrate their commitment to making them work. In the majority of classes the emphasis is on promoting and praising positive behaviour and pupils respond well to this. The exclusion rate is low and falling. The few incidents of inappropriate behaviour are related to teacher inexperience in managing behaviour. The very good relationships across the whole school community mean that pupils from the many different cultural backgrounds interact well together.

4. Pupils' personal development is good. Pupils of all ages are encouraged to take responsibility for themselves and to help teachers and each other, for example as register monitors. Older pupils take responsibility around the school, acting as monitors at lunch and playtime and helping in the infant playground. Throughout the school pupils are aware of the part they play in the school community and in the wider catholic community. They use the school council as a forum to raise, discuss and resolve problems. Through the Health Promoting School Scheme they have been able to improve the school environment by the purchase of plants. The lack of graffiti and litter demonstrates that pupils show respect for the environment. Recently, Year 6 pupils represented the school in a national initiative, the Children's Parliament on the Environment, and were the local winners.

Attendance

1. Attendance figures have risen recently as a result of improved monitoring and follow up of absence. Administrative staff contact homes on the first day of a pupil's absence. Records show that this is having a positive impact. Pupils respond positively, also, to the school's reward system of certificates for 100% attendance. Nevertheless the average attendance of 93% is only just acceptable. Registers are taken regularly and promptly at the beginning of each session. Classes start promptly and pupils settle to work quickly, which means that pupils arriving late nearly always miss the initial learning of the day. Lateness levels are too high and lateness is not consistently challenged by teachers. This is an area which the school is addressing.

Quality of education provided

Teaching

2. The quality of teaching has improved since the previous inspection when 81% was satisfactory or better. Now teaching is satisfactory or better in 87% of lessons with 37% of teaching good or better. Only 3.6% of teaching is very good or better. High quality teaching is more evident in Key Stage 2 than in Key Stage 1. The school has started the year with a number of inexperienced and new teachers, as is the case annually. Evidence shows that turnover of teachers together with some weak teaching and poor classroom management in the past and at present, has a detrimental impact on pupils' attainment and progress.
3. Systems for monitoring the quality of teaching and learning are securely in place and these provide evidence of strengths and weaknesses on which the senior management team takes action. At the beginning of the school year the focus returns rightly to the careful induction of new and newly qualified teachers. Consistently high teaching standards are not established year on year. The high turnover of staff was also noted in the previous inspection report. Added to this difficulty, satisfactory teaching is insufficiently challenging and stimulating to deepen pupils' knowledge and

understanding. Some pupils are making satisfactory rather than good progress. A lack of consistency in challenging pupils to do better, particularly higher attainers, is holding back the improvements in standards which the school is committed to achieving.

4. Young children flourish in the secure learning environment of the reception classes. Children are skilfully managed and purposefully occupied. Teachers have high expectations of what pupils can achieve and focus effectively on meeting individual pupils' needs. The under fives team work well together. Staff plan structured, practical activities which help children develop their skills. Teachers and support staff encourage exploration of new ideas. They respond positively to children's responses and provide timely interventions and appropriate explanations to reinforce understanding. The environment is stimulating and displays of pupils' work are used inter-actively to support their learning. Lesson planning is closely linked to the National Curriculum whilst enabling pupils to fulfil the desirable learning outcomes for under fives.
5. The quality of teaching in the three Key Stage 1 classes is variable. Teaching was unsatisfactory in one lesson in four which were seen. At its best, good subject knowledge and an understanding of the age group leads to effective learning. For example, a Year 2 literacy hour focused on improving pupils' creative skills through pertinent questioning to elicit pupils' own ideas as to how the story should end in *Little Red Riding Hood*. Pupils were eager to participate and thought up imaginative endings to the story.
6. When teaching is unsatisfactory ineffective classroom management is a barrier to learning and relationships with pupils are poor which leads to over-control of behaviour and slows the pace. Difficulty in pitching work at the appropriate level leads to unsatisfactory pupil progress. For example in a lower Key Stage 1 science lesson pupils were expected to understand that darkness is the absence of light rather than develop their awareness that they cannot see in the dark.
7. In Key Stage 2 the quality of teaching was satisfactory or better in almost nine lessons out of ten with good teaching in nearly half the lessons seen. Focused teaching of groups and classes by non class-based teachers has a positive effect on the quality of teaching in the key stage. Good schemes of work provide detailed guidance on what to teach and list a range of activities which will engage pupils in their learning. Short term planning is sound and learning objectives are identified and often shared with pupils. However, the review of objectives at the end of lessons to reinforce what has been learned is a weakness.
8. Classroom routines are well established. Lessons begin promptly and groups are well organised and given clear instructions what to do. Variability in quality is linked to inexperienced teaching and to a lack of challenging, interesting work which inspires pupils to do their best. Most classes are well managed. The desire to maintain control sometimes leads to teaching which is over-directive with an emphasis on telling the pupils rather than setting up activities in which they find out for themselves. Investigative and problem solving tasks in which pupils are active learners, asking their own questions and choosing how to present their findings are not features of enough teaching.
9. Teachers have a sound understanding of the requirements of the literacy hour. Its structure has helped improve their planning and focused them on learning objectives, timings and outcomes. Whole class work is tackled successfully with teachers comfortable in taking the lead. Individual and group tasks are rather mechanical and lead to unchallenging work. Limited creative work in which pupils write for a variety of audiences and purposes is undertaken. Pupils are not redrafting and editing their work sufficiently or writing at length often enough.
10. Implementation of the National Numeracy Strategy has given teachers a secure framework for

planning and teaching mathematics. Most teachers have sound subject knowledge and appropriate expectations of work and behaviour. They use suitable teaching methods and effective organisational strategies. Explanations are clear and work is related to real life situations. The pace of lessons is brisk. Pupils know what they are doing and they have opportunities to consolidate their learning through practical work. Weaknesses in teaching are linked to ineffective classroom management, poor pace and unchallenging tasks.

11. The indications are that teaching in ability sets for pupils in lower and upper Key Stage 2 in English and mathematics is helping to push up standards and contribute to pupils' satisfactory, and sometimes good, progress. Planning to match tasks to each set has helped focus teaching on a narrower range of abilities. Having plenary sessions to end the literacy hour and mathematics lessons is getting teachers into the habit of reviewing with pupils what they have learned. This technique needs to be used to end lessons across the curriculum.
12. The teaching of science is satisfactory, though it varies from good to unsatisfactory in both key stages. Some of the unsatisfactory teaching is related to inexperience. Most teachers have sufficient subject knowledge to plan appropriate activities, using the good scheme of work as guidance. Probing questioning, informed discussion and provision of opportunities which let pupils work independently are features of the best teaching. The quality of teaching in information technology is satisfactory. Improving provision was a key issue for action in the previous inspection report. Teachers and classroom assistants work well together to support the development of pupils' skills in Key Stage 1. Whole class teaching is effective in Key Stage 2 for introducing new work.
13. The quality of teaching in design and technology, history, geography and physical education is satisfactory. The quality of teaching in music is good. The quality of teaching in art at Key Stage 1 has improved since the previous inspection when raising standards in the subject was a key issue for action. Sound planning with clear learning objectives, shared with pupils, are features of effective teaching in art. Good schemes of work in all subjects support and guide teaching. Teaching is satisfactory rather than good. Opportunities are missed to develop pupils' independent learning skills, subject skills and technical vocabulary. Teaching does not make the most of opportunities to develop pupils' literacy, numeracy and information technology skills across the curriculum.
14. The teaching of pupils with special educational needs is very effective. Good quality specialist teaching supports pupils through intensive withdrawal sessions, on a one to one basis and in small groups in the classroom. Individual education plans are used effectively by classroom teachers to plan appropriate tasks which meet pupils' needs. Setting arrangements in Key Stage 2 means that pupils with special educational needs are in small classes taught by experienced teachers. They make good progress in developing their literacy and numeracy skills as a consequence. Some pupils receive support through the reading recovery scheme and good teaching helps these pupils make good progress.
15. Pupils learning English as an additional language are supported very effectively by specialist teaching in each key stage. However, there are no guidelines to support the teaching of these pupils, particularly new arrivals. Teachers are often at a loss to know how best to help pupils who arrive with no, or a very limited, understanding of English. No induction or intensive support is available currently for pupils as they arrive and not all pupils' needs are being met successfully. This is an issue which requires urgent attention.
16. Homework is set weekly in all classes, including the reception classes. Mainly literacy and numeracy work is given to consolidate and extend what is learned in class. Almost all parents are

happy with the amount of homework set. Pupils have homework books and folders which gives the work status. Teachers collect and mark homework conscientiously. Reading books are taken home and the school operates a parents and teachers scheme in which parents hear their children read and record progress.

17. The quality of teachers' assessment has improved significantly since the previous inspection. This key issue for action has been addressed successfully and teachers systematically and regularly assess and record pupils' attainment and progress. Effective recording systems have been established and class teachers have a good range of performance data to use in planning. Subject portfolios have been collated for every subject. Not all of them include samples of work at higher levels so that new teachers do not always know what some pupils are able to do. Staff turnover means that regular training sessions are held to ensure that teachers use the recording systems consistently. Individual learning targets are set for pupils in English and mathematics. This is a positive development.
18. The quality of marking is good throughout the school. The sound policy is followed consistently. Teachers mark books conscientiously with comments which relate to effort. Many teachers write comments which help pupils know what they must do to improve their work. However, unfinished work in pupils' books is not always followed up.

The curriculum and assessment

1. The curriculum is broad and meets statutory requirements to cover the National Curriculum, together with a range of opportunities to enrich pupils' personal development and widen their curricular experience. The school has taken proper account of recent legislation and guidance from the Department for Education and Employment and the Qualifications and Curriculum Authority to develop its curriculum provision.
2. The implementation of the National Literacy Strategy has led to effective teaching strategies for improving pupils' basic literacy skills. Similarly, the school is implementing the National Numeracy Strategy through the provision of daily mathematics lessons. The time given to these very important areas has limited the depth of provision in the foundation subjects. Coverage of the information technology curriculum is much improved. This was a key issue for action in the previous inspection report. Provision will be further extended once the installation of the computer network is completed and members of staff are familiar with the system.
3. Provision for children under five is good. It is based on the National Curriculum with due regard to the guidance about the desirable learning outcomes. The under fives curriculum supports effective learning and prepares pupils well for the next stage in their education.
4. The quality of planning has improved since the previous inspection. A well thought out curriculum framework is firmly in place, underpinned by sound policies and good schemes of work for all subjects. Long and medium term planning for Key Stages 1 and 2 are good and build in continuity and progression for increased knowledge and understanding as pupils move through the school. Provision for pupils' skills development is evident in planning but few teachers provide enough opportunities for them to develop independent learning skills and subject skills. Weekly planning is sound. It is most effective when it is matched to good teaching. This link is best seen in the specialist teaching of individuals and small groups of pupils with English as an additional language and those who have special educational needs. It is evident, also, in the planning and teaching of English and mathematics sets in Key Stage 2.
5. A well-planned personal, social and health education programme continues to be a positive aspect

of the school's provision. There is a good sex education policy which is part of the well planned personal, social and health education curriculum. Circle time is used very effectively to promote pupils' personal and social development. Apart from religious education, the curriculum does not provide sufficient opportunities to develop pupils' spiritual awareness and self knowledge. In science there is some coverage of the adverse effects of drugs, the importance of exercise and diet for a healthy life style, and life cycles.

6. A wide range of enrichment and extension activities continue to be strengths of the school's provision. The curriculum provision is enriched by a wide range of educational visits to theatres, museums, historic buildings, parks, football clubs, cricket coaching and residential trips. Provision for pupils to learn a variety of musical instruments widens the music curriculum. Provision to extend pupils' education is good and includes a variety of after school and lunch-time clubs such as line dancing, computing, chess, football and netball. Pupils take part in concerts, drama productions, and the local Children's Parliament. Visitors to the school, include advisory staff working with teachers and pupils, from the local Urban Studies Centre.
7. Homework was given at the time of the previous inspection, but the purpose was unclear. The school has revised its practice and developed a sound written policy in line with Department for Education and Employment guidance. Parents confirm that all pupils from reception to Year 6 are given homework regularly. They feel that homework prepares pupils well for secondary school. Evidence in pupils' homework books and folders shows that tasks are appropriate and extend and reinforce class work.
8. All pupils have equal access to the curriculum, including those with special educational needs. The school's policy for these pupils complies with the requirements of the Code of Practice. Arrangements for pupils with special educational needs are good in the Key Stage 2 numeracy and literacy ability sets, in withdrawal teaching, and through in-class support. All adults involved in supporting these pupils are more fully involved in planning than was the case at the time of the previous inspection. Withdrawal is effective for pupils with special educational needs, for those on the reading recovery scheme and for pupils receiving additional literacy help. This support results in targeted pupils making good progress.
9. Greater co-ordination is needed to ensure consistency and the efficient use of resources supporting pupils at an early stage of English language fluency. In the classrooms these pupils often rightly sit together and with peers who are fluent in both languages. However, this does not always ensure access to the curriculum for those learning English. Currently, there is no programme of induction for new arrivals or any formal means of sharing effective practice with class teachers to ensure that pupils at an early stage of fluency make appropriate progress.
10. The school has made substantial progress in the development of assessment which remains a school priority. Assessment procedures were identified as a major weakness in the previous inspection. There is now systematic and regular assessment and recording of pupils' progress and achievement in all areas of the National Curriculum. The sound policy is implemented consistently and monitoring its impact on classroom practice is effective. All teachers have a range of assessment data for each pupil. These include reading records, end of key stage assessments, levels at the end of each year in the core subjects and homework records. The school makes sound use of the end of key stage assessment results to plan, analyse and set targets for improving pupil performance. A central aspect of the assessment policy is the concept of Significant Achievement, piloted in English and mathematics. Teachers record significant progress for individual pupils, why progress was made and identify targets for improvement in English and mathematics. These targets have been used to set pupils by ability in the literacy hour and daily mathematics lesson and the groupings have been modified as a result of pupils' progress.

11. Pupils' work is marked regularly. The quality of marking is good. It is frequent and consistent and pupils are given detailed feedback to help them improve. The youngest pupils' work is marked appropriately for their ages and they are given good spoken feedback on its quality. Teachers now make far more use of the assessment of pupils' progress to plan their lessons. The subject portfolios are particularly helpful in the foundation subjects to guide teachers in making consistent judgements on standards. The evaluation of lessons also aids assessment in the foundation subjects. This is monitored weekly. More use needs to be made of assessment to raise teachers' expectations of what pupils can achieve and to identify specific learning and teaching strategies that will improve standards.
12. The annual reports to parents on their children's progress are informative and fulfil legal requirements. Individual education plans are good. These are used as working documents to regularly review provision and targets. They are updated termly and written for pupils at all stages on the school's special needs register. Annual reviews for pupils with special educational needs are effective and fulfil legal requirements.

Pupils' spiritual, moral, social and cultural development

1. The strong catholic ethos makes a major impact on all aspects of school life. It is shared by pupils, staff, parents, governors and other members of the school community. The school mission statement is on display so that all pupils and adults who work or visit the school can see it. This reinforces the ideal that the teachings of Christ inform all actions in the school. Pupils develop spiritual awareness through strong links with the local church. The whole school community celebrates Mass in the school and in the parish church. However, there is little evidence of pupils' spiritual awareness being developed through the curriculum. Opportunities for pupils to reflect on their experiences and to gain self-knowledge, for example, through poetry writing, science, art and music, are limited. Overall, the school makes satisfactory provision for the spiritual development of its pupils.
2. Provision for pupils' moral and social development is very good and is a strength of the school. It effectively teaches the principles which separate right from wrong. A clear set of values are instilled in pupils. Pupils are given opportunities to take responsibility for themselves and others by acting as monitors at play and lunchtimes. They are encouraged to take on responsibilities such as representing the views of their classmates on the School Council. Clubs support pupils' social development as they work with children from other classes. In addition, they encourage pupils to take extra responsibility by committing themselves to attending after school over a number of weeks. Many of the pupils take advantage of these.
3. Pupils benefit from a wide range of extra-curricular activities and from educational visits which support their academic achievement. Visitors come regularly into the school. These include representatives from the local football club, the Royal Ballet and the Urban Studies Centre. These activities encourage pupils to relate well to others and to participate widely with the local community.
4. A sound behaviour policy has been adopted by all members of the school community. Adults have high expectations of pupils' behaviour and provide positive role models. Expectations are reinforced by the displays of class rules in every room. The levels of good behaviour impact positively on pupils' learning and this should be exploited more. Pupils travel to and from classrooms quickly and quietly with the minimum of disruption despite the narrow staircases. They relate very well to each other and to adults in and around the school.

5. Provision for the cultural development of pupils is satisfactory. They come from a wide range of social and cultural backgrounds. Diversity is celebrated throughout the school. For example a display in the entrance hall shows photographs of all adults who work in the school. Greetings in the different languages which pupils speak are displayed in many classrooms. Dual language books and dictionaries in other languages are available in classrooms. Opportunities to celebrate diversity and success occur through circle time, personal, social and health education lessons and as a part of assemblies. The school also celebrates the cultural background of people in its own community. However, the needs of pupils at early stages of English language acquisition are not always fully met when they first arrive in the school. There is little evidence of the celebration of a wide range of cultures across the taught curriculum, for example through the study of a wider range of artists and composers in art and music.

Support, guidance and pupils' welfare

1. The strong ethos of pastoral care permeates all aspects of school life. Parents report that staff are interested in their children, recognise individual needs and give pupils every support. Pupils are managed effectively and care for individuals promotes their safety, health and personal development. Improvement in assessment practice since the previous inspection report means the school uses monitoring systems and performance data to provide appropriate support and guidance.
2. A calm and caring ethos and high standards of discipline and behaviour lead to an orderly environment. This is acknowledged as a strength by parents. Very good relationships between the pupils and staff are underpinned by clearly laid down expectations and good adult role models. Support staff are particularly caring and their pastoral care of pupils is of a high standard. There is no racial tension. Incidents of bullying are minimal.
3. Good arrangements are made to welcome the very young pupils when they start school. A consistently high level of support is maintained throughout pupils' time at school. Arrangements for the transfer of pupils to secondary schools are very well organised. Support for pupils with special educational needs is well organised also and effective. Arrangements for new pupils in the early stages of English language acquisition need to be improved.
4. Despite the age of the premises, the school provides its pupils with a safe and secure environment in which to learn. Members of staff are fully aware of their responsibilities under the Child Protection Act and of the school's practice in this area. Health and Safety practice is good and staff receive regular training.
5. The school has good relations with the statutory agencies and satisfactory procedures and practice for promoting good attendance, which is making a positive impact. The school is aware of the need to improve punctuality, which has been identified as a priority for next term.

Partnership with parents and the community

1. St Thomas' School continues to enjoy the support and respect of its parents and of the local community. All parents answering the questionnaire consider that the school encourages them to play an active part in the life of the school. This is a significant indicator of the strong bond between the parents and staff. A positive view of the school was evident at the parents' meeting also. Further evidence of parents' full cooperation is the positive response to signing the home-school agreement. To date, 88% of parents with children in Key Stage 1 and 75% of those with children in Key Stage 2 have signed.

2. Whilst few parents are able to help in classrooms on a regular basis, many more support school trips in significant numbers and assist with escorting pupils to swimming lessons. Parental support for homework and home reading is good. Parents feel that the right amount of homework is given to different ages.
3. Parents are kept well informed about what is happening at school by means of regular letters and newsletters. The pupils' annual reports are informative and help parents to know how well their child is doing. The governors' annual report and school prospectus are of a high standard. Each term parents are offered meetings to discuss their child's progress and curriculum evenings are often attended by parish clergy, which strengthens community links. The school enjoys very close links with its parish church and support received from the clergy is a valued resource. Information for parents with children identified as having special educational needs is satisfactory. Parents are involved well in the production of individual education plans and in annual reviews.
4. The business links established with the help of the local education authority have been very successful. Fifteen members of staff from a public relations company come in on a weekly rota to hear children read. The arrangement, initially for one year, has been extended because of its positive impact on pupils' reading skills. The school has good links and working relationships with the statutory agencies and with a local football club, local dance and theatre groups, all of which contribute to the breadth of experience of the pupils. The support of the parents, parish and business community make a positive contribution to standards achieved by the pupils and this area is a significant strength of the school.

The management and efficiency of the school

Leadership and management

1. The quality of leadership and management is good. The school has a positive ethos that reflects the very good relationships and commitments to raising standards. Aims and values are clearly stated and these are reflected in all the work of the school.
2. The headteacher provides effective and clear educational direction. She has high expectations and a clear understanding of the school's strengths and weaknesses. She works closely with governors to improve standards. The headteacher had the task of implementing the key issues for action from the previous inspection. She has done so successfully by introducing an effective development planning system and ensuring that rigorous systems and procedures are well established. Parents acknowledge the central part she has played in school improvement in the last three years. She is supported by the governing body, parents, a hard working teaching force, an effective team of learning support assistants and an efficient administrative staff.
3. The headteacher has established an effective management structure. Senior managers support the school's efforts to raise achievement through the monitoring of planning and teaching and learning. Through this, they identify the strengths and weaknesses of the school. They have weekly meetings in which they set individual targets for action. They report back on the impact of these targets on key stage development and on classroom practice. They are good role models as teachers, adopting an enquiring approach to learning and supporting pupils through group and whole class teaching. By working in different classes and through the weekly meetings cycle they have an informed overview of what is happening in the school. A further indication of the senior management team's effectiveness is the successful participation in the local education authority's validated self evaluation in primary schools project. Progress in the school's priorities has been monitored by senior managers and an evaluation has been written in the local education authority's

annual report on the school. The link inspector has validated the school's own judgements.

4. Much work has been done on strengthening the role of curriculum coordinators. Developing their role was a key issue for action from the previous inspection. Good policies and schemes of work have been written in all subjects. They provide detailed guidance, particularly for new and inexperienced teachers. Coordinators of English, mathematics, religious education and information technology have monitored teaching and learning and set colleagues targets for improvement. The strong school ethos and collegiate spirit provides a sound basis for this work. Curriculum co-ordinators monitor planning in their subject and collect samples of pupils' work to ensure adequate curriculum coverage. Later in the school year they will undertake classroom observation to provide more evidence of standards in each subject. Monitoring and evaluation of the implementation of the National Literacy Strategy has been effective.
5. The governing body plays a strategic role. Governors are involved in the process of determining priorities and drawing up the school development plan. They have good insights into the work of the school. The chair of governors meets regularly with the headteacher to review progress and plan further developments. Other governors have formal and informal links with curriculum areas and key staff. They are fully committed to realising the main aim of raising pupils' attainment. An appropriate number of sub-committees, with clear terms of reference, has been established and each reports on its activities at the full governing body meetings. The governing body has good policies and other documents which meet statutory requirements. The annual report to parents is comprehensive and the school prospectus is clear and informative.
6. Good progress has been made in development planning since the previous inspection. This was a key issue for action. A sound and detailed strategic three years development plan has been drawn up which identifies the priorities and targets which must be achieved. It includes useful success indicators which enable the school to measure progress towards achieving its priorities. Targets are given a specific projected cost through each year and links with training are clearly established. The governing body is successful in carrying out its role in monitoring developments and evaluating school's performance. All staff have been given appropriate responsibilities for developing the work of the school. They have individual plans which help them translate school priorities into the required action. Line management works well in monitoring that individual deadlines are met.
7. The school conducts a thorough annual review of its developments detailing its degree of successes in reaching targets and priorities described in the development plan. Achievement targets for the percentage of pupils who will attain the national average and above in English, mathematics and science in 2000 have been agreed with the local education authority. In the 1999 tests, the school came close to its targets in English and science, but did not meet the target in mathematics at Key Stage 2. These targets are well analysed and reviewed.
8. A well thought out curriculum framework is firmly in place, underpinned by sound policies and good schemes of work for all subjects. This is an important development since the previous inspection. It is particularly vital in view of the high turnover of teachers and the need to establish consistency in teaching the curriculum. Systems and procedures are strong, also, and form a bedrock of stability into which new teachers can fit.
9. The school is committed to pupils having equal access to the curriculum. Currently there is an issue about the access of some pupils with English as an additional language. The special educational needs co-ordinator has clearly defined responsibilities and carries them out very well.

Documents including the policy and individual educational plans are carefully organised and administered. The statutory requirements of the Code of Practice are met.

10. The leadership and management of the school are effective in ensuring good levels of pastoral care and that most pupils make satisfactory progress in their learning. Good progress has been made since the last inspection in all key issues for action. A firm basis has been established on which to make further improvements. The school's capacity to improve is good.

Staffing, accommodation and learning resources

1. A committed and hard working team of teachers and other adults serve the school well. They share expertise and ideas and work well together under the headteacher's guidance. The number of appropriately qualified staff is sufficient to meet the needs of the National Curriculum. Since the last inspection there has been a high turnover of staff resulting in changes in the composition of the senior management team and in curriculum coordinators' responsibilities.
2. Clear job descriptions define roles and responsibilities for teaching and support staff. All subject co-ordinators have devised action plan which helps them to develop their subject area. All teaching and non-teaching members of staff new to the school gain from a well thought through induction programme. Newly qualified teachers each have a mentor. They report that this is extremely supportive and beneficial. Other members of staff and subject coordinators offer help and advice when needed. A system of appraisal for teaching staff is in place. Ideas and good practice are shared through staff meetings and through a good programme of staff development which is linked to the school development plan. The school has been awarded *Investors in People* status for the high quality of its continuing staff development programme. All members of staff identify areas in which they feel they could benefit from further training and this is taken into account when the school staff development programme is planned. The co-ordinator for special educational needs helps teachers identify and analyse pupils' difficulties and provides good support in and outside lessons. Pupils who speak English as an additional language are supported in their learning through funding from the Ethnic Minority Achievement Grant.
3. The school building is clean and well maintained. Development of the playground is a priority. Pupils show care and consideration for the environment and take decisions about its improvement through the School Council. A recent example of this was the purchase of the plant holders for the playground. High quality display in communal areas and in classrooms contributes to the positive school ethos and supports different curriculum areas. For example, the mission statement is displayed in the reception area and pupils' art and technology work are on display in classrooms.
4. Resources to support learning are satisfactory in all subjects. Pupils who speak English as an additional language are supported through dual-language texts. Development of the library has been a recent priority to support the curriculum and pupils' learning. The use of information technology was identified as an issue for the school in the previous inspection and this has been addressed. A designated room for networked computers has been set up recently. Some resources, such as those used in physical education, are stored centrally and are easily accessible for use. The curriculum is enriched by the use of visitors to the school and by pupils making visits to other places.

The efficiency of the school

1. The day to day financial and administrative management of the school remains at least as strong as

described in the previous inspection report. Long term financial planning has improved and is now good. Links between the budget and the school development plan are much improved. For example, the governors have prioritised funding for information technology resources and have acquired additional funding from other sources to support this initiative. Decisions have been taken to use the budget to fund non class based teachers and to group pupils into four ability sets in lower and upper Key Stage 2 for English and mathematics. Inspection findings support these decisions. The governing body has made provision also for its contribution to support its bid for major capital funding to improve the school hall. There has not been an auditors report since the previous inspection.

2. Governors are aware of their duties regarding the monitoring of the budget. They discharge this duty through the finance committee where value for money issues are considered also. Since the previous inspection the budget is more detailed and this helps governors to discharge their monitoring role more effectively. For example, the special needs budget and additional educational needs budget are now detailed and it is possible to evaluate outcomes.
3. The school makes satisfactory use of its resources, buildings and staff. Use of additional support staff funded through special educational needs resourcing is good. There is a need, however, to reappraise the school's allocation of its resources for pupils with English as an additional language, to take account of a rise in pupils at the early stages of English language acquisition who need induction.
4. Given the unfavourable socio-economic circumstances of the pupils and the low attainment on entry of many pupils the school does well for its pupils. Taking into account the standards achieved, pupils' satisfactory progress and the strong school ethos the school gives satisfactory value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five

1. The provision for children under five is good. Children are admitted to two reception classes at the start of the academic year. Currently all but seven children are under the age of five. Almost all children begin school having attended either a nursery or playgroup. On arrival, many have poor social and academic skills. They follow a broad range of learning experiences successfully incorporated into the National Curriculum programme of study. Assessment on entry is well established and this information is used well to plan work and monitor children's progress.
2. By the age of five most children are above the expected standards in their personal, social, language and music development. Children's attainments in mathematics, in knowledge and understanding of the world, as well as in physical and creative areas, is similar to that expected by this age. During their time in the reception classes most children make good progress. Children with special educational needs and those for whom English is an additional language receive good support and make equally good progress.
3. Children quickly feel confident and secure in class. They make very good progress in learning to collaborate, share, take turns and extend their skills. They work well independently and as part of a group and use their initiative when solving problems. Children develop confidence, knowledge and independence through a variety of learning situations. They are attentive and eager to learn. They behave well at all times and show consideration and respect for property. Children form positive relationships and show respect for adults and one other. They participate enthusiastically in teacher-led and self-initiated activities.
4. The quality of provision has improved significantly since the previous inspection. Staff create a caring and secure learning environment very effectively. Class teachers, nursery nurse and support staff work well as a team. The more experienced teacher is a good role model for her inexperienced colleague. Effective planning makes full use of national guidance. Staff share consistently high expectations of children's work and behaviour. Activities are well prepared and organised with the use of a good range of interesting resources. Children are skilfully managed and purposefully occupied. Their play and responses are supported and extended sensitively. The quality of teaching in this area is good.
5. By the age of five, most children achieve above the expected standards in language and literacy. They listen attentively and respond very well to stories, songs and instructions. They talk willingly about their experiences, speaking clearly and fluently. Most children gain satisfactory control in developing early writing skills. They recognise the letters of the alphabet by shape, name and sound and use these in writing. They draw and paint with increasing control and form most of their letters correctly when writing their name and a few words unaided. A few higher attaining children successfully produce short meaningful sentences with a little support. Very good progress is made when adults work in small groups or on one to one basis to give children individual attention.
6. The introduction of the National Literacy Strategy is making a significant impact. Children enjoy using big books, such as the one produced by themselves *The Three Little Pigs*, and many are becoming fluent in the class reading of the story. Most children demonstrate a very good level of phonological awareness and associate sounds with words and letters with ease. They are fast developing a very good sight vocabulary for reading. Children handle books carefully and treat them with respect. They listen to stories regularly and enjoy them. All children regularly take their early reading books home and receive good support from parents.

7. Teaching of this area for learning is good. In the best teaching children are familiarised with written vocabulary through stimulating activities which focus on key words. Children show knowledge of the sequence of events in the story and use key words confidently. They are encouraged to undertake a range of activities related to literacy, such as listening to stories with related props and using word games. Teaching effectively promotes development of children's early reading, writing and spelling skills.
8. In mathematics, children match, sort and count confidently, using every day objects. Most children count and order accurately up to 10 and beyond and write number symbols correctly. Opportunities for practical activities are well planned. Purposeful activities set in imaginative contexts with a clear focus lead to good progress by most children. They recognise basic shapes and gain some knowledge of capacity and weight from practical experiences with sand and water. Most children describe objects by shape, size, colour and quantity. They have opportunities to work with large and small construction equipment and jigsaws. Children recognise and use mathematical phrases of comparisons such as bigger, smaller, taller than and shorter than. As a result of the recent introduction of the National Numeracy Strategy a significant number of children develop knowledge and understanding of solving simple problems using addition and subtraction.
9. Teaching in this area of learning is good. There is effective adult involvement in children's activities and useful assessments made of individual children's progress. High expectations of children's work means they are constantly challenged and helped to move forward. Teachers plan a variety of activities to consolidate the correct use of language involved. An effective use of number rhymes and songs further consolidates learning.
10. Children are interested in the world in which they live and enjoy exploring all aspects of it. Most children confidently name the main parts of the body. Activities for role-play, for example of the three pigs houses, support children's understanding of material for building, such as straw, sticks and bricks. They learn about fair testing when using a hairdryer to blow the house of straw. Children explore everyday objects of interest through topics such as the senses. However, opportunities to make imaginative models from a variety of reclaimed materials are rather limited. Also, opportunities are limited for developing skills such as cutting, joining, folding and building and for asking questions to find out how things work. Children's historical and geographical knowledge and skills are developed through activities such as sequencing events of the day and identifying features correctly in their immediate home and school environment. Most under-fives demonstrate good progress in developing computer skills expected of their age. They show increasing control in the use of mouse to move items on the screen.
11. Teaching in this area of learning is good also. Teachers encourage exploration of new ideas. Both teaching and support staff react positively to children's responses and provide sufficient support to reinforce understanding through timely interventions and appropriate explanations. The careful on-going observations of children using computers are used effectively to record their progress.
12. Children make good progress in their physical development. They use construction toys and demonstrate satisfactory hand and eye co-ordination and manipulative skills. They use scissors with appropriate accuracy and gain increasing control with their pencil when writing. Children are provided with suitable opportunities to develop confidence and co-ordination in the use of large and small apparatus for outdoor play and developing dance skills in the hall. They demonstrate increasing body control and awareness of space when learning through singing games.

13. Teaching in this area of learning is satisfactory. Staff provide calm and sensitive support. However, the sessions involving the use of outdoor equipment do not provide an effective balance of free and structured activities. Neither do staff address sufficiently the development of children's gross motor skills when they use a range of large and small community toys and bikes outside. A significant majority of children demonstrate good progress in most areas of creative learning. They sing enthusiastically, clap rhythms and express enjoyment. They achieve good standards in music by the age of five through listening and discussing a simple piece of music and learning to play the recorder. Use of percussion instruments give opportunities to explore sound and depict ideas and feelings. Children experiment with paint and use their observations, imagination and feelings to create pleasing results. There are limited opportunities for cooking regularly or exploring texture, shape and form through working with play dough.
14. Adults provide children with experiences in a sufficiently stimulating environment. There are attractive and interactive displays of children's work. Children are praised and encouraged to good effect. However, some teaching lacks structure and a focus on specific learning objectives. In these instances, children's progress is not monitored sufficiently. Both indoor and outdoor resources for the under-fives are sufficient and accessible.

English, mathematics and science

English

1. Standards of attainment of seven year olds in the 1998 end of Key Stage 1 assessment results were close to the national average in reading and writing. The number of pupils achieving higher levels was close to the national average also. When compared to schools with pupils of similar backgrounds the school's results were well above average. There is little significant difference between the performance of boys and girls in reading and writing. In 1999, the end of Key Stage 1 assessment results were better than those of 1998. The school exceeded its target. The trend over the last three years is one of continual improvement. The National Literacy Strategy is having a positive impact on raising attainment in both key stages.
2. Standards of attainment of eleven year olds in the 1998 end of Key Stage 2 assessments were below the national average. Girls performed better than boys in line with national trends. In comparison with schools from similar backgrounds, pupils' performance was well above average. In the 1999 end of Key Stage 2 assessments results, standards of attainment were lower than in the previous year. High achievers, many of whom were girls, did well in English. The results in 1999 do not follow the trend of 1996 to 1998 when the performance of eleven year olds improved year on year. Many of this Year 6 group started in the school in upper Key Stage 2. One third of them were in the early stages of English language acquisition.
3. At the time of the previous inspection the attainment of pupils in Year 2 was in line with national expectations. This is still the case. Higher and average attaining pupils speak reasonably fluently about what they are doing and ask sensible questions to get information and help. Lower attaining pupils talk about books they have read and about which television programmes they enjoy. Pupils' listening skills are well developed in most classes. They listen courteously and attentively to each other and to their teachers.
4. Reading throughout Key Stage 1 is sound, with some examples of very good readers who read expressively and make intelligent guesses about what might come next in a story. Lower attaining pupils are able to use guessing, their knowledge of phonics and sight-recognition to make sense of texts. Standards in writing are satisfactory. Most pupils have a sound grasp of

basic punctuation and grammar. Higher attaining pupils can write short pieces with some accuracy and confidence. For example, one pupil had written a well-punctuated report with speech about a weekend trip. Average and lower-attaining pupils use joined-up handwriting with some confidence and know where to use capital letters and full stops.

5. Pupils' attainment in Key Stage 2 is in line with national expectations. Standards are similar to those at the time of the previous inspection. Standards of speaking are satisfactory, although there is limited evidence of discussion, drama and debating. Pupils listen well both to their teachers and each other. For example, in the literacy hour and in subjects such as music, history and mathematics. Standards of reading are sound with the best readers reading fluently and with considerable expression and enjoyment. Average attaining pupils are reading at a satisfactory level. They understand terms such as author, illustrator and blurb and use indices and contents pages to find information. Progress for lower attaining pupils is less secure because of their lack of confidence in applying rules. Many pupils read at home to adults.
6. Standards of writing are uneven. Although written work shows appropriate levels of technical accuracy, pupils produce a limited range of extended writing or writing for specific purposes. Higher attaining pupils organise their work competently and logically and spell and punctuate well. Their sentence structure is sound and the most able pupils write imaginatively and with some flair. Average attaining pupils spell and punctuate appropriately and show some use of imagination in story writing. Lower attaining pupils are working at expected levels. There is limited evidence of creative, speculative or personal writing from all pupils. Many pieces of work are limited in length and some are unfinished. Handwriting and presentation are satisfactory, although many pupils at the end of the key stage are still writing in pencil.
7. In Key Stage 1, most pupils make satisfactory progress, except where teaching has low expectations and classroom management is unsatisfactory. Progress in listening is helped by the whole group work in the literacy hour and in other areas, for example, in music, science and in assemblies. Pupils discuss matters of interest to them, for example food and drink. They answer questions accurately, though they need more opportunities for formal speaking.
8. Progress in reading is satisfactory. Pupils can read poems and stories enthusiastically during the literacy hour. Pupils' progress in writing is satisfactory. By the end of the key stage the higher and average attaining pupils write simple stories and instructions, for example on how to make toys. They can write coherent sentences and use punctuation correctly. More needs to be made of the links between pupils' reading and their needs as writers.
9. Pupils in Key Stage 2 are taught in sets for English based on their achievement. This has helped teachers pitch work at appropriate levels and enable pupils to make progress. Pupils with special needs make good progress because of the sensitive use of individual education plans and differentiated materials. Pupils of all abilities make satisfactory progress in reading throughout the key stage although library skills are under-developed. Prior to the opening of the new library pupils had limited opportunities to practice these skills. Few pupils are able to say how they would consult a catalogue in order to find out information nor do they understand the way in which libraries are organised.
10. Progress in listening is satisfactory in the literacy hour and in other lessons, including science and music. For example, pupils listened carefully in a hymn practice to their own voices and were thus able to improve the quality of their performance. Pupils make uneven progress in speaking. This is partly because of limited opportunities to practise speaking skills in such activities as debates, drama and discussions. In addition, questions asked by teachers are sometimes closed and insufficiently challenging. Progress in writing is varied. This is because

teachers are not linking pupils' reading to their writing. Too many grammatical and punctuation exercises leave little time for pupils to write extended or imaginative pieces for specific purposes. Where progress is good, teachers discuss with pupils the purpose and audience of the writing using for example brainstorming, modelling or writing frames.

11. Pupils receiving support through the reading recovery programme make good progress. The additional literacy support scheme, although recently introduced, is helping targeted pupils make satisfactory progress. Pupils with English as an additional language make good progress with specialist support in Key Stage 1. At Key Stage 2, where pupils receive individual or small-group specialist support they make good progress. However in mainstream classes many pupils at an early stage of English language acquisition are achieving less than they should be. The school needs to address this situation promptly.
12. In most classes pupils enjoy learning English. They participate confidently in class work and show patience and consideration even when they sit on the carpet for long periods. Behaviour is usually very good and pupils pay attention to the teacher and each other. They enjoy amusing stories and respond well to lively teaching. For example in a Year 2 class they accurately mimicked the old lady's voice in *Little Red Riding Hood* and they showed great interest in *Funky Tales*. Most pupils are keen to answer questions and explain meanings. They support each other when working in groups, for example when deciding whether to use a dictionary or thesaurus. Written work is usually neatly presented but there are examples of unfinished work. Where tasks are undemanding or behaviour management is weak the pupils show a lack of urgency and sometimes poor behaviour.
13. The quality of teaching was satisfactory or better in eight out of ten lessons seen in both key stages. Teachers have good subject knowledge and use specialist vocabulary well. In Key Stage 1, better teaching is characterised by brisk pace, interesting work and high expectations. In one lesson the teacher enabled pupils to make progress through sound planning and by careful questioning. There is a greater proportion of good or very good teaching in Key Stage 2. Good teaching is characterised by teachers sharing objectives with pupils, lively pace and searching questions which encourage pupils to reflect. For example, in one lesson based on fables, the teacher was very focused on meeting the lesson objectives, asked searching questions effectively and used good modelling techniques. Good links were made with pupils' moral development by getting them to think about the consequences of various choices. In the small percentage of unsatisfactory teaching, the pace was slow, pupils were set unchallenging work and their skills, particularly in writing, were not extended.
14. The structure of the literacy hour has helped teachers improve their planning and focused them on objectives, timings and outcomes. In many cases teachers share lesson objectives with pupils, though the plenary session does not always take place to reinforce and clarify pupils' learning. Word and sentence level work is sound. Sometimes the literacy framework is used unimaginatively and appears to inhibit teachers from providing more challenging work. In both key stages marking is usually of good quality and diagnostic with helpful suggestions to pupils as to how they can improve their work. Teachers set and mark homework regularly which reinforces classroom learning. Support staff are well used and the quality of joint planning with class teachers helps the progress of lower-achievers.
15. Literacy skills are practised in some subjects other than English, for example music and science but the best features of the literacy strategy are not found in other subject areas. Opportunities for extended writing across the curriculum, for example in history and geography are not exploited. Insufficient use is made of information technology for word-processing pupils' work.

16. The subject is well managed by an enthusiastic and respected co-ordinator who is a very good role model for pupils and staff. She regularly scrutinises teachers' planning and organises in-service training and a helpful programme of lesson observation, with detailed feedback and suggestions for improvement. There are good schemes of work and policies in place. Resources for the delivery of English are satisfactory and there is a wide range of fiction and non-fiction books in the new library. Accommodation is adequate and attractive, print-rich displays signal the importance of literacy in classrooms.

Mathematics

1. National tests results for seven year olds in 1998 were close to the national average. A less than average percentage of pupils reached a higher level. However, when compared to schools with pupils of similar backgrounds the standards attained by pupils are above average. The national test results in 1999 show a significant improvement over those of 1998 and greatly exceed the school's targets for mathematics in Key Stage 1. At the time of the previous inspection standards were in line with the national average. The trend in results over the last three years shows a steady improvement.
2. National test results for eleven year olds in 1998 were below the national average and below the target set by the school. When compared to schools with pupils of similar backgrounds the standards attained by pupils are above the national average. The national test results in 1999 are well below the national average. Pupils' attainment was in line with the national average at the time of the previous inspection. No improving trend over the last three years in standards is discernible at the end of Key Stage 2 as in Key Stage 1. Raising standards in mathematics is a school priority.
3. Pupils' attainment in Year 2 is close to the national average in numeracy. Their attainment in other aspects of mathematics is below the national expectations of this age. By the end of Key Stage 1, pupils count sets of objects accurately and solve simple problems. They confidently recall addition and subtraction facts to 10, while some pupils continue up to 20 and show an understanding of place value. Most pupils confidently recognise simple relationships and patterns and identify halves and quarters in numbers and shapes. They recognise and use coins up to the value of 20 pence. Most pupils are secure, confident and speedy in their mental calculations. Pupils have adequate knowledge of two and three dimensional shapes. However, their measuring skills are weak and many pupils lack confidence in explaining their work. Pupils' skills in using and applying mathematics in real life problems are weak. Simple computer programs are used to consolidate number skills.
4. There are signs of improvement in pupils' attainment in Key Stage 2. A significant number of Year 6 pupils are on track to reach national averages, particularly in number and algebra, and aspects of shape, space and measure. Pupils at the end of Key Stage 2 understand place value in numbers up to 1000. They multiply and divide whole numbers by 10 and add and subtract decimals to two places. Most pupils use mental recall of 2, 5 and 10 times tables in whole number problems involving multiplication and division including those with remainders. Pupils confidently solve money and measure problems and they employ a range of strategies to use the four operations effectively. Most pupils identify and recognise the properties of common two and three dimensional shapes and draw them variously orientated on grids. Their ability to solve problems and to use units of length, capacity and time in practical contexts is limited.
5. In Key Stage 2, opportunities to collect, represent and analyse data through purposeful enquiries and to develop an understanding of probability through simple experiments are limited. Most pupils understand how to use and interpret simple data in bar graphs, but they are not sure when

to use different types of graphs. Pupils make insufficient use of information technology for data handling. As in Key Stage 1, pupils' skills in using and applying mathematics practically in real life problems are unsatisfactory.

6. Pupils' progress over their time in school is satisfactory. Suitable emphasis is placed on the application of knowledge and the rapid acquisition of numeracy skills. Most pupils are clear about the tasks they are asked to do and build on previous learning. In Key Stage 1, the work planned for different ages is appropriate, though not all teachers manage pupils effectively. Consequently some pupils are under-achieving. In Key Stage 2, pupils build on the knowledge and understanding acquired in Key Stage 1, though the low prior attainment of pupils who join the school during the key stage slows progress. Most pupils in lower Key Stage 2 understand multiples of 10 to a 100 square and use simple fractions. Many measure with an acceptable degree of accuracy in centimetres. In upper Key Stage 2, pupils improve their knowledge of shapes through investigating nets.
7. Pupils' progress in mental mathematics is discernible across the key stages. Year 1 pupils practise rapid recall of numbers which are bigger and smaller and Year 2 pupils show how to apply their knowledge of coins in working out change from 20p. Most can accurately record their answers. In Key Stage 2 pupils develop mental strategies for rapid calculations of two and three digit numbers.
8. Pupils with special educational needs and those with English as an additional language make satisfactory progress. Their progress accelerates where tasks are closely matched to individual stages of development and learning proceeds in progressive, manageable steps.
9. The organisation of teaching in ability sets in Key Stage 2 contributes to pupils' satisfactory and sometimes good progress. Pupils show increased competence in the use of different strategies to analyse and solve number problems. Many pupils demonstrate developing confidence to explain their work and record with improved understanding. However, higher attaining pupils are not sufficiently challenged with practical, investigative and problem solving tasks. Mathematical language is used throughout the school but more emphasis on pupils' writing words correctly and building a list of key words is needed.
10. Pupils' attitudes in mathematics are satisfactory. They persevere and approach the tasks with interest and enjoyment. Most adopt good work habits and collaborate well in pairs and groups. Presentation of work is satisfactory. Most pupils apply themselves well to their task and are willing to ask questions and communicate what they have learned. Relationships between adults and pupils are good. Pupils are not afraid to ask questions and be seen as failing. They learn effectively in a secure environment.
11. The quality of teaching in mathematics was satisfactory or better in eight lessons out of ten lessons seen. The quality of teaching in Key Stage 2 is better than in Key Stage 1. Most teachers have sound knowledge of the subject and appropriate expectations of work and behaviour. They use suitable teaching methods and effective organisational strategies. Good teaching provides brisk pace, clear purposes and tasks are well matched to provide pupils with 'hands on' component and appropriate real life situations. Their teaching approaches include effective exposition, good quality discussion and opportunities for consolidation and practical work. A suitable amount of homework is set to extend what is learned in school and this helps to consolidate pupils' understanding. Unsatisfactory teaching in both key stages is characterised by the lack of effective strategies to manage pupils, inappropriate expectations and lack of challenge. There is some over-reliance on pre-prepared photocopied work sheets which limits the breadth and the range of 'hands-on experience' opportunities most necessary for mathematical

learning.

12. Marking is completed regularly. Comments are positive but they do not always tell the pupil how to improve. Individual pupil targets for improvement are set. Inspection findings indicate that these are helping pupils to know what to do to improve. Day to day assessment of pupils' work is purposeful. Assessment is used to plan pupils' work and is focused on National Curriculum levels. Assessment data needs to be used to evaluate the impact teaching has on practice.
13. The school is successfully implementing the National Numeracy Strategy. Training for teachers has helped them to understand the requirements. The recently developed policy and adopted nationally recommended schemes of work provide an overview of expectations in all aspects of mathematics which teachers are following.
14. The school has made raising pupils' attainment in mathematics a priority and the successful implementation of the numeracy strategy is a move in the right direction. Arrangements are in place for the new coordinator to monitor the quality of teaching and learning which has been carried out successfully in previous years. There are good systems for monitoring pupils' attainment and progress as they move through the school. A portfolio of pupils' work assessed against National Curriculum levels is in place to guide teachers. End of year reports show what pupils have achieved and generally identify what they need to do next. There are sufficient resources effectively organised for ease of access.
135. Although numeracy is a strong feature of mathematics teaching, pupils' numeracy skills are not developed consistently across other subjects such as science, information technology and geography. This needs addressing.

Science

1. Standards of attainment in 1998 were above the national average at the end of Key Stage 1 in the National Curriculum teacher assessments. The 1999 results indicate that this standard has been maintained. The school exceeded its target significantly. Standards have improved over the last three years and since the previous inspection. Attainment in the Key Stage 2 national tests in 1998 was below the national average, but above that of English and well above the national average in mathematics. The 1999 results are in line with those of 1998, although well below the teacher assessment results and below the school target.
2. Since the previous inspection standards have been more variable in Key Stage 2, but overall the trend is one of improvement. Pupil mobility and a larger proportion of pupils with special educational needs and of pupils at an early stage of English language fluency have had negative impact on results. There is no evidence that girls, boys or pupils from different ethnic groups are performing different. Pupils' performance in the 1998 Key Stage 2 national tests are above average and well above the average for pupils attaining higher levels compared to schools with pupils of similar backgrounds.
3. Inspection evidence indicates that currently pupils' attainment in Year 2 is in line with national expectations. Pupils benefit from the good progress made when they were in the reception classes. Attainment is best in knowledge and understanding across the three areas of the curriculum and in pupils' skills of observing, sorting, using key words and describing. Skills of predicting, measuring, and drawing conclusions are weaker. High standards are directly related to good teaching which develops pupils' speaking and thinking skills through effective questioning and activities appropriate to pupils' ages. Teachers make sound or good use of

pupils' prior work and build on this through a planned sequence of work. They focus well on supporting literacy skills of speaking and writing scientific words. For example, pupils in Year 2 can compare and describe materials using appropriate scientific vocabulary showing that they understand that there are different properties.

4. Pupils' attainment in Year 6 currently is more variable, but is in line with expectations. Pupils' skills of predicting, measuring accurately, interpreting data and drawing conclusions are below average. High attainment is related to prior high standards achieved in Key Stage 1 which is consolidated by consistently effective teaching. For example, attainment in some of the lower key stage classes is above average in pupils' knowledge and understanding of how water travels in plants. In one Year 6 class pupils have a good understanding of the effects of gravity and air resistance on a falling parachute. In both these classes attainment is high because of high teacher expectations and effective teaching skills.
5. Progress is satisfactory in Key Stage 1. However, in the current Year 2, staff changes and differences in the pupil intake have affected the rate and consistency of progress. The impact of the literacy hour and daily mathematics lesson is helping learning, but limits the time available for teaching science. Pupils in Year 2 make good progress in their knowledge and understanding of sound by explaining how sounds travel in their ears and by classifying the sounds they listen to as loud or soft. Unsatisfactory progress is related to teacher inexperience and work not well matched to pupils' ages. For example, Year 1 pupils were expected to understand that darkness is the absence of light rather than develop their awareness that they cannot see in the dark.
6. In Key Stage 2 pupils make satisfactory progress. However, as a consequence of staff changes, progress over the key stage is inconsistent. Progress is more consistent in the lower part of the key stage. Where it is good, pupils are given more opportunity to develop scientific skills and to learn independently. For example, Year 3/4 pupils can predict which rock is hardest and draw a conclusion from their results. Higher attaining pupils show a good understanding and write a very accurate and precise explanation using correct language. In a Year 6 class pupils made good progress in interpreting results to understand and explain why a larger parachute falls more slowly.
7. Where progress is unsatisfactory expectations are too low and the purpose of tasks is inappropriate. For example a Year 5/6 class measured their resting pulse rates five times and recorded this on a bar chart. Whilst this is a good starting point, the opportunity was lost to use number and develop skills of evaluation. Pupils did not evaluate their results, improve accuracy, learn about reliability in results, or calculate an average value. They were asked to identify factors that affected pulse and heart rate before having secure understanding that each individual's resting heart rate is within a narrow range.
8. Pupils with special educational needs make good progress in relation to their individual education plans. Progress is variable for pupils for whom English as an additional language. Where progress is satisfactory or better there is good liaison between the class teacher and effective support by a specialist teacher for identified pupils at an early stage of fluency. The highest attaining pupils make at least sound progress in lower Key Stage 2, but progress is less consistent in other classes because teaching is more variable. The progress of higher attaining pupils is best where independent learning is encouraged and expectations are high.
9. Pupils enjoy practical work and use equipment carefully and correctly. Girls and boys and pupils from different ethnic groups work together in harmony. They listen well. In many classes there are times when almost all pupils raise their hands to answer questions and show what they know. Opportunities to work independently and discuss work are limited. Pupils respond well

when given the opportunity. Pupils in a Year 3/ 4 class sat in mixed ability groups, organised how to share the rocks, carried out the hardness test and helped each other record their experiment.

10. Teaching was satisfactory or better in seven out of ten lessons. It varies from good to unsatisfactory in both key stages. Some of the unsatisfactory teaching is related to inexperience. Marking is good. Lesson planning is at least satisfactory based on a good scheme of work. Learning outcomes are shared with the pupils at the start of the lesson and referred to during it. In the best teaching, pupils review at the end what was learned. Good teaching is characterised by high expectations that pupils can work independently and questioning which challenges pupils to think. A wide range of learning methods are used, including collaborative group work. Lower attaining pupils are given sufficient support to complete their work through differentiated questioning and appropriate support for writing.
11. Information technology is used effectively in some lessons to develop pupils' enquiry and communication skills. More use should be made of information technology in Key Stage 2 to develop pupils' use of numeracy. There is a focus on the use of specialist words in most lessons, but pupils need to be given more opportunity to say new words. Teachers are using a common approach in Key Stage 2 to help pupils record their investigative work. However, there is a significant quantity of unfinished work. Lower attaining pupils are given insufficient support to complete written work. Higher attaining need to be given opportunities to write in greater depth. Pupils do not have enough occasions when they collect their own results and improve their use of numeracy and accuracy in measuring.
12. The science curriculum is broad and balanced and based on an effective scheme of work. Science makes a useful contribution to pupils' social and moral development. Opportunities for pupils' spiritual development are limited. There is a new science co-ordinator who has benefited from the good systems and procedures established in the school. Teaching and learning has been monitored and evaluated. This has enabled the co-ordinator to identify areas for development and write an action plan. Teachers make use of the portfolio of work, end of year tests and end of key stage data to assess pupils' attainment at the end of each year. The portfolio of science work is a useful means of sharing good practice and helping teachers to assess work accurately. However, it does not contain any work at higher levels. To raise expectations, especially by the end of Year 6, teachers need to have examples of work that is above average. Assessment procedures are good. Teachers need to make more use of the information about pupil attainment to improve teaching and pupils' progress in order to raise standards.

Other subjects or courses

Information technology

1. Since the previous inspection, standards in information technology have improved and are in line with expectations for pupils' ages at the end of both key stages. Pupils make satisfactory progress overall. They made good progress in their use of graphics packages to design and present ideas. Pupils have a good understanding of the range of different uses of information technology. Little word processing was seen, largely because the network had recently been installed and pupils and teachers are still familiarising themselves with the systems and software. Pupils' skills in controlling and modelling have developed since the previous inspection but they need opportunities to extend these further.
2. At Key Stage 1, younger pupils produced good illustrations of well-known nursery rhymes using text and graphics. This built on work in the early years when pupils designed houses and

labelled the major parts. Older pupils make computer-generated designs in the style of Mondrian, showing a good use of colour, line and space. By the end of Key Stage 1 pupils, with some support, log on, save and print their work, and make simple changes to text. They use simple data handling software to enter information and present it as bar charts. For example, making a bar chart showing how many pupils in the class have blue or brown eyes.

3. In lower Key Stage 2 pupils make good designs of repeated patterns showing a good understanding of the uses of a computer. Upper Key Stage 2 pupils use computer graphics to make very good designs in the style of Matisse's *The snail*. By the end of Year 6 pupils have acquired appropriate word-processing and desk top publishing skills. Each class takes it in turn to produce a termly newspaper. This is of a high quality with pupils helped at a reasonable level for their ages. Pupils present results in bar charts but the use of information technology to understand and interpret line graphs is limited.
4. Pupils with special educational needs made good progress in their understanding of data handling by interrogating a database on pupil variation, produced by another class. In a science lesson pupils used CD-ROMS individually to find out more about the human heart and circulatory system. At an after school club, upper Key Stage 2 pupils used the internet competently to search for primary school web sites with a view to developing a web site for the school.
5. Pupils enjoy using computers and work well individually and in small groups. They concentrate and are willing to persevere at solving problems. They respond well to new work, offer ideas for improvement and appreciate the resources.
6. Teaching is satisfactory in both key stages. Whole class teaching is used well in Key Stage 2 to introduce new work. Classroom support assistants provide a good level of support in Key Stage 1. Good systems for recording progress have been introduced since the start of the term. Teachers and classroom assistants record individual pupil coverage and write detailed diagnostic comments of pupils' attainment in Key Stage 1. In Key Stage 2 all pupils have an exercise book for recording their work and teachers keep a record of the times each pupil has used the computer. Teachers need to make greater use of this assessment information to better match work to individual needs, especially the higher attaining pupils.
7. Since the previous inspection teachers' planning and subject knowledge have been improved through the introduction of the exemplar scheme of work produced by the Department for Education and Employment, supported by the school's portfolio of pupils' work. Activities are appropriate and the curriculum framework provides a broad and balanced experience for pupils. Information technology skills are being taught as a discrete unit of work to improve pupils' progress.
8. Appropriate opportunities are identified for pupils to use information technology as a tool for learning across the curriculum. Subject co-ordinators need to incorporate specific activities within their schemes of work so that progression is more consistent. Progress in the use of data handling is sound, but opportunities to raise the standards of pupils' numeracy skills need to be increased. The co-ordinator will provide more detailed guidance for staff following training on the use of information and communication technology in the National Numeracy Strategy.
9. The subject co-ordinator is well informed and has a clear understanding of the strengths and weaknesses of the subject. Teaching and learning has been monitored and evaluated. An appropriate action plan for development has been written. Improved assessment procedures are an important development. The evidence available of pupil attainment is now more secure and can be used to raise standards further. Resources are good and well managed. Since the

previous inspection a computer network has been installed and a dedicated room for teaching information technology has been established.

156. Design and technology

10. Little teaching of design and technology was seen during the inspection. Judgements are made on the basis of evidence from pupils' previous work, displays, teachers' plans and discussion with teachers and pupils. Since the previous inspection standards in design and technology have improved and are broadly in line with expectations for pupils' ages at the end of both key stages. Pupils make satisfactory progress, although the quality and standard of the finished products is still variable. The puppets made in Key Stage 1 and the circus vehicles and fair ground rides made in Key Stage 2 are of a consistently satisfactory quality of finish. Some of these products are well finished. The quality of pop-up cards is unsatisfactory in both key stages.
11. At Key Stage 1 younger pupils discuss which foods are healthy and make sandwiches with the most appropriate fillings. This develops their knowledge and understanding of food gained in reception when they chose what to take on a teddy bears picnic. Year 2 pupils examine and compare different food packaging to develop their understanding of the uses of different materials. They design and make their own food package. Higher attaining pupils show a good understanding of the purpose of their design and measure and make their designs accurately.
12. At Key Stage 2 pupils have made sound progress overall. Pupils use an increasingly wider range of tools and materials in designing and making. They improve their ability to record and reflect on how their work can be improved. Lower Key Stage 2 pupils use wheels and axles to design and make circus vehicles to a satisfactory standard. Some are of good quality. In upper Key Stage 2 pupils built on their work to design and make an adventure playground by designing and making a motorised fair ground ride. These models are generally well finished. Pupils have limited experience of using computers to control moving objects.
13. Pupils have positive attitudes to their work. In small groups and as a whole class they work well together. They are attentive and concentrate on individual and group work. They persevere even in the lesson when they do not have sufficient prior knowledge to identify the pulleys and levers in the toy vehicles.
14. Teaching is satisfactory. Since the previous inspection teachers' planning and subject knowledge has been improved through the development of the scheme of work and portfolio of pupils' work. Activities are appropriate and the curriculum framework provides a broad and balanced experience. Weaknesses in teaching are related to the use of time and low teacher expectations. In some lessons lack of sufficient time results in an unsatisfactory standard of finished work. In other lessons too much time is spent on activities used to assess pupils' lack of prior knowledge rather than using time more effectively to teach the essential facts. There are constraints on the time available for developing design and technology as a result of the national priorities for literacy and numeracy. However, as the curriculum is reviewed, decisions need to take account of the importance of maintaining and raising standards.
15. The recently appointed subject co-ordinator has a clear understanding of the strengths and weaknesses of the subject. She has benefited from the good systems and procedures established in the school. Teaching and learning have been monitored and evaluated. This has enabled the co-ordinator to write an appropriate action plan for development. Resources are adequate but need to be developed to provide pupils with more opportunities to use information technology. Assessment is sound based on the compilation of a portfolio of pupils' work at the end of each year.

162. **History**

16. History is taught in alternate half terms to geography and lessons were observed at the start of Key Stage 1 and in classes across Key Stage 2. Judgements are based also on evidence from pupils' work in all classes, from classroom displays, samples of work from last year and from discussing work with pupils. It is commendable that the quality of provision has been maintained since the previous inspection and that the reduction of time allocation has been minimal since the lifting of statutory orders more than a year ago. Consequently, the standards of achievement of many pupils in both key stages is what can be expected for their ages although the subject is no longer taught in depth.
17. In Key Stage 1, the youngest pupils are aware of the differences between past and present time in their own lives. They talk about the changes since they were babies, draw a simple family tree and show a sense of chronology when ordering members of their family. They know the difference between old and new toys and can use historical terms such as then and now. Older pupils write about famous people such as Christopher Columbus and sequence events in stories from festivals, such as the story of Rama and Sita. By the end of the key stage most pupils make satisfactory progress in their historical knowledge, understanding and skills.
18. In lower Key Stage 2 pupils ask questions about the past through their study of Ancient Egypt. Most pupils can recall a range of information about the lives of the ancient Egyptians and they explain religious beliefs and customs in graphic detail. Higher attaining pupils understand the importance of studying artefacts and look forward with eager anticipation to a visit to the Egyptian galleries of the British Museum. All pupils can draw a timeline and most have some sense of past periods of history. Pupils in one class in upper Key Stage 2 studying the locality, can identify, compare and contrast features of past and present Fulham using photographs and their own observations. Other older pupils have recently started studying Victorian times. They show some understanding of the period when using information about Victorian schools and fashions for rich and poor. However, pupils' progress is limited by the slow pace of work and insufficient writing in depth. Throughout the key stage higher attaining pupils are not set challenging work. Pupils' attitudes to learning are good. They enjoy history lessons and find learning about the past relevant.
19. The quality of teaching is only just satisfactory at the start of Key Stage 1 and the end of Key Stage 2. It is satisfactory or better in other classes. Teaching is most effective when an investigative approach is used and pupils are encouraged to ask questions about a range of evidence. Then they respond with interest, enthusiasm and eagerness to learn. History lessons are not used sufficiently to develop pupils' historical vocabulary or their literacy skills through writing for a range of purposes and audiences and at length. Resources are adequate. A range of artefacts are used and visits to places of historical interest such as Fulham Palace enrich the curriculum. Collation of samples of work provides some assessment of pupils' skills. Management of the subject is sound. The revised policy provides a sound basis for teaching the revised National Curriculum in history.

166. **Geography**

20. The majority of pupils in both key stages are achieving standards in line with those expected of their age. The quality of provision has been maintained since the last inspection. Pupils' geographical experience builds on their understanding of the world around them and helps them to form opinions on the way the planet's resources are being used. Most pupils make satisfactory progress in their geographical knowledge, understanding and skills by the age of

seven. At the start of Key Stage 1 many pupils can draw a map showing a route they have heard in the story *Rosie's Walk*, though few can use directions to describe the walk taken. By the end of the key stage pupils draw classroom and playground plans, maps of their route to school and study scaled maps of the locality. They understand the different uses of buildings and can say which features they like, which they dislike and why.

21. Through the study of St Lucia in lower Key Stage 2 pupils develop an enquiring approach to the subject. They compare and contrast life in Fulham with life on the island and make deductions from photographs. Higher up the key stage pupils study weather patterns, rainforests and environmental changes. Some work of good quality is produced, though too much reliance is placed on pupils' filling in worksheets. A notable exception in upper Key Stage 2 is the current project on the locality undertaken with the local urban studies centre. Pupils have investigated Hammersmith and Fulham, following urban trails and tracing change and development of the area through maps and photographs of different periods. Work shows that the majority of pupils are making good progress in their geographical understanding. At the top of the key stage pupils can use an atlas, present weather reports in diagrammatic form and show knowledge of natural disasters such as Hurricane Floyd. Pupils' attitudes to learning are very positive and they enjoy geography lessons.
22. The quality of teaching ranges from good to unsatisfactory with much of it being good. Effective teaching is well planned and follows the sound scheme of work. Teaching encourages independent learning through activities which develop pupils' observational skills through looking at photographs and thinking skills through questioning and linking information. Teaching is ineffective when the structure of the lesson does not support learning and pupils are not challenged to give of their best.
23. Developing pupils' literacy skills through a range of writing and use of geographical language is not a strong feature of geography lessons. Resources are adequate. All classrooms have a globe, though none were seen in use. Some assessment of pupils' skills takes place and samples of work are kept, though not all are annotated. Management of the subject is satisfactory.

170. **Art**

24. The school has paid due attention to raising standards of achievement in art. This has been a priority following the previous inspection. This key issue has been addressed successfully. Pupils are achieving standards expected for their age at the end of both key stages. They make satisfactory progress in skills' development. The displays around the school and the examples of work produced kept in the portfolios are evidence of the skills which pupils demonstrate in lessons.
25. In Key Stage 1 pupils learn to use a range of media and materials. They produce two and three-dimensional work and learn close observation techniques, making drawings of objects from these observations. Pupils discuss how to improve their work and develop increasingly an understanding of the features of different designs. For example, the Year 2 class did pencil drawings based on the shapes of different musical instruments and the sounds they make.
26. In Key Stage 2 pupils are given opportunities to develop further their knowledge and skills. They work with a wider range of media. Pupils investigate and make using a variety of materials such as in collage and with clay. There are some good examples of pupils' work on display. For example, in a Year 3 classroom there are printed patterns and evidence of the use of information technology. Skills in observational drawing increase over the key stage. Pupils demonstrate safe and correct use of relevant tools when working with clay. They discuss the fact that different

materials have different properties.

27. Pupils of all abilities achieve success in this subject. The great majority of pupils make satisfactory progress within and across the key stages. They work individually and in groups. They take part in the tasks set and are willing to help each other. Art contributes well to pupils' social and moral development. Cultural development could be increased, for example, through the use of more visits to galleries and the use of visitors.
28. The quality of teaching is consistently satisfactory across the school. Lessons are well planned with clear objectives. Teaching helps pupils to develop an understanding of their work and how to improve their achievement. Reference is made to previous learning. Good use is made of praise to encourage pupils to succeed.
29. A scheme of work sets out clearly the range of skills and experiences which pupils should develop. Curriculum leadership is effective. The subject co-ordinator monitors planning and class portfolios of work. The weekly pottery class is well attended.

176. **Music**

30. The majority of pupils in both key stages are achieving standards in line with those expected of their age. This was the case, also, at the time of the previous inspection. Music lessons in Key Stage 1 only were observed. Judgements are based on evidence from teachers' planning, lesson observations, hymn practices, music during Mass, assemblies, individual music tuition and extra-curricular music.
31. Pupils in both key stages sing in tune to a wide repertoire of songs and hymns. Pupils in Key Stage 1 sing confidently accompanied appropriately by untuned percussion instruments. They recognise the sounds of instruments and have a good sense of pitch and rhythm. Pupils in Key Stage 2 sing in three part rounds, holding the time and melody well. They have a good sense of pitch and dynamics, but at times diction is unclear.
32. Listening skills are well developed. Pupils listen to, and find out about, composers and musical works and younger pupils can distinguish individual instruments in a recorded ensemble piece as well as comment on the use of music to express mood. However, opportunities for composing are more limited. Pupils enjoy music. They co-operate well with the teacher and each other and patiently practice hymns for assembly to improve the quality of the singing. Many pupils are confident in performing in front of others and a number of pupils play instruments to a good standard in assemblies and concerts.
33. Class teaching is satisfactory. Teachers have secure subject knowledge. Teaching is well planned and pace of lessons is brisk. Instrumental teaching is consistently good owing to the high expectations, enthusiasm and technical ability of the peripatetic teachers. A large number of pupils learn instruments such as recorder, flute, clarinet, violin and trumpet. The school orchestra and choir are of a good standard and performances are popular with pupils and parents. Extra-curricular music is a considerable strength in the school.
34. The subject is well managed by an enthusiastic co-ordinator who willingly offers her colleagues help and advice. The school uses a good scheme of work, based on *Sounds of Music*. Planning is good and builds on the skills pupils have previously learned. Music is well resourced with a number of good quality instruments including keyboards, pianos and digital equipment. There is a spacious studio which helps to raise the profile of the subject.

181. **Physical education**

35. The inspection of this school included a focused view of swimming in Key Stage 2, which is reported below (*paragraph 189*).
36. Standards of attainment are in line with those expected of pupils' ages at the end of both key stages. Progress in physical education is satisfactory. Pupils take part in a variety of activities including games, gymnastic activities and dance. They are given opportunities to develop and practise a range of skills.
37. At the end of Key Stage 1 pupils' attainment is in line with national expectations of seven year olds. Pupils understand that exercise has an effect on their bodies and the importance of warming up. They send, receive and travel with a bean bag. They work well in pairs and demonstrate consideration for others. For example, in a Year 2 games lesson pupils worked well in pairs and as a whole group on developing throwing and catching skills.
38. Pupils in Key Stage 2 build on the progress they have made in Key Stage 1. They understand further the importance of taking exercise and the effect that this has on the body. They know that they must warm up before taking exercise so as not to cause damage to their muscles. Older pupils are able to sustain energetic activity over periods of time. In an upper Key Stage 2 lesson pupils practised and made progress in directional movement and in understanding the rules of dodging and tackling with a rugby ball.
39. Pupils of all abilities enjoy a measure of success in this subject. They listen carefully to instructions and work co-operatively, organising themselves for group activities if required. For example, in a lower Key Stage 2 games lesson pupils developed skills of sending and receiving a ball by working in small groups and in house teams. They dress appropriately for the activity and are able to use equipment sensibly and carefully.
40. Teaching is satisfactory and sometimes good. The best teaching is characterised by clear instruction and a focus on skills' development. Tasks are challenging and demonstrated to pupils. Pace is maintained and involvement expected by all pupils. Where teaching is less effective pupils are not given adequate opportunities to reflect on learning.
41. The subject co-ordinator is new to the school and a non-specialist, but is keen to share ideas and good practice with the rest of the staff. There is a sound scheme of work in place to support pupils' achievement and the full range of programmes of study is covered, including swimming for Key Stage 2 pupils. Resources for physical education are adequate although the school has identified the lack of some small equipment such as hoops. The school benefits from specialist visitors to the school who enrich the curriculum. For example, the local professional football club provides coaching for pupils in Years 5 and 6.

188.

188. **Swimming**

42. All pupils in Key Stage 2 have the opportunity to go swimming once a week for a term. The majority enjoy swimming and gain in confidence as a result of the lessons. On average 80% of pupils leave the school able to swim twenty-five metres or more. A qualified instructor teaches swimming. Clear learning objectives and the introduction of a wide range of techniques to encourage propulsion increase pupils' achievement. Pupils are given adequate opportunities to practise different movements. Progress is achieved over the course of a lesson and over time. The principles and skills of water safety are taught also.

PART C: INSPECTION DATA

1. Summary of inspection evidence

The inspection was carried out by a team of six inspectors.

During the inspection:

- 90 observations of lessons, parts of lessons and other observations, such as music in assemblies, were made
- discussions were held with pupils, teachers, support staff, the headteacher, governors and parents
- pupils in each class were heard reading and were examined in their mathematical knowledge, skills and understanding
- assemblies and registration times were observed
- pupils' records and reports were scrutinized
- pupils' current and past work was analysed
- teachers' planning and assessment files were examined
- school policies, the school development plan and planning documents were studied
- the staff meeting and curriculum planning meetings were attended and the minutes and agendas of school meetings, including those of the governing body, were received
- the school's budget figures and financial monitoring arrangements were examined
- attendance registers and related documents were examined
- 33 responses to a parents questionnaire were analysed and 16 parents attended a meeting with the registered inspector.

1. 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	294	4	47	137

TEACHERS AND CLASSES

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	13
Number of pupils per qualified teacher	19:1

Education support staff (YR – Y6)

Total number of education support staff	7
Total aggregate hours worked each week	156

Primary school

Average class size:	26.7
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FINANCIAL DATA

Financial year:	1998/1999
	£
Total income	608983
Total expenditure	595827
Expenditure per pupil	1928.24
Balance brought forward from previous year	114526
Balance carried forward to next year	127682

PARENTAL SURVEY

Number of questionnaires sent out:	290
Number of questionnaires returned:	33

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	46	54			
I would find it easy to approach the school with questions or problems to do with my child(ren)	42	46	12		
The school handles complaints from parents well	28	50	16	3	3
The school gives me a clear understanding of what is taught	42	55		3	
The school keeps me well informed about my child(ren)'s progress	52	42	6		
The school enables my child(ren) to achieve a good standard of work	42	49	6	3	
The school encourages children to get involved in more than just their daily lessons	52	45		3	
I am satisfied with the work that my child(ren) is/are expected to do at home	46	45	3	6	
The school's values and attitudes have a positive effect on my child(ren)	39	55	3	3	
The school achieves high standards of good behaviour	25	66	6	3	
My child(ren) like(s) school	55	37	9		